

Mission/Vision Statement and Funding

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

With intent and fidelity, Caswell County Schools seeks to find, identify, and nurture giftedness in students regardless of their race, creed, or background. We are dedicated to fostering a love of learning, cultivating individual strengths, and preparing students to succeed in an ever-changing world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 127,642.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

*** Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.

Definitions & Responsibilities of Teams and Individuals

Needs Determination Team (NDT): Each school has an NDT that meets to discuss individual student's data and needs. It is recommended that the members should include the AIG chairperson, the principal or principal's designee, which may be the AIG chair, the school counselor and at least three AIG-certified classroom teachers. At the elementary level, these classroom teachers should include one primary representative and two intermediate representatives. At the middle and high school level, these classroom teachers should represent the Mathematics and English Language Arts departments and multiple grades.

School AIG Chairperson: This person advocates for the AIG program at the school and leads the student referral, identification, placement, and service oversight processes. This includes the writing and reviewing of Differentiated Education Plans (DEPs).

Central Review Team (CRT): NDTs may make referrals to this team for decision making support in regards to identification and/or placement. This team discusses individual student's data and needs. The members consist of the AIG director or director's designee, the AIG coordinator, a Central Office director of Curriculum, the student's principal or principal's designee, and one other NDT member. In the case that there is an appeal, a maximum of two out of five members shall be from the school where the appeal originated.

Screening & Referral Phases

The screening phases of the placement process includes all the activities designed to review the general population of students to determine which students may need further assessments(s), observation(s) and/or eventual placement in the differentiated services continuum of gifted education.

Screening procedures are comprehensive and are utilized with all students in all grades, Kindergarten through 12th. Students in all grades are eligible for talent development and referral and take part in the grade-appropriate yearly screenings that Caswell County Schools uses. See chart below.

Grade	Screener
Kindergarten-8th	Student Screening Observation (Form AIG-2)
Kindergarten-5th	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) given at the beginning, middle, and end of the year *8th grade ceiling
Kindergarten-5th	IReady Diagnostic Tests-Math given at the beginning, middle, and end of the year *12th grade ceiling
6th-8th	IReady Diagnostic Tests-Reading & Math given at the beginning, middle, and end of the year *12th grade ceiling
2nd 3rd for the 2025-26 school year only	CogAT
10th	Pre-ACT
11th	ACT
3rd	Beginning of Grade Test-Reading
3rd-8th	North Carolina Check Ins-Reading & Math
3rd-8th	North Carolina End of Grade Test-Reading & Math
8th-12th	North Carolina End of Course Test-English II, NC Math 1, NC Math 3

Data is used to create learner profiles and a talent development pool at each school that includes students who show high ability based on the above data sources, who demonstrate mastery of grade-level material, and/or who are identified for early entry to Kindergarten. The talent development pool is for students in grades Kindergarten-12th. These students should receive additional nurturing beyond the universal nurturing afforded to every student, be observed, and formally referred at any time during the year when appropriate. Teachers, parents/guardians, students themselves, or any other person who has academic knowledge of a student, may nominate candidates for the talent development pool.

This same data can be used to develop a body of evidence to make a formal referral for identification in grades Kindergarten-12. Teachers, principals, students themselves, or parents/guardians may make a formal referral in writing as necessary. No single indicator can be used to deny a formal referral.

Once a formal referral has been made, parents/guardians will be notified using the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5), which must be signed by the parents/guardians before an NDT can meet and discuss individual student identification needs and options.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Process for AIG Identification in Grades K-12

Step 1: Plan the Needs Determination Meeting

The AIG Chairperson must ensure that the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) have been signed by the parent/guardian and returned. Student data should be collected for presentation at the Needs Determination Meeting. Data may include observations, test scores, universal screeners, grades, a portfolio of student work samples, student interview, the Slocumb-Payne Teacher Perception Inventory: A Scale for Rating Superior Students from Diverse Backgrounds, and/or the AIG Environmental Factors to be Considered (Form AIG-3).

Step 2: Needs Determination Meeting

The student's teacher and/or AIG Chairperson will present the student's collected data and record the information on the Summary of Individual Student Eligibility and Placement Record (Form AIG-6). The Needs Determination Team (NDT) will refer to all available data listed in Step 1 to determine if the student meets the criteria for one of the three identification pathways. Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.

The NDT may make one of the following decisions:

- Identified for AIG Services-The student meets the criteria of one of the three pathways (see below) and the NDT agrees that the student should receive AIG program services. The NDT uses data to determine which identification pathway and subject(s) apply. Upon parent approval, the student moves into the placement phase and the initial identification is noted on the Summary of Individual Student Eligibility and Placement Record (Form AIG-6).
- Watch for Further Indicators-The NDT determines that more information is needed to make an identification decision. A date is set to review the additional data, which could be grades, standardized test scores, and/or a portfolio of student work.
- Send to Central Review Team (CRT)-If the NDT is unsure of identifying a student, they may refer the student to the CRT. A student may be referred if the NDT feels that the student may have his/her gifted characteristics and abilities muted by environmental factors or if the NDT feels that an alternate assessment may be required. The Alternate Considerations for Placement/Request for Alternate Assessment (Form AIG-8) must be included in the referral. The CRT will decide if further evaluations are needed. If further testing is required, the AIG director will coordinate the administration of an approved assessment reflecting sensitivity to economic conditions, gender, developmental differences, learning differences, and the diversity of the student so that equal opportunity for consideration is provided. Assessments in the language which the student is most fluent may be administered. Testing options: Comprehensive Test of Nonverbal Intelligence (C-TONI), Otis-Lennon School Ability Test (OLSAT), Kaufman Brief Intelligence Test (KBIT), Stanford-Binet Intelligence Scale (SB), Iowa Acceleration Scale (IAS), or other available screener.

- No Services Recommended at This Time-If a decision is made for no formal identification, a written justification of the decision is filed with the AIG records at the Central Office for future review and/or referral. The student may remain in the talent development pool and receive nurturing through flexible grouping, extension, and enrichment. The CRT may review school documents and make needs determination decisions if a parent/guardian or teacher appeals the NDT's decision.

An Invitation to Conference (Form AIG-10) is used to invite parents/guardians to meet and discuss the evaluation results and decisions.

Criteria for AIG Identification in Grades K-12

The Summary of Individual Student Eligibility and Placement Record (Form AIG-6) documents the following pathways of quantitative and qualitative data collection used to make identification decisions.

Pathway One-Aptitude

A student must meet one of the following criteria.

- CogAT composite Student Age Score of 124 or above
- CogAT composite score percentile rank of 93 or above
- Percentile rank of 93 or higher on an accepted aptitude test

A student meeting this criteria may be identified Academically and Intellectually Gifted (AI) or Intellectually Gifted (IG) depending on their grades.

- A student is identified AI if they have a 90 or above in ELA/English AND Math.
- A student is identified IG if they have averages in ELA/English AND/OR Math at or below 89.

Pathway Two-Aptitude & Achievement

A student must meet one of the following criteria in both aptitude AND achievement.

Aptitude

- CogAT Student Age Score of 120 or above
- CogAT percentile rank of 90 or above in the composite score or a single subtest area (verbal, quantitative, nonverbal)
- Percentile rank of 90 or above on an accepted aptitude test

Achievement

- EOG or EOC score at or above the 91st percentile in Reading/English, Math or both subjects

- PACT/ACT score at or above the 91st percentile in Reading, English, and/or Math
- Percentile rank of 91st percentile or above on an accepted achievement test

A student meeting both of these criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in both subjects (AG).

- A student is identified Academically Gifted in Reading (AR) if they meet both criteria in Reading/English.
- A student is identified Academically Gifted in Math (AM) if they meet both criteria in Math.
- A student is identified Academically Gifted (AG) if they meet both criteria in Reading/English AND Math.

Pathway Three-Multiple Criteria

A student must meet three out of the five criteria:

1. Aptitude-one of the following criteria

- CogAT Student Age Score of 120 or above
- CogAT percentile rank of 90 or above in the composite score or a single subtest area (verbal, quantitative, nonverbal)
- Percentile rank of 90 or above on an accepted aptitude test

2. Achievement-one of the following criteria

- EOG or EOC score at or above the 91st percentile in Reading/English, Math or both subjects
- PACT/ACT score at or above the 91st percentile in Reading, English, and/or Math
- Percentile rank of 91st percentile or above on an accepted achievement test

3. Slocumb-Payne Teacher Perception Inventory: A Scale for Rating Superior Students from Diverse Backgrounds

- Score of 60 or above

4. Grades

- 90 or higher, cumulative A average in Reading/ELA/English and/or Math

5. Student Portfolio

- Student work showing performance at least one year above grade level

A student meeting this criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in both subjects (AG).

- A student who meets three or more criteria in Reading is Academically Gifted in Reading (AR).
- A student who meets three or more criteria in Math is Academically Gifted in Math (AM).
- A student who meets three or more criteria in both Reading and Math is Academically Gifted (AG).

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

In response to the LEA's high population of economically disadvantaged students and because the LEA recognizes that cultural differences can affect performance, universal nurturing occurs at the elementary level. It is recommended that ALL students are exposed to higher level processing skills by participating in Primary Education Thinking Skills lessons and grade-level specific enrichment lessons. These lessons and activities teach students to think about and solve problems differently and also prepare them for the standardized tests that they see beginning in third grade. During these lessons and throughout the year, teachers observe students in preparation of completing the Screening Observation Form (Form AIG-2). The Screening Observation Form requires teachers to view students through a qualitative lens, which is helpful in scouting students with talent who may not perform well on standardized tests. To assist teachers as they observe their students, a sheet that contains "look fors" for each characteristic is included with the Screening Observation Form. This data, along with the others listed in Standard 1 Practice A, is used to place students in the talent development pool or to make a referral to the Needs Determination Team (NDT).

The NDT is mindful of students who are in the talent development pool. They revisit the students' data and performance at least two times throughout the school year. Support staff such as Speech teachers, English Language Learners teachers, and Exceptional Children teachers may be called upon to add further data and understanding of a student. The AIG Environmental Factors to be Considered Form (Form AIG-3) may be used to determine if a student's giftedness is being masked. This form examines the following factors: language, economics, achievement, school attendance, transience, extracurricular opportunities, if the child has an Individualized Education Plan, has difficulty focusing, struggles with timed tests or providing quick answers, and if the child has skipped a grade. This form is used in developing a thorough student profile for team decision making, and helps NDTs refer and identify students whose giftedness may be masked. If the NDT determines that further testing is required, the AIG director will coordinate the administration of an approved assessment keeping in mind sensitivity to economic conditions, gender, language, developmental differences, learning differences, and the diversity of the student so that impartial consideration and opportunity is provided to ALL students.

NDTs examine all three pathways described in Standard 1 Practice B to determine if a student meets the criteria for identification. Both the Screening Observation Form (Form AIG-2) and the AIG Environmental Factors to be Considered Form (Form AIG-3) can be used during this

process. Additionally, it is recommended that members of the NDT should also be part of each school's MTSS team. This would allow them access to data brought to MTSS meetings, which may also be used to create a portfolio of evidence for identification.

In order to ensure that the LEA continues to make strides in identifying underrepresented populations, data from the state AIG Headcount is evaluated every fall and spring to help determine what professional development or support from the AIG coordinator is needed. While identifying all populations are topics that are covered in the yearly fall AIG professional development, data may indicate that mini-professional development sessions are needed. These sessions may be based on characteristics of the gifted learner, factors that mask giftedness, or the screening, referral, and identification process. Additional support from the AIG coordinator may include planning with PLCs, modeling for teachers, and/or supporting student observation.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.56%	10.48%	---	---	---	12.32%
Male	---	6.58%	---	---	---	---	15.95%
Total	---	6.57%	9.48%	---	---	---	14.27%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Caswell County Schools has established processes for screening, referral, and identification, which are outlined in Standard 1 Practices A and B. To improve consistency, each member of a school's Needs Determination Team (NDT) receives training on all three processes before being placed on the team. The AIG chairperson receives the same training plus a refresher at the beginning of each year. Each school's NDT works closely with the AIG director and coordinator throughout the year to ensure that they are following protocols. The AIG department provides flowcharts, such as the Screening and Referrals Flowchart (Form AIG-1) and the Parent Contact Flowchart Following a Referral (Form PC-4) to ensure that NDTs are sequentially following action steps. Additionally, detailed descriptions of screeners, evidences, and decision options are rendered to guarantee proper usage. Forms such as the K-8 Screening Observation Form (Form AIG-2), the Slocumb-Payne Teacher Perception Inventory, and the Student Interview (Form AIG-9) aid NDTs in the screening, referral, and identification processes. Forms like the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) support parent communication within the processes.

The screening process is monitored by the AIG director and coordinator. The CogAT is used as a universal screener in second grade. The CogAT is scheduled by the AIG coordinator, who also trains the proctors to administer the test. Once the CogAT has been administered, the AIG director and coordinator examine the data for each school and print reports that can be used by the NDTs for referral and identification. Examining the data ensures that the district-level AIG staff is aware of students who should be appearing in NDT paperwork and who may possibly be identified. To ensure that the CogAT data is reviewed and understood at the school level, the AIG coordinator reviews the CogAT data with the NDT chair and

principal at each school. Conversations revolve around the students who have met cut scores, the students who may need to be included in the talent development pool, and the learning styles of all students. Starting in the 2025-26 school year, data will be entered into a spreadsheet so that every student who is eligible for the talent development pool or for referral and identification is monitored at the school level. Additionally, the AIG director and coordinator examine ACT scores, Beginning of Grade scores, End of Grade scores, and End of Course scores in the same manner once they are made available. Curriculum directors review and discuss the scores with the principals.

Each elementary and every math and ELA middle school teacher receives a digital version of the K-8 Screening Observation Form (Form AIG-2) from the district AIG department. Every student is represented on the form and it is completed in the spring of every year with the support of the AIG coordinator. Having access to every observation form allows the AIG department the ability to make sure it is completed and that the data is ready to review for class placements and referrals. If the form indicates that a student may need placement in the talent development pool or a referral, their data will be added to the above-mentioned spreadsheet.

The following forms are used during the referral process: Notice and Consent for Evaluation (Form AIG-4), Your Rights as a Parent/Guardian (Form AIG-5), Summary of Individual Student Eligibility and Placement (Form AIG-6), NDT Minutes (Form AIG-12), the Initial Differentiated Education Plan (Forms AIG-13/14/15), and the Slocumb-Payne Teacher Perception Inventory. This paperwork is placed in an AIG folder that is kept in the student's cumulative records folder if the student is identified. A copy of all the paperwork is sent to the LEA's AIG department. Additionally, the school's AIG chair maintains the paperwork of any student who was not identified for reference or use in the future. A copy of all this paperwork is also sent to the LEA's AIG department. The forms are reviewed to ensure that referral and identification procedures are being followed with fidelity. Once the appropriate paperwork is submitted to the department and checked for fidelity and signatures, the AIG director or designee places the student's AIG identification in the Infinite Campus platform. If the NDT minutes or the forms indicate that the referral and identification processes are not being followed with fidelity, the NDT reviews these processes with the AIG director or coordinator during professional development. Additionally, the AIG director or coordinator will support the NDT with future referrals and identifications until the procedures are happening correctly.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

The Caswell County Schools' AIG plan includes articulated policies and procedures for the screening, referral, and identification processes. The plan includes forms and flowcharts to guarantee identification is comprehensive, equitable, and that parents/guardians understand and are involved throughout the process. This plan is shared on the Caswell County Schools' websites for all stakeholders to access. Hard copies are printed and distributed to every school board member, principal, and AIG chairperson.

In addition, AIG brochures that describe the screening, referral, and identification processes are available at each school in the office and are dispersed at Title I events and family nights when appropriate. A copy of the brochure is given to a student's parent/guardian with the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) when a child is referred for potential AIG identification. The brochure is available in both English and Spanish.

Each school's AIG chairperson, with support from the AIG coordinator, reviews the screening, referral, and identification processes with parents/guardians at their annual AIG meeting at the beginning of each school year. Each AIG chair is given a digital presentation template that includes required information about the processes, but that can also be modified to reflect their school in other areas.

The AIG coordinator reviews the processes with the AIG chairpersons at the beginning of each year. The AIG director, AIG coordinator, or AIG chair chairperson facilitate professional development about the processes during staff or PLC meetings when requested.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Caswell County Schools documents evidence throughout the identification process to ensure that the appropriate identification decision is made. AIG forms are utilized to document the evidence. Each Needs Determination Team (NDT) utilizes the Needs Determination Meeting Minutes (Form AIG-12) to document conversations around evidence for placement. The Summary of Individual Student Eligibility and Placement Record (Form AIG-6) is completed to log the quantitative and qualitative data used to make identification decisions.

The Screening Observation Form (Form AIG-2) and the Slocumb-Payne Teacher Perception Inventory may be completed by the classroom teacher to gather observational data. The AIG Environmental Factors to be Considered (Form AIG-3) may be used to recognize aspects that mask giftedness. The Student Interview (Form AIG-9) may be used to gather information about what the child thinks and feels about being gifted. The Alternate Considerations for Placement/Request for Alternative Assessment (Form AIG-8) may be used to refer a student to the Central Review Team for identification support or for further testing.

The NDT works in conjunction with the parents/guardians throughout the identification process. When a student is referred, the parent/guardian signs the Your Rights as a Parent/Guardian (Form AIG-5), which explains the screening, referral, and identification processes and the rights they have in regards to those processes. Additionally, the parent/guardian signs the Consent for Evaluation (AIG-4), which grants the NDT the right to evaluate the child's academic achievement and to determine eligibility. When the NDT recommends that a student be identified, the parent/guardian is invited to the placement meeting using the Initial Placement Decision/Evaluation results (Form AIG-10). At this meeting the parent/guardian also signs the Summary of Individual Eligibility and Placement and Record (Form AIG-6) to give permission for their child to receive AIG services. If a parent/guardian cannot attend this or any other meeting, the AIG chair will invite the parent/guardian to a virtual meeting or speak with them on the phone.

After the initial placement, a copy of the above forms are sent to the AIG department. The AIG coordinator creates a folder to house the documentation and adds the student's AIG identification into Infinite Campus. The originals are filed in an AIG folder within the student's cumulative folder at the school.

*** Practice G**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Differentiated Education Plans (DEPs) are developed to articulate the differentiated learning environments, content modifications, and enrichment opportunities that are available for each AIG student in Caswell County Schools.

After a student has been identified, the student's evaluation results that support an AIG identification are matched to the services the student will receive and the DEP is created by the teacher(s) and Needs Determination Team (NDT) members. Parents/Guardians offer input before signing the

DEP. Students who are identified Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), and Academically Gifted (AG) are eligible for all services listed on the DEP. Students who are identified as Academically Gifted in Reading (AR) or Math (AM) are eligible for all environment and enrichment options, but content services are specific to the subject identification.

After a student has been placed, a new DEP is created within the first 30 working days of each school year. The teacher(s) and NDT use comprehensive student profiles to develop the DEPs by indicating appropriate service options. At the high school level, students are also involved in their DEP creation. Data that is evaluated includes EOG/EOC scores, grades, observations from the previous year, and/or the DEP/IDEP from the previous year when appropriate. Course information is also considered. The DEP matches the student's achievement, performance, motivation, interests, and needs.

DEP Service Options (K-8)

Learning Environment: in-class flexible grouping, subject grouping within a team, subject acceleration

Content Modifications: curriculum compacting, computer-based instruction, choice boards/menus, Socratic Seminar, differentiated units/projects, tiered assignments, learning contracts, independent study, differentiated learning stations, problem/project based learning, jigsaw discussions

Enrichment: academic competitions, Battle of the Books, Junior Beta Club, Super Saturday (STEM), general exploratory activities, field trips

DEP Service Options (9-12)

Learning Environment: honors courses, Advanced Placement courses, dual enrollment through Career and College Promise, associate degree pathway, early graduation, Career Technical Education courses, Credit by Demonstrated Mastery, NC Virtual Public School, NC School of Science and Mathematics courses

Content Modifications: computer-based instruction, differentiated units/projects, tiered assignments, internships, problem/project based learning, guided reciprocal peer questioning, independent study, Socratic Seminar/gallery walk/philosophical chairs/pinwheel discussion, jigsaw discussions

Enrichment: Academic-Beta Club, Governor's School; Leadership-student council, service projects; Arts-band, dance company, athletics, after school clubs/organizations

*See Standard 2 Practice A for a detailed description of the above mentioned Learning Environments, Content Modifications, and Enrichment opportunities.

In cases where appropriate service options are not available on the DEP to meet a student's needs, the NDT has the responsibility of designing an Individualized Differentiated Education Plan (IDEP) based on the student's identified needs. Additionally, the AIG coordinator is involved with the creation and monitoring of IDEPs. Underachieving gifted students, twice exceptional students, and highly gifted students are some of the students who may need an IDEP. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component or other appropriate supports.

Parents/Guardians are invited to an AIG meeting at the beginning of every year. The AIG chair shares the DEPs/IDEPs with the parents/guardians and reviews what the service options look like. Parents/Guardians have the opportunity to ask questions and offer suggestions. They may request a meeting at any time during the school year to discuss the DEP or the student's performance. Therefore, the DEP not only documents the services a student receives in a school year, but it is also a form of communication between the school and home.

*** Ideas for Strengthening the Standard**

Caswell County Schools recognizes the need to ensure that the AIG program remains inclusive of all ethnicities, socio-economic backgrounds, and diverse populations. The "A Call to Action" brief and guidebook, set out by NCDPI's Office of Advanced Learning and Gifted Education can be included in the professional development course, "Introduction to Gifted Education & the Social Emotional Needs of Gifted Students", during each fall semester. This ensures that teachers, counselors, and administrators see the importance of inclusivity and can utilize the brief and guidebook during Needs Determination Team meetings.

During the 2022-2025 AIG plan cycle, there was strong reflection on adding more data points to our identification and placement procedures and this has been followed through with in the 2025-2028 AIG plan. It is imperative that all stakeholders are trained on these data points and that procedures are monitored to ensure everyone is taking advantage of the changes.

Planned Sources of Evidence

* Caswell County Schools' website-AIG Department https://www.caswell.k12.nc.us/departments/academically-intellectually-gifted	
* AIG forms and flowcharts	
* CogAT, BOG, EOG, EOC, PACT, ACT, and check-in results	

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Forms 2025-2028

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Caswell County Schools' AIG program identifies K-12 students for gifted services based on the strengths of the students. Program service options are designed by grade spans, offer services based on best pedagogical practices in content areas, and provide enrichment opportunities. Each AIG student receives a new Differentiated Education Plan (DEP) at the beginning of each year, written with the appropriate service options: learning environments, content area modifications, and enrichment options. The DEP matches the student's identification, achievement, performance, motivation, and needs.

Students who are identified Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), and Academically Gifted (AG) are eligible for all services listed on the DEP. Students who are identified as Academically Gifted in Reading (AR) or Math (AM) are eligible for all environment and enrichment options. Content services are specific to the subject of identification.

In cases where appropriate service options are not available to meet a student's need on the DEP, the Needs Determination Team has the responsibility of designing an Individualized Differentiated Education Plan (IDEP) based on the student's identified needs with the support of the AIG Coordinator. Underachieving gifted students, students with disabilities, students with high potential from culturally diverse or economically disadvantaged families, and highly gifted students are some of the students who may need an IDEP. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component.

Elementary School

Learning Environments K-5

Cluster Grouping of AIG Students-ALL AIG students are placed in a cluster group. A cluster group of AIG students is assigned to a regular education classroom. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group. If a school has fewer than eight identified students in a grade, these students are clustered in one classroom.

Flexible Grouping Within the Classroom-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

Subject Grouping Within a Team-Students are grouped within a heterogeneous homeroom, but are clustered grouped for reading and/or math classes.

Subject Acceleration-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

Content Modifications K-5

Curriculum Compacting-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. *Thematic or Integrated Units*-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Research Paper-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Differentiated Learning Stations/Centers-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.

Jigsaw Discussions-Students become experts on a topic and teach their peers about the subject in small groups.

Enrichment K-5

WordMasters-WordMasters is a national competition in which students work with vocabulary and word analogies.

Math Olympiad-Math Olympiad is a national competition in which students solve math problems in an allotted time to earn points.

Battle of the Books-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

Science Buddies Engineering Challenge-This low-stakes engineering challenge has students partake in an engineering lesson where they are required to build something for a specific purpose.

Scripps National Spelling Bee-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.

Multiplication Madness-Multiplication Madness is a competition between classes in which students remain in the competition by answering multiplication facts quickly and correctly.

Super Saturday-Super Saturdays are weekend events in which AIG students from all of the elementary schools are invited to participate in STEM activities in one location.

Field Trips-AIG students prepare and partake in field trips related to their grade level curriculum with students from the other elementary schools.

Junior Beta Club-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

Middle School

Learning Environments 6-8

Flexible Grouping Within the Classroom-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

Subject Grouping Within a Team-All AIG students are placed in a cohort within a team. The cohort teachers are trained in gifted education and receive consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group.

Subject Acceleration-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

NC Virtual Public School-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

Content Modifications 6-8

Curriculum Compacting-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.

Thematic or Integrated Units-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Research Paper-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Differentiated Learning Stations/Centers-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.

Socratic Seminar-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

Jigsaw Discussions-Students become experts on a topic and teach their peers about the subject in small groups.

Enrichment 6-8

WordMasters-WordMasters is a national competition in which students work with vocabulary and word analogies.

Continental Math League-Continental Math League is a national competition in which students solve math problems in an allotted time to earn points.

Battle of the Books-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

Scripps National Spelling Bee-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.

Field Trips-AIG students prepare and partake in field trips related to their grade level curriculum.

Junior Beta Club-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

High School

Learning Environment 9-12

Honors Courses-Honors courses are advanced content courses that cover traditional content with added rigor, complexity, challenge, and creativity. *Advanced Placement (AP) Courses-The AP* program offers college level courses and examinations. AP course descriptions are carefully followed and are taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas through different platforms. College credit is available at some colleges and universities for passing AP examinations.

Credit by Demonstrated Mastery-CDM allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the district uses a body of evidence to grant credit to a student for a particular course without requiring the student to complete the class instruction.

NC Virtual Public School-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

Dual Enrollment/College Career Promise-Students may be enrolled in high school classes and Piedmont Community College (PCC) courses at the same time. Students have a wider variety of classes available to them and the opportunity to receive college credits while in high school.

Early Graduation-Students can create schedules that enable them to begin job training or enter a higher institute of learning earlier.

Associate's Degree Pathway-Students can apply to be part of the Associate's Degree program at PCC. As a member of this program, students complete an accelerated course of study in 9th and 10th grade to be eligible to enroll in college courses at PCC during their junior and senior years.

Content Modifications 9-12

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Socratic Seminar-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

Choice Boards/Menus/TicTacToes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. TicTacToes list options on a traditional TicTacToe board. Students complete options based on the criteria established by the teacher.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Enrichment 9-12

Beta Club-Beta Club is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

Governor's School-Governor's School is a multi-week summer program that offers students an opportunity to delve into a specific content area.

After School Clubs-The high school can list clubs that are specific to that school that may be of interest to the students. Examples include 4H Club, Chess Club, and Future Farmers of America Club.

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Caswell County Schools strives to ensure AIG students' social emotional needs are recognized and addressed. Professional development is offered during the fall semester every year for any K-12 teacher, counselor, or administrator. It is a requirement that all K-8 teachers that teach AIG students and all high school honors teachers complete this course. This professional development addresses the social emotional needs of gifted students. Participants are trained to identify and address the special needs of these students. The Needs Determination Team (NDT) chairpersons are required to have this training since they lead the team that determines placement and service needs of each student at their schools.

The NDT at each school, which includes the chairperson, the principal, the counselor, and selected teachers collaborates to recognize any social emotional needs students may have. The NDT also works with the parents/guardians, as they offer a different perspective. Parents/Guardians have opportunities to share and receive information at conferences, AIG parent/guardian meetings, and during the identification and placement process. Additionally, resources concerning the social emotional needs of gifted students are shared in AIG newsletters and on the AIG website.

Because research shows that gifted students grow and learn better when placed with other gifted students, AIG students are placed in clusters or cohorts in elementary and middle school. These clusters and cohorts allow gifted students to be with peers that are similar either academically, socially, and/or emotionally throughout the school day. This helps with the peer pressure and isolation gifted students may feel, particularly during adolescence.

AIG students need to have accessibility to highly skilled and specially trained counselors who understand the unique development and needs of gifted students. Nurturing and meeting the social emotional needs of these students is crucial to their overall well-being and success. Students may require counseling services in the areas of peer relationships, social emotional adjustment, transition periods, perfectionism, and/or stress management. School counselors include group and/or individual counseling sessions and peer support groups. Individual sessions, scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations, dually enrolled students, and accelerated students (early entrance into kindergarten, subject acceleration, grade acceleration, early graduation), are highly recommended to

provide these students with direction and support. An Individualized Differentiated Education Plan is provided to any AIG student who needs an individual program to meet his/her social emotional needs. Furthermore, counselors offer support to teachers of AIG clusters or cohorts, collaborate with EL staff to assist students from diverse populations, and cooperate with Exceptional Children staff to assist students who are twice-exceptional. They utilize programs and activities that follow a scope and sequence for an affective curriculum: NC Professional School Counselor Standards, Guidance Essential Standards, Character Education, and bibliotherapy.	 Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. AIG students benefit from an AIG program that is integrated with the district's priorities and resources. It is critical that the AIG program be an integral part of other system-wide efforts in the school district. Caswell County Schools' mission is to provide all students with a solid foundation in knowledge and skills in order to ensure that the students meet the competency set of North Carolina's Portrait of a Graduate by the end of their senior year. District initiatives that support this mission include the application of a Multi-Tiered System of Support for students of all ability levels, the implementation of the Science of Reading, and the strengthening of the core curriculum. AIG goals and objectives correlate with and support the district initiatives to meet the academic and intellectual needs of students, increase their performance in all content areas through differentiation, and enhance their critical and creative thinking ability. The interconnectedness of the district as a whole can be seen through its strategic goal of improving school and district performance by having units of instruction and activities that are aligned with AIG goals, EL student progress, IEP goals, and objectives for all students. The AIG program extends and enriches the NC Standard Course of Study, therefore, it is imperative that the AIG department collaborates with the Elementary and Secondary Curriculum departments to align services, address instructional needs, and to provide differentiation. The curriculum directors, the district's Early Literacy Specialist, the principals, the instructional coaches, and the AIG coordinator support teachers in data analysis, help plan differentiated learning sequences, and locate instructional resources. The AIG coordinator participates in curriculum training in order to better understand the core curriculum and to offer appropriate suggestions for differentiating it. District walkthroughs allow the curriculum departments, the AIG department, and district-level administrators to monitor the policies and practices that are happening at each school to determine alignment with the district's mission and initiatives. Finally, AIG funds are combined with curriculum and federal funds to ensure that the common mission and its initiatives come to fruition. Because social emotional learning and well-being is critical to students' overall success, the AIG department finds it imperative to coordinate its efforts with the counselors at every school. Counselors are invited to attend professional development that addresses the social emotional needs of gifted students. This knowledge is applied when working with gifted students individually or in small groups, when offering guidance regarding class selection, and when providing specialized intervention services for gifted students who are underachieving. The Human Resources department works in conjunction with the AIG department to support the recruiting, hiring, and retaining of highly qualified staff in order to provide the best educators available for the AIG population. Beginning teachers receive an overview of AIG programming and introductory professional development at Beginning Teacher Orientation and/or required meetings.	

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

Caswell County Schools strives to utilize best practices for intentional, flexible grouping practices in order to facilitate the achievement and growth of AIG students and others with advanced learning needs.

Students in grades K-5 are cluster grouped and students in grades 6-8 are placed in cohorts that are subject based for identified core classes to ensure that their academic and social emotional needs are being met. The AIG director and AIG coordinator work with administrators to implement best practices in grouping as they create class rosters. Students are grouped according to AIG identification with consideration of assessment data, reading levels, student readiness, and teacher observations. High school students are encouraged to take advanced courses: honors, Advanced Placement, and/or college.

Additionally, Caswell County Schools emphasizes the importance of formative, diagnostic, and summative assessments to inform instructional decisions. Flexible grouping is essential for differentiated instruction that meets the needs of AIG students and others with advanced learning needs. It is highly recommended that Professional Learning Communities analyze data from the LETRS Basic and Advanced Spelling Screeners, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), i-Ready diagnostics, and NC Check-Ins to determine flexible groups for intervention, remediation, and extension/enrichment. Groups should not remain stagnant, but should be fluid, changing as new data indicates a difference in the students' needs.

Additionally, pacing guides and curriculum units include performance tasks and assessment suggestions. Teachers may use pre-tests, daily formative assessment techniques, such as ticket-out-the-door, and observations to monitor student learning and adjust instruction accordingly within their classrooms.

*** Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

To ensure that the AIG program runs smoothly and the AIG plan is carried out with fidelity, stakeholders must be informed. Each board member, school administrator, and school Needs Determination Team (NDT) chairperson receives a hard copy of the AIG plan. The AIG plan is accompanied by handouts, flowcharts, and required forms. The flowcharts condense information about identification, placement, and services in the AIG plan and make it user-friendly. The plan, flowcharts, and forms are posted on the district AIG website for all other stakeholders, such as students and parents/guardians, to view. Additionally, the AIG Director and the AIG Coordinator meet with multiple stakeholder groups to discuss appropriate plan components. This includes meetings with the following groups: district leadership, school administrators, and AIG chairpersons. The AIG Coordinator meets with individual teachers to support differentiation efforts.

It is advisable that administrators at each school report findings, lead professional development, and inform their staff of practices, procedures, and strategies in the AIG plan. The AIG Director and AIG Coordinator are available to support these efforts. Additionally, administrators receive AIG updates about legislation and policies as they are released during leadership meetings and in individual meetings.

*** Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

The AIG Director, AIG Coordinator, the Needs Determination Teams (NDT), administrators, school counselors, data managers, and teachers work collaboratively to ensure the continuity of services for gifted students throughout the year, in the case of student transfers, and at key transition times. The NDT, in conjunction with the classroom teachers and administrator at each school, ensures that every AIG student has an appropriately developed Differentiated Education Plan (DEP) each year and that the services listed on the DEP are carried out with fidelity. During grade level transitions within a building, the AIG chairperson, with help from the AIG coordinator, supports the continuation of services by communicating with the administrator to ensure the appropriate placement of gifted students. Communication between former and future teachers of AIG students also occurs.

Students who transfer into the district with an AIG identification are placed in an AIG cluster group (K-5), cohort (6-8), or in appropriate advanced courses (9-12). Once the student's identification is determined, a DEP is created in conjunction with the NDT, teacher(s), and parent/guardian. Since the counselor is usually involved with new students and/or scheduling, he/she has knowledge if the student may need additional supports and can provide them if necessary.

The annual transfer of files, from elementary to middle and middle to high, is completed by the data managers at each school. A middle school administrator is responsible for collecting placement information from all of the elementary schools on each incoming student. Placement spreadsheets help to develop learner profiles that include social emotional and academic needs to be considered during cohort creation. Administrators and teachers discuss individual cases when applicable.

Because four elementary schools feed into one middle school, the AIG department offers an enrichment experience called Transition Saturday for identified fifth graders district-wide to come together for enrichment in STEAM activities. The experience allows students to meet and interact with each other on the middle school campus for a fun event prior to transitioning to sixth grade. The AIG students also visit the middle school with their classes for a school tour and to learn about the elective courses available in middle school.

Middle school and high school counselors work closely with the AIG students as they transition to high school. Multiple meetings with the students and their parents/guardians occur prior to the transition. These include information meetings, freshman orientation, and building tours. Information about classes and course work, clubs, sports, and programs, such as the Associate's Pathway or Work Place Ready credentials, is shared.

*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Policies and procedures for acceleration opportunities are in place to ensure appropriate differentiation for students that take into account academic data, the social emotional well-being of the child, and parent/guardian participation. Teachers, parents/guardians, and students themselves can request to have a student participate in acceleration.

Early Admission to Kindergarten

Early admission to kindergarten is provided to a child reaching his/her fourth birthday by April 16th if the child demonstrates extraordinary academic ability and maturity. Caswell County School Board Policy 4101 states that the principal of a child must confer with a district committee to evaluate and consider early admission to kindergarten. Parents/Guardians must submit a score of the 98th percentile on an individual test of intelligence and a

score of the 98th percentile on a standardized reading or math test given by a licensed psychologist. Additionally, work samples, letters of recommendation by non-family members, along with interview data must be presented to the committee for review in order to determine if early admission to kindergarten is appropriate.

Compacted Content in Grades K-12

Compacted content, the process of condensing curriculum by removing what is already known, in order to include enrichment or extension activities, can be provided by teachers in any subject area when a student is showing mastery. This is typically done by a topic or unit within a course/class. Additionally, students taking advanced math courses in middle school participate in a compacted curriculum, allowing 6th-8th grade math to be taught in conjunction with each other in advanced math courses in order for students to be prepared for Math 1 in eighth grade. Students are placed in these advanced math courses based on their 5th grade math EOG score, grades, and teacher recommendations. Parents/guardians may request that a student's information be reviewed if they want their child in the advanced math courses.

Dual Enrollment in Grades 9-12

Through NC's College Career Promise, eligible students can take college-level courses while in high school to earn college credits. College transfer courses are ideal for students who are planning on attending a college or university upon high school graduation. These courses can be taken individually or as part of the Associate's Pathway. Career & Technical Education courses allow students to start working on a certification or diploma program in a technical field. Dual enrollment is explained at parent nights by both Caswell County Schools staff and Piedmont Community College staff. Students must meet the following criteria to participate: be a junior or senior, have an unweighted GPA of 2.8, and demonstrate college readiness in English, reading, and mathematics on an assessment or placement test or meet provisional status.

Credit by Demonstrated Mastery in Grades 9-12

In high school, Credit by Demonstrated Mastery allows students to demonstrate command of course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. A body of evidence is used to award a student credit for a particular course without requiring the student to complete the instruction.

Grade and Subject Acceleration in Grades K-12

In kindergarten through twelfth grade, students are allowed to place out of a grade or specific subject based on a portfolio of evidence. Teachers, parents/guardians, and/or students themselves may request to grade accelerate. Students may be completely accelerated and be placed in the next grade level. Or, students may receive a higher level of instruction with a higher grade level for one subject, but remain with their peers for the rest of their instruction. For example, a student who is accelerated in math, may participate in a fourth grade math class for ninety minus a day and receive the rest of his/her instruction in a third grade classroom.

The Central Review Team (CRT), in compliance with School Board policy 34.6L, evaluates the portfolio of evidence using the following factors. The principal will consult with the CRT before making a final decision.

Acceleration Criteria

1. 95th percentile or higher on a nationally normed aptitude assessment
2. 99th percentile on most recent EOG/EOC
3. Teacher observation and recommendation

4. Social emotional development 5. Motivation 6. Recommendation from the school's Needs Determination Team and parent/guardian approval	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Kindergarten through third grade offers an opportunity to develop every students' talent and to close gaps that are based on a plethora of factors such as pre-school experience, exposure to literacy and numeracy, socio-economic status, and/or family dynamics. Therefore, Caswell County Schools' nurturing program is offered to every K-3 student to enhance and cultivate the potential in every child. Teachers use data to create differentiated flexible groups in core subjects. Flexible small group reading and math lessons are used to work on missing skills, to continue work on grade-level standards for proficiency, or to work on enhancing and differentiating the curriculum by digging deeper and increasing the rigor. Progress monitoring allows teachers to monitor each student's growth, differentiate appropriately, and move to the next concept in a timely manner. The AIG coordinator is available to assist with planning, differentiation, and/or data analysis. The nurturing program focuses on exposure to critical thinking, creativity, and curiosity. K-3 teachers are expected to integrate these skills into lessons throughout the day. In addition, the Primary Education Thinking Skills curriculum is provided as a supplement to teach students how to solve problems and puzzles by thinking convergently and divergently. Teachers are encouraged to use the resources such as the Office of Advanced Learning and Gifted Education's learning labs, the University of Cambridge's NRICH program/resources, and the University of Waterloo's problem of the week program. Students are offered enrichment opportunities during their enhancement time in the media center. Materials, such as Legos, Lego Spike Essential kits, marble runs, circuit boards, and Spheros, have been purchased to promote spatial awareness, creativity, and curiosity. Challenges using these materials require students to think critically as they plan their solutions. Additionally, students are exposed to content in K-3 that leads to enrichment opportunities in the upper grades. For example, a curriculum has been developed called "Introduction to Flight" that exposes students to the forces used while flying an airplane or helicopter. Lessons include hands-on activities, video clips, discussions, and kinesthetic movement. "Introduction to Flight" gives students background knowledge and builds schema that students will utilize when they work with drones later in elementary school. K-3 students are observed for gifted characteristics throughout the year. Teachers complete the Screening Observation Form (Form AIG-2) to note behaviors that may indicate giftedness. This form is used to determine class rosters, placement in the talent pool, or for an AIG referral.
* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. It is critical that the mindsets, policies, and practices of the AIG program promote access to advanced learning opportunities for students. The AIG professional development course, "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners", is offered during the fall	

semester of every school year and deals with topics related to the screening referral, and identification processes. Also, participants take a deep dive into misconceptions and stereotypes of gifted learners, examine factors that may mute giftedness, and discuss opportunities for changing their own, as well as others' mindsets. Participants learn about the policies outlined in the local AIG plan to ensure that they are advocating for and following the protocols to safeguard ALL potentially gifted and identified students' opportunities. In the course, "Differentiation & Instructional Strategies for AIG Students", which is offered during the spring semester of every school year, participants examine the best practices that benefit potentially gifted and identified students and how to modify instruction and assignments to meet the needs of EVERY student.

To nurture talent, students in all grades can be placed in a talent development pool. Students who are placed in this talent pool show high ability, demonstrate mastery of grade-level material, and/or are identified for early entry to kindergarten.

Data from universal screeners, achievement data, diagnostic data, common formative assessment data, work samples if applicable, surveys/interviews if applicable, and observation/anecdotal notes are analyzed and maintained for students. Because this data includes multiple types of evidences there is a greater opportunity to scout talent. This information may assist in identifying students for the talent pool who may not perform well on tests, but show gifted characteristics. Professional Learning Communities (PLC) and Needs Determination Teams (NDT) review learner profiles throughout the year when new data or evidence is available. Students may be placed in the talent development pool if there is a consideration that the child may be gifted. In addition, teachers, parents/guardians, students themselves, or others who have academic knowledge of a student, may nominate a candidate for the talent development pool. These students should be nurtured, observed, and formally referred at any time during the year when appropriate. The student's data determines how a student should be nurtured. For example, a student showing potential in math may be placed in a flexible math group that works on multi-step problem solving and may participate in an enrichment math competition. Students who are in the talent development pool may be included in classes and/or flexible groups with an AIG cluster/cohort, may receive more rigorous assignments, and may receive counseling support. Inclusion of students who are not formally identified in talent development programs, enrichment, and self-selected classes at the high school level, all contribute to increased services for all populations.

Due to Caswell County's rural and high poverty context, all students partake in frontloading in all grades at the elementary level. The AIG coordinator teaches lessons that involve critical thinking and creativity in every fourth and fifth grade classroom, not just those with AIG clusters. These lessons may involve using primary sources, reading texts at a higher complexity level, integrating subject material, or introducing accelerated skills. The classroom teachers are afforded the opportunity to observe their students to look for gifted characteristics while someone else teaches. Also, the AIG coordinator, who may be more familiar with finding hidden talent, has the chance to work with every student, looking at them through the "potential lens". This has led to referrals for talent development, which in turn have led to AIG placements.

Teachers at the middle and high school levels take part in mini-professional development sessions with the AIG coordinator to learn how to increase the rigor in their classrooms. Teachers of non-advanced classes/courses are encouraged to implement these strategies in order to frontload for students who may be in the talent development pool. This helps students prepare for more challenging curriculum and develop their abilities by working in their individual zones of proximal development.

All students are given the opportunity to participate in AIG-sponsored activities, whether they are identified or not.

Examples of AIG-Sponsored Opportunities Afforded to ALL Students

- Adaptive computer-based instruction (K-8)
- Differentiated instruction and flexible groups (K-12)

▪ Science, Social Studies, and enrichment programs by outside speakers (K-12)

▪ Jacob's Ladder curriculum (4-5)

▪ Junior Beta and Beta clubs (5-12)

▪ After-school clubs such as drama, Future Farmers of America, student council (6-12)

▪ Academic competitions: WordMasters (3-8), Math Olympiad (4-5), Continental Math League (6-8), Battle of the Books (4-8), Multiplication Madness (3-4), Spelling Bee (3-8)

▪ Enrichment initiatives: Tello drones (3-8), Lego Spike Essential (K-5), Spheros (2-5), marble runs (K-5), circuit boards (3-5)

▪ Community service projects (K-12)

Including non-identified students and those in the talent development pool in the activities listed above has a positive effect. Students who have lacked opportunities are now receiving them. Gaps created by economics, culture, and/or education levels of parents/guardians are being closed. Teachers and school staff are becoming more aware of hidden talent and how to nurture it. Administrators and teachers are more aware of and recognize the importance of finding talent. Teachers are learning that talent can be evidenced in more than grades or a test score.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Enrichment opportunities are essential in addressing the needs of students and nurturing the talents and interests of the AIG population. Enrichment opportunities are offered both during the school day and after school in order to provide more opportunities for students. Information about after-school opportunities is communicated through flyers and social media. Teachers and sponsors work closely with their student population in order to recruit and encourage students who may be interested in the different programs.

Enrichment Opportunities & Their Benefits

▪ Battle of the Books: Students are exposed to literature that they may not have read by their own choice, thus broadening their scope and experience.

▪ WordMasters: Students learn new vocabulary and think about it critically by working with analogies.

▪ Math Olympiad and Continental Math League: Students are exposed to rigorous math problems in a competition setting.

▪ Veterans of Foreign Wars Essay Contest: Students are encouraged to think about their civic responsibilities and recognize their place in the community.

▪ Spelling Bee: Students study the spellings of many words that they may choose to include in their writing assignments. Additionally, they work on speaking in front of an audience.

▪ Multiplication Madness: Students master their multiplication facts to compete effectively, thus improving their computation in class and freeing up time to participate in enrichment and extension activities. ▪ Spheros and Tello Drones: Students think critically while learning to code to solve real world problems. ▪ Lego Spike Essential: Students design, build, and code to create and solve real world problems. ▪ School-Sponsored After-School Clubs: Students have the opportunity to further engage in an interest by participating in a club of their choice. Clubs vary upon the year and school staff and range from Dungeons and Dragons to Future Farmers of America. ▪ Junior Beta and Beta Clubs: Students are recognized for their academic achievements while maintaining high behavior standards. The organizations participate in service projects that promote civic responsibility while demonstrating leadership. ▪ Grade Level Field Trips: Students participate in enrichment lessons with the AIG coordinator based on their grade level curriculum. As a culminating activity, students go on a field trip connected to their curriculum, thus allowing them to see the interconnectedness of what they learn and the real world. ▪ Super Saturdays: Students work on collaboration skills with other AIG students while completing STEM projects on Saturday mornings.		
* Ideas for Strengthening the Standard To ensure that all students in grades K-5 have the opportunity to be nurtured by participating in enrichment activities, the AIG coordinator will meet with the media specialists to review enrichment opportunities and lesson plans. This time can also be used for creating additional lesson plans and units of study, getting trained on new Lego Spike Essential kits and curriculum, and sharing best practices with each other. Caswell County Schools' AIG department will continue to build relationships with the directors of other departments and work closely with them in order to create a more streamlined program. Additionally, the AIG department will encourage the many new school counselors to participate in the fall professional development to better understand the social emotional needs of gifted students and the AIG identification process.		
Planned Sources of Evidence		
*	Screening Observation Forms and class rosters	
*	Student profile and data spreadsheets	
*	Documentation of enrichment opportunities-emails, invitations, etc.	
Type		Documents Document Template Document/Link

Standard 3: Differentiated Curriculum and Instruction

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

*** Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Teachers in Caswell County Schools utilize curriculum based on the NC Standard Course of Study (SCOS) in grades K-12. Research-based curriculum is chosen because of its compatibility with the SCOS.

Most differentiation of the SCOS at the elementary level happens with technology or during small group instruction, which may be led by teachers, teacher assistants, or tutors. Amplify Boost utilizes a diagnostic reading assessment to place students' on individualized pathways administering lessons and practice with the standards and skills they need to grow. The fifth grade ceiling for Amplify Boost allows students acceleration opportunities in the lower grades. Small group instruction utilizes lessons from FlyLeaf, high level questions from SchoolNet integrated with texts from ReadWorks, novel studies, Jacob's Ladder lessons, vocabulary instruction, Problem/Project Based Learning, and rigorous, multi-step math problems. The Director of Elementary Curriculum, the Early Literacy Specialist, and the AIG coordinator support the elementary teachers through model lessons, coaching, and by providing lesson plans and materials.

Classroom teachers in ELA and Math provide most of the differentiated instruction in the middle school. Advanced ELA classes enrich the SCOS by digging deeper into the standards through discussions, projects, and written responses. Students in these classes may read different texts, participate in Socratic Seminars, and complete tiered assignments. Advanced Math classes are guided by the Advanced Courses in Mathematics Legislation, providing four years of math instruction in three years. This compacted curriculum allows students to accelerate in order to complete Math 1 by the end of middle school. Middle school students participate in both i-Ready Reading and Math. Diagnostic assessments within these programs place students on individualized pathways that allow students to access and master material prior to their peers. The middle school Instructional Coach and the AIG coordinator are available for small group and individual professional development to teachers, in addition to providing resources and materials.

Students at the high school level have opportunities for rigorous differentiation of the SCOS in AP courses that are offered through NC Virtual Public Schools and in honors courses. During the 2024-2025 school year, the Honors Implementation Team (members of the AIG department and the Secondary Curriculum department, high school administrators, and other instructional specialists such as instructional coaches and CTE staff) collaborated with those who teach high school honors courses to implement the new honors course requirements. Teachers reworked their curriculum and pacing guides to include acceleration, differentiation, enrichment, extension, depth, and/or complexity rooted in the SCOS. Now, course syllabi include a section entitled Honors Requirements that indicate the honors expectations of each unit within the course.

Additional, extension and enrichment is offered by the AIG coordinator at the elementary and middle school levels. By the end of the 2025-2028 AIG plan cycle, each cohort of AIG students in grades four through eight will participate in an integrated extension unit connecting their ELA and/or Math

standards to Science and/or Social Studies standards every year. As a culminating enrichment activity, students will participate in a field trip related to their unit. For example, AIG students in fifth grade utilize texts, videos, and discussions to dig into the Revolutionary War with a focus on the importance of the Battle of Guilford Courthouse. They travel to Guilford Courthouse National Military Park to gain additional insights into life during the Revolutionary War and the battle itself.

Differentiated Education Plans indicate the multiple learning environments, content modifications, and enrichment opportunities that afford enrichment, extension, and acceleration for AIG students.

Elementary School

Learning Environments K-5

Cluster Grouping of AIG Students-ALL AIG students are placed in a cluster group. A cluster group of AIG students is assigned to a regular education classroom. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group. If a school has fewer than eight identified students in a grade, these students are clustered in one classroom. *Flexible Grouping Within the Classroom*-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

Subject Grouping Within a Team-Students are grouped within a heterogeneous homeroom, but are clustered grouped for reading and/or math classes.

Subject Acceleration-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

Content Modifications K-5

Curriculum Compacting-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.

Themed or Integrated Units-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Research Paper-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Differentiated Learning Stations/Centers-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.
Jigsaw Discussions-Students become experts on a topic and teach their peers about the subject in small groups.

Enrichment K-5

WordMasters-WordMasters is a national competition in which students work with vocabulary and word analogies.

Math Olympiad-Math Olympiad is a national competition in which students solve math problems in an allotted time to earn points.

Battle of the Books-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

Science Buddies Engineering Challenge-This low-stakes engineering challenge has students partake in an engineering lesson where they are required to build something for a specific purpose.

Scripps National Spelling Bee-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.

Multiplication Madness-Multiplication Madness is a competition between classes in which students remain in the competition by answering multiplication facts quickly and correctly.

Super Saturday-Super Saturdays are weekend events in which AIG students from all of the elementary schools are invited to participate in STEM activities in one location.

Field Trips-AIG students prepare and partake in field trips related to their grade level curriculum with students from the other elementary schools.

Junior Beta Club-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

Middle School

Learning Environments 6-8

Flexible Grouping Within the Classroom-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

Subject Grouping Within a Team-All AIG students are clustered together within a team. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group.

Subject Acceleration-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

NC Virtual Public School-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

Content Modifications 6-8

Curriculum Compacting-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.

Themed or Integrated Units-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and

students must choose an activity from each section. TicTacToes list options on a traditional TicTacToe board. Students complete options based on the criteria established by the teacher. <i>Differentiated Units/Projects</i>-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product. <i>Tiered Assignments</i>-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria. <i>Research Paper</i>-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay. <i>Learning Contracts</i>-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study. <i>Independent Study</i>-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study. <i>Differentiated Learning Stations/Centers</i>-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success. <i>Socratic Seminar</i>-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically. <i>Jigsaw Discussions</i>-Students become experts on a topic and teach their peers about the subject in small groups. Enrichment 6-8 <i>WordMasters</i>-WordMasters is a national competition in which students work with vocabulary and word analogies. <i>Continental Math League</i>-Continental Math League is a national competition in which students solve math problems in an allotted time to earn points. <i>Battle of the Books</i>-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author. <i>Scripps National Spelling Bee</i>-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty. <i>Field Trips</i>-AIG students prepare and partake in field trips related to their grade level curriculum. <i>Junior Beta Club</i>-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility. High School <u>Learning Environments 9-12</u> <i>Honors Courses</i>-Honors courses are advanced content courses that cover traditional content with added rigor, complexity, challenge, and creativity. <i>Advanced Placement (AP) Courses</i>-The AP program offers college level courses and examinations. AP course descriptions are carefully followed and are taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas through different platforms. College credit is available at some colleges and universities for passing AP examinations. <i>Credit by Demonstrated Mastery</i>-CDM allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the district uses a body of evidence to grant credit to a student for a particular course without requiring the student to complete the class instruction. <i>NC Virtual Public School</i>-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day. <i>Dual Enrollment/College Career Promise</i>-Students may be enrolled in high school classes and Piedmont Community College (PCC) courses at the same time. Students have a wider variety of classes available to them, which affords them the opportunity to receive college credits while in high	
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school.

Early Graduation-Students can create schedules that enable them to graduate early. This allows them to begin job training or enter a higher institute of learning earlier.

Associate's Degree Pathway-Students can apply to be part of the Associate's Degree program at PCC. As a member of this program, students complete an accelerated course of study in 9th and 10th grade to be eligible to enroll in college courses at PCC during their junior and senior years.

Content Modifications 9-12

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Socratic Seminar-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content process, and/or the product.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Enrichment 9-12

Beta Club-Beta Club is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

Governor's School-Governor's School is a multi-week summer program that offers students an opportunity to delve into a specific content area.

After School Clubs-The high school can list clubs that are specific to that school that may be of interest to the students. Examples include 4H Club, Chess Club, Future Farmers of America Club.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Caswell County Schools promotes the use of evidence-based instructional practices to accommodate a range of learning needs in Kindergarten through twelfth grade. AIG service options are based on best pedagogical practices and include differentiated learning environments, content modifications, and enrichment activities, which are noted on each child's Differentiated Education Plan (DEP) and are described in Standard 3 Practice A. It is recognized that students' needs appropriate differentiation and evidence-based practices to maximize their potential.

The Needs Determination Team (NDT) and teachers use comprehensive student profiles to develop DEPs by indicating appropriate program service options. Student profiles are comprised of standardized test data, formative assessment data, observations, student interest surveys, and student work samples when applicable. The DEP matches the student's achievement, performance, motivation, interests, and needs. It indicates expected instructional practices to be used with each AIG student. Implementation of these services challenge and meet the needs of AIG students.

Additionally, student profiles may be used by teachers to support deeper differentiation in the classroom. For example, a profile may indicate that not only does a student need a book at a significantly higher Lexile level, but that the student may be interested in reading about a specific topic such as animals in the rainforest. The teacher can use this information to select appropriate texts for the student to read independently or as a part of a small group lesson. High school counselors can use student profiles to recommend courses and options available after graduation. The middle school and high school instructional coaches and the AIG coordinator are available to support teachers as they implement the instructional practices located on the DEP. As teachers master these strategies and use them with fidelity or when a student's needs indicate a different form of differentiation is needed, the teachers may be interested in learning other instructional practices that are appropriate for AIG students. The AIG coordinator can facilitate professional development, model, co-teach, and/or observe these additional practices: <i>Taba's Concept Development Model:</i> Students choose words from a selected text that correlate to a concept. Students meaningfully group and label the words and then re-sort them with new labels. Students explain how their groups have changed. <i>Visual Thinking Strategy (VTS):</i> VTS is an inquiry-based strategy in which students examine a visual image. They make observations and give observable evidence about what they see. <i>Question formulation Technique (QFT):</i> QFT is a method in which students ask and refine questions based on given information. <i>Jacob's Ladder:</i> Jacob's Ladder is a comprehension program designed by the William & Mary School of Education. Students participate in an inquiry process that moves from lower order thinking skills. It is important to note that due to the economically depressed, rural community that encompasses Caswell County Schools, many students lack background knowledge. To increase schema and the readiness for more advanced content, there is a strong push to reform core instruction to include more rigor, high level of Bloom's Taxonomy, and critical thinking in all subjects. Integration of reading and writing in all content areas and the use of primary sources help address a variety of needs.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Caswell County Schools is continuously reflecting on and updating evidence-based resources that address the range of academic, intellectual, and social emotional needs of AIG students. The 2024-2025 school year was an adoption year for elementary curriculum. Teachers had the opportunity to offer their feedback about multiple curricula to the district curriculum team before a final recommendation was taken to the board. The 2025-2026 school year will be year one of implementation. The AIG coordinator will participate in new curriculum professional development alongside the teachers to ensure that she understands the scope, sequence, and lessons that are being taught. This allows the AIG coordinator to support the differentiation of those curricula by providing corresponding resources to the teachers, by writing enrichment and/or extension lessons to be used with the students, and/or by offering ways in which to modify the lessons and activities to increase the rigor and/or complexity. The Elementary Curriculum and Secondary Curriculum directors will host collaborative sessions with teachers to create pacing guides that match the chosen curricula with the school calendar and NCDPI Check-Ins schedule. Pacing guides may include links to lessons, materials, and/or activities that differentiate the curricula for advanced students.
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District-created lesson plans following the Comprehension Planning Checklist from LETRS will be used in grades kindergarten through second. These lessons have a high emphasis on vocabulary instruction, graphic organizers to create a mental model, and writing. Magnetic Reading will be utilized in grades three through five. Magnetic Reading focuses on building content-knowledge while strengthening vocabulary and skills in writing.

Eureka Math is implemented in kindergarten through fifth grade. The Eureka Math program is an extremely rigorous, sequential curriculum that focuses on deepening mathematical knowledge, problem solving, and reasoning instead of rote memorization and algorithms. Manipulatives are utilized to introduce new concepts and are used to support students until they can think abstractly. The Teacher Toolbox and Learning Games sections on the i-Ready platform provide lessons, games, and activities that cater to various levels and can be used to supplement or differentiate the Eureka Math curriculum in grades kindergarten through five.

The ELA curriculum at the middle school level combines Engage NY units with i-Ready curriculum. Engage NY units utilize themes and concepts and integrate high quality texts such as classic literary materials, expository texts, and primary sources. i-Ready materials are used to supplement the units and focus on specific standards. Math teachers at the middle school level use the i-Ready curriculum. The Math curriculum promotes conceptual understanding using real-world problem solving. Mathematical discourse is encouraged to strengthen collaboration in the classroom. Both ELA and Math teachers also have the ability to use the Teacher Toolbox and Learning Games sections on the platform to provide differentiation.

Other supplemental programs that are used in conjunction with the core curriculum are as follows: Primary Education Thinking Skills critical thinking program, Battle of the Books, WordMasters, Continental Math League, Math Olympiad, Scripps Spelling Bee, and a Multiplication Madness tournament. Additionally, the AIG coordinator has created multiple book studies and lessons that can be taught during Intervention & Enrichment blocks.

To ensure that the social emotional needs of the AIG students are met, the AIG department collaborates with the student services department to ensure that counselors are updated on best practices and expectations. Counselors problem solve special cases, plan affective lessons, and coordinate transfer students. The AIG department provides a library of books that counselors can use with students to address multiple social emotional concerns such as perfectionism, anxiety, and peer-interactions. School counselors are part of their schools' Needs determination Teams and are involved in the creation of Differentiated Education Plans and Individualized Differentiated Education Plans (IDEPs). In this way, counselors are kept abreast of students who may need additional support with social emotional topics, time management, or other areas of personal need.

High school counselors work with AIG students to determine the best course load and aid students in college preparation by supporting the application, financial aid, and scholarship processes. They support the transition from middle to high school by individually conferencing with students as they choose courses and express concerns. The AIG coordinator regularly meets with underperforming students and students who are dually identified with IDEPs. These sessions often shed light on other areas of concern that the teacher(s), counselor, or social worker may need to be involved with. The counselors follow up with additional sessions and the social worker is involved when applicable.

Another transition that is important is when students move from the elementary to middle school level. Tours and information sessions are offered to all fifth graders. AIG fifth graders are invited to Transition Saturday, which offers students an opportunity to meet AIG students from other elementary school and middle school staff. Students work on their communication, problem solving, critical thinking, and collaboration skills during STEM activities that also encourage creativity and curiosity. This is an opportunity for students to learn more about the peers they will have in their middle school classes.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication,

critical and creative thinking, empathy, learner's mindset, and personal responsibility.

District leaders, administrators, coordinators, and instructional coaches encourage teachers to foster the development of durable skills and mindsets in their students. The North Carolina Portrait of a Graduate's competency set outlines many of the skills and mindsets that are required of students to be successful past graduation. These skills and mindsets, plus creative thinking, are taken into account when choosing curricula. It is imperative that they are woven throughout the lessons and units of instruction to ensure that students are learning and fine tuning these skills while learning the grade level content at the same time. This allows students to see the interconnectedness of them and it eliminates the need for a special time to teach the skills and mindsets. The curricula and instructional practices explained in Standard 3 Practices A, B, and C, are chosen because they foster the skills and mindsets of adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Professional development and support accompanies the implementation of new curricula. Administrators, directors, coordinators, and instructional coaches monitor their implementation and provide support to teachers at different stages. This ensures that the curricula are used with fidelity and that they increase students' durable skills and academic growth while developing mindsets.

Opportunities to develop durable skills and mindsets are also included through enrichment opportunities. Standard 3 Practice A describes many of the enrichment opportunities provided to the AIG students. Some examples of the integration of these skills and mindsets with the enrichment opportunities are below:

- Battle of the Books participants must collaborate and communicate with their team during practices and the meet to determine correct answers. They must adapt by being flexible when grouped with different teammates. They must show personal responsibility by honoring their commitment to read their books.
- Members of Junior Beta and Beta clubs communicate with each other while working on service projects. They must adapt to potential setbacks and use empathy when offering support. They must show personal responsibility by earning the trust of those they are helping.
- Clubs such as the middle school drama club and Future Farmers of America provide opportunities for students to think creatively and/or critically while solving problems. They must adapt when problems arise and have a learner's mindset in order to experience new ideas.

Integrating these skills and mindsets into instruction is so important that it is evidenced in Standard IV of the NC Teacher Evaluation Rubric. This allows administrators to continuously have conversations with teachers about ensuring that students are working on adaptability, collaboration, communications, critical and creative thinking, empathy, learner's mindset, and personal responsibility. District walkthroughs also offer an opportunity to look for the integration of these skills and mindsets. It is imperative that this integration stays at the forefront of administrators' and teachers' minds so that their students can be successful long after they leave school.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Assessment data is a critical component of each student's learner profile. Teachers use assessment data to monitor student learning and adjust instruction accordingly. Teachers work in Professional Learning Communities (PLCs) to review data and make instructional decisions. Assessment data is examined in a timely manner in order to make responsive changes to pacing, content, and flexible groups.

Pre-assessments should be utilized to determine readiness and possibly curriculum compacting for that unit of study. Formative assessments such as exit tickets, graded and non-graded assignments, quizzes, and anecdotal notes should be used throughout the unit of study. These data points

indicate if students should continue on with core instruction only or if they need remediation or enrichment/extension. Summative assessments should be used at the end of a unit and help teachers decide if reteaching is necessary or if students are proficient with the content. Check-ins are also used for this purpose. Summative assessment data is one of multiple data points used at the end of the year to determine placement for the following year. Diagnostic testing and universal screening completed on the DIBELS, i-Ready, and CogAT platforms is used to determine readiness and proficiency. DIBELS, i-Ready Math, and the CogAT are used at the elementary level. i-Ready Math and Reading are used at the middle school level. Grade level MTSS teams can use this data, in addition to other information in the learner profiles, to determine students' levels of needed support and to place them in appropriate intervention and enrichment groups. PLCs, supported by administrators, directors, and the Early Literacy Specialist, work hard at utilizing all the assessment and data pieces that they have to make the best instructional decisions for all students.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Because each gifted learner has different academic and/or intellectual needs, curriculum and instruction must be differentiated. Due to the size of the school district, Caswell County Schools relies on classroom teachers, teacher assistants, and tutors to provide each AIG student with differentiated instruction without the support of a school AIG specialist. Teachers who have AIG clusters or who teach advanced courses are required to meet the local AIG requirements by taking two courses called "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners" and "Differentiation and Instructional Strategies for AIG Students". The AIG coordinator is present at all of the classes in each course and supports the participants as they learn how to implement various differentiation techniques. District leaders, administrators, instructional coaches and teachers all have the opportunity to offer input when a new curriculum is being adopted. Sample curriculum materials and teacher resources are rotated through the schools so that administrators, instructional coaches, and teachers can access them during their planning periods. Stakeholders are encouraged to examine the core curriculum of each program to make sure it aligns with the NC Standard Course of Study and to explore any differentiated lessons, assignments, and projects that are provided within the curricula. Feedback is collected through a Google form and reviewed by the curriculum team prior to the adoption of a curriculum. Once a new curriculum has been adopted, district leaders, administrators, and teachers receive training. Teachers from across the district meet to create pacing guides for each grade. The curriculum directors, administrators, the Early Literacy Specialist, and instructional coaches support the teachers as they implement the new curriculum by meeting with them in Professional Learning Communities (PLCs) and one-on-one. They assist with lesson planning, modeling, co-teaching, observing, and offering feedback. Administrators, the Early Literacy Specialist, instructional coaches, and teachers should analyze different data points utilizing assessments from the curriculum and other areas to determine the appropriate differentiation for students during PLC meetings. Administrators should monitor the instruction and differentiation during walkthroughs and formal observations. There is additional collaboration between the classroom teachers and the AIG coordinator throughout the year. The AIG coordinator provides differentiated activities that support the core curriculum and lesson plans, activities, and materials that help teachers extend or enrich the core curriculum. The AIG coordinator is available to any teacher to support differentiation in the classroom. A menu of differentiation best practices and programs, called the "AIG Coordinator-Support Options", is available for teachers to use when requesting help. Teachers may request modeling, co-
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teaching, and support with implementation. The AIG coordinator is available to work with an entire grade level or can work with one teacher at a time. This support can be requested by the teacher, instructional coach, or administrator.

* Ideas for Strengthening the Standard

Caswell County Schools will reflect on the core curriculum as teachers receive training and implement it in their classrooms during the 2025-2026 school year. Enrichment and extension resources will be added at appropriate places so that teachers can plan their lessons with all district-provided resources in one place. It may be important to adopt a common enrichment curriculum, such as Junior Great Books, in order to provide consistent support of enrichment and extension across the district.

The AIG department will continue to work with the Secondary Curriculum department and the high school teachers to ensure that they understand the expectations of rigor in their honors courses by collaborating with the instructional coach.

With the recent high turnover of school counselors during the 2024-2025 school year, it will be imperative that new counselors participate in appropriate AIG professional development in order to understand the expectations of supporting gifted students.

Planned Sources of Evidence

* High school honors course syllabi

* District pacing guides

* Student reports from computer-based programs, data from formative and summative assessments, check-in results, CogAT reports

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources		N/A	

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

*** Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The AIG director at the Central Office collaborates with the AIG coordinator to support AIG services, plan development, and program oversight. The AIG coordinator holds an AIG license and oversees the day-to-day operations of the AIG program and plan.

Responsibilities of the AIG Director

- Advocates for gifted students and gifted education.
- Actively participates in regional meetings, professional development opportunities, and other state initiatives to support gifted programming.
- Oversees the financial budget for the gifted education program.
- Provides administrative leadership to assure adherence to program guidelines.
- Helps to develop, plan, monitor, and evaluate the local AIG plan.
- Helps establish clear and comprehensive student identification procedures for gifted screening, referrals, and identification.
- Chairs the Central Review Team.
- Maintains documentation of Central Review Team decisions.
- Oversees accelerative instructional and placement options with the schools.
- Ensures consistency in program implementation and adherence to NC Board of Education policies and state legislation.
- Communicates district-wide program concerns to the Superintendent, Board of Education, principals, and the community as appropriate.
- Oversees processes for Differentiated Education Plans and annual reviews.
- Provides curricular resources to appropriately challenge and serve gifted learners and students with gifted potential.
- Provides support to personnel overseeing the delivery and planning of AIG instruction.

▪ Provides annual staff development for AIG teachers that address the AIG plan requirements, social emotional needs of gifted students, differentiation techniques, instructional grouping, and managing the AIG classroom. ▪ Monitors the credentials of teachers serving AIG students and AIG cluster groups. <u>Responsibilities of the AIG Coordinator</u> ▪ Supports the AIG director with the responsibilities listed above. ▪ Collaborates with the Needs determination Teams during annual parent/guardian meetings, with program policies, and throughout plan implementation. ▪ Collaborates with AIG chairpersons during the creation and implementation of the students' Differentiated Education Plans. ▪ Shares and models best practices and resources for gifted learners with principals and teachers. ▪ Promotes STEM activities that promote future ready skills at all grade levels. ▪ Offers and participates in district professional development related to the academic, intellectual, and social emotional needs of gifted learners. ▪ Provides CogAT preparation for second graders and data follow-up with administrators. ▪ Teaches and provides support for the Primary Education Thinking Skills curriculum and critical thinking lessons. ▪ Prepares, shares, and supports teachers with rigorous, differentiated lessons, projects, and materials for them to utilize with their students. ▪ Supports the implementation of different enrichment opportunities such as Battle of the Books, Scripps National Spelling Bee, field trips, and Super Saturdays. ▪ Provides support to students who have an Individualized Differentiated Education Plan through meetings, emails, and finding needed help in the areas of academics and/or social emotional concerns. ▪ Assists counselors with providing support to students that address the problems and issues of underachievement.	* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. Caswell County schools' AIG department is composed of the AIG director and the AIG coordinator. Due to the size of the department, it is critical that the school district employs teachers who are AIG certified or who complete the local AIG professional development requirements to serve the district's AIG population. Teachers who serve AIG students, school counselors, media specialists, and other school specialists are expected to meet the academic, intellectual, and social emotional needs of gifted learners within the schools each day.
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Each teacher of AIG students and member of the school Needs Determination Teams (NDT) must meet the following qualifications: Bachelor's degree or higher in Education or Counseling from an accredited college/university; hold a North Carolina Teaching license; have the Academically or Intellectually Gifted licensure, hold a Masters in Gifted Education, or meet the local requirements of professional development coursework; and knowledge of state standards, educational guidelines, and effective differentiation teaching methods.

The AIG director is responsible for coordinating and monitoring the AIG program as described in the local AIG plan. Staff at the district and school levels implement the plan. See below for a detailed description of the responsibilities for each role involved in the academic, intellectual, and social emotional needs of K-12 learners.

Responsibilities of the AIG Director & AIG Coordinator

- See Standard 4 Practice A for a list of the director's and coordinator's responsibilities.

Responsibilities of Educators Teaching AIG Students (K-12)

- Collaborates with the NDT and other AIG teachers to develop and implement DEPs and end-of-the-year reviews.
- Communicates student progress to parents throughout the school year: DEPs, progress reports, report cards, and conferences.
- Provides appropriate and regular differentiation for identified gifted students and for those students who are in the Talent Development Pool.
- Documents and monitors ongoing evidence of DEPs.
- Participates in local and state professional development in gifted education and is strongly encouraged to obtain state certification or an advanced degree in gifted education if applicable.

Additional responsibilities of Honor Teachers (9-12)

- Prepares honors course curriculum, pacing guide, and syllabus with adequate rigor based on NCDPI's Honors Level Course Development and Evaluation Tool.
- Communicates class expectations, student performance, and other information to parents/guardians.
- Teaches specialized courses for which they have been trained.
- Plans enrichment opportunities that correlate to their standards and curriculum.

Responsibilities of Counselors

- Provides counseling and affective education for gifted students in need of social emotional support.
- Attends professional development addressing the social emotional needs of gifted students.
- Provides guidance regarding class selection (middle and high school).

- Collaborates and assists with college and career guidance that is appropriately different and delivered earlier than typical programs.
- Provides specialized intervention services for gifted students who do not demonstrate satisfactory performance in classes/courses.
- Provides counseling services that address the problems and issues of underachieving gifted students.

Responsibilities of Needs Determination Team

- Coordinates AIG identification by educating school staff on characteristics of gifted students, sharing AIG referral process procedures with teachers, gathering available data on students being nominated, and overseeing the appropriate creation and implementation of DEPs.
- Oversees the implementation of service delivery options by conferencing with teachers concerning appropriate differentiation strategies and meeting DEP expectations.
- Assists the principal and AIG department staff in providing leadership to improve instruction for AIG students.
- Attends professional development on gifted education.
- Provides information to parents/guardians about gifted education.
- Participates in AIG program planning and evaluation.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

All stakeholders need to be involved in the AIG program and its services in Caswell County Schools. Understanding characteristics of AIG learners, as well as identifying and meeting their needs is an integral part of effective AIG programming. Therefore, stakeholders need training to ensure services are rendered appropriately. Teachers, counselors, and school administrators are encouraged to seek AIG licensure and/or meet the local requirements set forth for working with AIG students.

Teachers are afforded opportunities to acquire the knowledge, skills, and understandings that are essential for successfully implementing instruction for gifted learners in local professional development that is offered through two courses totalling forty-eight hours of professional development each year.

The first course is entitled "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners". Topics covered include the following: characteristics of gifted learners; trends and issues related to the education of gifted students; using evidence based strategies to identify gifted students and ensuring that they are identified and served appropriately; recognizing ethnic, socio-economic, language, and home factors that can mask giftedness; achievement, motivation, emotional development, health, and social behaviors of gifted students; and understanding the local AIG plan. The second course is called "Differentiation and Instructional Strategies for AIG Students". This course covers the following subjects: effective differentiation and instruction; effective strategies and models of teaching; using various assessment tools; planning instruction according to the characteristics and special cognitive needs of gifted students; and research-based best practices.

To ensure that AIG services are provided by those who are involved with the AIG program, members of school Needs Determination Teams, school administrators, K-8 teachers serving AIG students, and Honors teachers are required to have acquired NC AIG licensure, be in the process of completing licensure courses at an Institute of Higher Education, or must complete the forty-eight hours of local professional development offered in the two courses described above. It is recommended that Exception Children's teachers take both course to be prepared for twice-exceptional students and that school counselors complete the "Introduction to Gifted Education and Social Emotional Needs of Gifted Learners". Professional development requirements reflect the local AIG plan's emphasis on the shared responsibility for gifted learners by recognizing how all educators impact gifted learners and are involved with their education.	* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. Caswell County Schools must ensure that every AIG student is placed in a classroom setting with a teacher who is highly qualified. In order to be considered highly qualified to teach gifted students, teachers should have AIG licensure or should meet the local requirement of completing the professional development courses described in Standard 4 Practice C. Teachers' AIG licensure and local AIG requirement completion are shared with school administration prior to class placements and scheduling decisions. Students in grades K-8 are cluster-grouped and placed in classrooms with teachers who are highly qualified to teach AIG students. Administrators at each school, assisted by the AIG director and/or coordinator as requested, will develop class lists of cluster-grouped students and match them with teachers who have the appropriate training to ensure effective AIG placement. In grades K-5, a cluster group of AIG students is assigned to a regular education classroom. The cluster teacher is highly qualified and works with the AIG coordinator to develop appropriate differentiated curriculum. If a school has fewer than eight identified students in a grade, these students will be clustered in one classroom. In grades 6-8, core subject grouping within a team is assigned for specific blocks of instruction to content area teachers who are highly qualified. The group placement is open to AIG students as well as other students who meet certain criteria. Course should not have less than eight cluster-grouped AIG students. Students can also be identified for middle school advanced pathways. These advanced pathway courses are taught by highly qualified teachers. Additionally, teachers of honors courses must be highly qualified in order to meet the criteria set forth in the Honors Level Course Guide. School counselors and the AIG coordinator work with AIG students as they choose courses to ensure these students are being instructed by teachers who know and understand differentiation and rigor. * Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Caswell County Schools (CCS) recognizes that having a teaching population that is AIG licensed and/or AIG trained is imperative to improving student performance because these educators know, understand, and can implement best practices that are beneficial to all students, in particular, gifted learners. To recruit teachers of these descriptions, the director of Human Resources and principals hold and attend recruitment fairs both at different colleges/universities and within the county. Schools welcome student teachers to fulfill their final training requirements with the hope that
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they will return to CCS to work. Additionally, administrators include questions during the interview process to determine how prepared a candidate is to meet the needs of gifted learners. Since many teachers that are hired in CCS are not AIG licensed, the AIG department offers two classes that equate to forty-eight hours of professional development that support understanding the characteristics of gifted learners, their social emotional needs, and how to appropriately differentiate instruction to meet their needs. This professional development is a great segway to pursuing licensure through an institute of higher education or by taking the Praxis in Gifted Education. The AIG coordinator discusses these options during the professional development to make participants aware of the opportunities. The AIG department offers assistance by providing study materials for the Gifted Education Praxis upon request. To help with retaining highly qualified teachers, the Board of Education recognizes those teachers who complete both AIG professional development courses during one of their spring meetings. Additionally, the AIG department offers support through model lessons, lesson plans, and materials. Part of the AIG budget is set aside for instructional supplies that are provided, in part, to teachers of AIG students to support their differentiation efforts. It is the hope that if AIG licensed teachers feel supported and valued, they will continue to stay in CCS and teach the AIG population.	
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Caswell County Schools' AIG Department recognizes the importance of providing professional learning opportunities to help realize excellence for all in the AIG program. Topics related to screening, referral, and identification are thoroughly presented in the course, "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners", which is offered during the fall semester of every school year. Participants take a deep dive into the needs of gifted learners and the misconceptions associated with gifted education. The course challenges participants to look at stereotypes and discuss opportunities for changing their own mindset as well as the mindsets of others. Additionally, participants examine the policies outlined in the local AIG plan to ensure that they are safeguarding services for identified students and advocating for all potentially gifted students. In the course, "Differentiation & Instructional Strategies for AIG Students", which is offered during the spring semester of every school year, participants examine the best practices that benefit different types of students and how to differentiate instruction and modify assignments to meet the needs of every student. The AIG chairpersons participate in round-table discussions at one of their meetings every year. By reflecting on and discussing policies and practices during the year, the concept of excellence for all students is constantly being addressed and brought to the attention of the AIG leaders in each school. Finally, professional development can be requested by principals for Professional Learning Community meetings, Needs Determination Team meetings, staff meetings, or to be presented on workdays. Co-teaching and modeling of differentiation strategies and one-on-one support may also be solicited. Administrators can choose from a variety of topics that may help to change mindsets, explain policies, and/or offer practices. Topics may be similar to the ones addressed in the two courses described above or may specifically address a school's needs such as data or standardized test scores.	
* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.	

Due to high teacher turnover and a shift to the Science of Reading, Caswell County Schools has made aligning and improving core curriculum and instruction in all grades, Kindergarten-12, a high priority. This has created an overarching goal for the AIG department to support rigorous, differentiated instruction based on core standards and curriculum during small groups and advanced classes and courses, in order to meet the needs of the AIG population.

Action steps to reach this main goal include having the AIG director lead the district Multi-Tiered Systems of Support (MTSS) team; collaboration among the Elementary Curriculum, Secondary Curriculum, Career Technical Education, Exceptional Children, and AIG departments; providing professional development about differentiation and best practices at the school and district level; supporting Professional Learning Communities (PLCs) and MTSS teams as they analyze data and plan appropriate supports; and offering support to teachers, teacher assistants, and tutors as they implement standard treatment protocols and enrichment or extension activities. By collaborating with the different departments, directors, administrators, and teachers everyone understands the importance of differentiation. This leads to decision-making that encompasses the AIG goal of rigorous, differentiated instruction during small groups and advanced classes and courses while supporting the district's goal of aligning and improving core curriculum.

The AIG department understands that while everyone needs to have the same general understanding of differentiation, educators move at different paces of implementation due to their prior knowledge and experiences. Therefore, professional development is offered in various ways. The courses described in Standard 4 Practice C are offered every year for any teacher, counselor, or administrator in the district. Individual support is offered by the AIG coordinator. Teachers can request, modeling, co-teaching, and/or coaching at any time throughout the year. All of the above practices result in professional growth for teachers and the improvement of instruction at all schools.

* Ideas for Strengthening the Standard

The AIG department will continue to revamp its professional development curriculum as new requirements are made. It will continue to seek opportunities to provide resources and support teachers as they differentiate to meet the needs of their students.

Planned Sources of Evidence

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| * Professional development descriptions, rosters, and sign-in sheets |
| * Master list of teachers that hold a NC AIG license and/or who have completed the local requirements |
| * Documentation of AIG coordinator-led events and activities such as programs, permission slips, sign-in sheets, etc. |

Type	Documents	
	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	
Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Caswell County Schools strives to build intentional, two-way partnerships with parents/guardians to better meet the needs of AIG students. Each spring, an AIG Stakeholder Survey is shared with parents/guardians to gather their input for the following topics: enrichment, extension, and acceleration; rigorous curriculum and differentiation; benefits of services; the social emotional needs of AIG students; the Differentiated Education Plan; and the comfort level of home-school communication. The survey also offers the opportunity to describe any strengths/positives and needs/weaknesses they see with the AIG program, but also asks for suggestions on how to develop partnerships with parents/guardians and families that are intentional and two-way. Parents/Guardians participate in face-to-face, virtual, and/or phone conferences with their child's teacher(s). This affords both the teacher and the parents/guardians an opportunity to express their thoughts about how the child is performing academically, what are the child's academic needs because he/she is gifted, how the child's social emotional skills are developing, and what supports he/she needs in the social emotional area. Parents/Guardians of AIG students, also, have the freedom to ask questions and offer input about the AIG program at the beginning-of-the-year AIG parent/guardian meeting when Differentiated Education Plans are signed. Because both the parents/guardians and the teachers have an opportunity to share and collaborate, the home-school relationship becomes one of a team that has a common goal. Additionally, parents/guardians are invited to participate on the District Steering Committee and as volunteers during school events, such as career days, field trips, and Super Saturdays. They bring their expertise and point-of-view to these, which in turn allows the school to gather input on how to modify or better the academic, intellectual, and social emotional supports offered to the AIG population.
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.	Caswell County Schools partners with its community stakeholders to enhance and support the local AIG program and services. There is collaboration between Caswell County Schools and local community groups and the Piedmont Community College to offer enrichment, extension, and acceleration

opportunities.

The Veterans of Foreign Wars Post 7316 sponsors the Patriot's Pen every fall for middle school students. This writing competition allows teachers to extend and connect the English Language Arts and Social Studies curriculum. Students work on writing standards while linking civics to their daily lives.

The Caswell County Public Library offers enrichment programs throughout the year. The 1000 Books Before Kindergarten program helps expose students to books and vocabulary before they enter the public school system. The Book-Baggers program provides elementary and middle school students an opportunity to supplement their reading opportunities during the school year. The Summer Reading program encourages students to read throughout the summer months and provides students an opportunity to participate in educational activities and events that spark curiosity. The Teen Advisory Board offers leadership opportunities and the weekly teen programs allows students of like-minds to socialize in a safe and educational environment. In addition to the different programs, the library supports the AIG-sponsored Battle of the Books by ensuring copies of each year's books are available for check-out.

The Caswell County 4-H provides enrichment programs to be used in the schools. These programs relate to the curriculum and are supported by the 4-H coordinator. Additionally, the 4-H has created independent projects that extend the content students are learning in the classroom. These independent projects can be used in conjunction with learning contracts or independent study units.

AIG-supported clubs such as Junior Beta and Beta participate in enrichment activities that teach students about their civic responsibilities. They partner with local organizations and groups in the community. Club members volunteer and/or collect items and donations for the organization of their choice.

Additionally, local businesses are called upon to offer their expertise to students as guest speakers at different events such as club meetings and/or career fairs.

Piedmont Community College supports high school acceleration in two ways. First, students may opt to take college classes that will later transfer to any participating university or college through the NC College Career Promise. Second, students may choose to join an Associate's Degree Pathway in order to complete an associate degree by the time they graduate from high school. Both options offer student rigorous content above the high school level.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Caswell County Schools' AIG District Steering Committee helps to develop, implement, monitor, and revise the local AIG plan. The committee is composed of the AIG director, the AIG coordinator, each school's AIG chairperson, teachers and parent/guardian representatives from each school, at least one principal, curriculum directors, and other community members. Many members remain on the committee for multiple years. This helps bring consistency and knowledge to the committee. However, each year, as new members are recruited, school administrators collaborate with district personnel to determine new parents/guardians and/or community members who would be willing to serve on the committee to replace members who have stepped down from their positions. When inviting potential members, district personnel monitor demographics ensuring that all of the county's population is represented, which increases the opportunity for the committee to consider the perspectives of all its stakeholders.

District Steering Committee members offer feedback regarding the local AIG plan during the rewriting cycle. Members are broken into groups based on the standards that they are involved with the most. For example, the AIG chairpersons meet with the AIG coordinator to focus on Standard 1: Student Identification because they are the stakeholders that deal with identification the most and teachers focus on Standard 3: Differentiated Curriculum and Instruction because they are the ones that are implementing this standard on a daily basis. These groups meet and discuss each practice within their standard and offer opinions regarding successes and what may need to be added, modified, or removed. Their feedback is used to rewrite the plan. Committee members review the final draft plan before it is submitted to the local school board for approval. During implementation years, the District Steering Committee discusses how the district is adhering to the plan. Additionally, they review the local AIG Stakeholder Survey data and discuss programming that may be applicable.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.
In order to inform students, parents/guardians, and the community about the AIG plan, program, policies, procedures, and opportunities within the district, Caswell County Schools utilizes multiple forms of communication. Caswell County Schools' Local AIG Plan includes the policies and procedures for the identification process. Additionally, the plan contains the blueprint for delivering and monitoring program services for students throughout all grade levels, utilizing school personnel, and working with partners in the community. The plan is shared on the Caswell County Schools' website, which can be translated into multiple languages, for all stakeholders to access. Hard copies are printed and distributed to every school board member, principal, and AIG chairperson. AIG brochures that describe the AIG identification processes and services are available at each school's office and are dispersed when a student begins the referral process and at Title I events when appropriate. Brochures are available in English and Spanish. An AIG newsletter is sent to the parents/guardians of every AIG student each semester. The newsletter may contain any of the following items: contact information for the AIG Director and AIG Coordinator; evidence of program services, enrichment, and staff professional development; achievements of local gifted students; academic and enrichment opportunities for gifted students within the state or nation; explanations of AIG paperwork; and/or academic and social emotional resources about gifted students for parent/guardians. Each newsletter is posted on the Caswell County Schools' AIG website and can be translated when necessary. Each school's AIG chairperson reviews the identification process, the Differentiated Education Plan, differentiation strategies, and the social emotional needs of gifted students at their beginning-of-the-year parent/guardian meeting. Press releases are shared with the local newspaper, The Caswell Messenger, to highlight AIG students' accomplishments and to inform the community of the positives that occur within the AIG department and throughout the school district. The AIG department will launch its Facebook page during the 2025-2026 school year. The goal will be to share positive stories in addition to giving all stakeholders insight to what AIG students are doing academically and informing parents/guardians of specific dates, forms, and surveys.	

The Caswell County Schools' AIG website provides a list of enrichment opportunities for students throughout the summer and the school year. Also, a directory of useful websites is available. The websites offer information for the social emotional needs of gifted students, lists of recommended books, links to state and national AIG organizations, among others. Also, the North Carolina Public Instruction-Office of Advanced Learning and Gifted Education site is highlighted as a place to learn more about the following: Advanced Placement, Credit by Demonstrated Mastery, NC Career & College Promise, and NC Governor's School.

*** Ideas for Strengthening the Standard**

Caswell County Schools recognizes the need to have stakeholder participation and partnerships in planning and implementing the local AIG plan. The AIG department will continue to build two-way partnerships and will work with higher education institutions, non-profit organizations, and others to locate and offer enrichment opportunities for the gifted population.

Planned Sources of Evidence		
* AIG Stakeholder Survey		
* AIG brochure and newsletters		
* Caswell County Schools' AIG website		

Type	Documents	
	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability
Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability
<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. North Carolina statutes require each Local Education Agency (LEA) to develop a three-year local AIG plan designed to identify students who are academically and/or intellectually gifted and to establish procedures for providing appropriate services to those students. The Caswell County Schools AIG District Steering Committee is composed of central office staff, administrators, the AIG chairperson at each school, AIG certified teachers or teachers who have completed the local qualifications from each school, and parents. This committee develops the local AIG plan based on the North Carolina Academically and Intellectually Gifted Program Standards. Caswell County Schools believes it is best to continuously evaluate the AIG program throughout the three years of each plan cycle. Data points collected both formally and informally are used to assess programming by the District Steering Committee on an annual basis. Data is collected every spring from different groups through the AIG Stakeholder Survey. Parents/Guardians, students, teachers, and administrators offer their thoughts and opinions about the AIG plan, program, and services. Survey data is collected in Google and is converted into easy-to-read graphs and charts, which are shared appropriately. The District Steering Committee examines data from the Stakeholder Survey, identification data, and AIG subgroup growth and proficiency data to determine if programming is successful or if it should be modified to better serve the needs of the AIG students. Additionally, Caswell County Schools completes an explicit AIG program evaluation every third year using the following to develop a comprehensive AIG plan and program: self-assessment results, AIG Stakeholder Survey results, District Steering Committee input, information from AIG chairpersons at meetings, school board input, feedback from the Office of Advanced Learning and Gifted Education about the current plan, and other informal communication. Subgroups of the represented stakeholders analyze the data mentioned above and make recommendations about which practices are considered areas of high focus and make suggestions about revisions. Including all of the stakeholders and using multiple data sources allows for a continuous discussion about the effectiveness of the AIG plan and program throughout each school year. In addition to the recommendations made by the District Steering Committee, supplementary local factors such as the rural nature of the county, the lack of large businesses, and community poverty are considered when developing the draft plan. The draft plan outlines the procedures for student identification, explains the differentiated instruction that will be used to meet the needs of AIG students, describes personnel roles and professional development, highlights partnerships, involves various stakeholders, and ensures program accountability. It is shared with the stakeholder subgroups for review. Revisions and changes are made until a final draft is approved. The final draft is taken to the Caswell County Schools' Board of Education by the AIG Director and AIG Coordinator for approval. Upon school board approval, the plan is submitted to the State Board of Education and the NC Department of Public Instruction.

* Practice B Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.	Caswell County Schools monitors the implementation of the AIG program and plan in accordance with Article 9B. The AIG Director and Coordinator with support from the District Steering Committee, the Needs Determination Teams (NDTs) at each school, administrators, and the superintendent monitor the components of the AIG program and plan throughout each school year. The District Steering Committee meets once per school year, more if necessary. They receive information regarding how the AIG program and plan are being followed to monitor its implementation. The NDTs meet one to two times a year. These school teams ensure that the screening, referral, and identification processes are completed with fidelity and that the AIG program and plan are being implemented consistently. The superintendent and administrators monitor differentiated services and offer feedback on an as needed basis. The AIG director and coordinator assist all committees, teams, and people as they execute the AIG program and plan. Stakeholder surveys are administered each spring to students, parents, teachers, and administrators. These surveys offer additional insight into how well the stakeholders understand the AIG program and plan and how well they feel it is being implemented. The AIG director and coordinator collect and disseminate the survey data to stakeholders through the AIG website and/or meetings. <u>Procedures to Ensure Program and Plan Accountability.</u> ▪ Maintain AIG rosters, student records, and NC Department of Public Instruction headcounts ▪ Monitor student performance, growth, and achievement ▪ Maintain current data regarding credentials of teachers serving AIG students ▪ Utilize the Caswell County schools K-12 Walkthrough Form to examine instructional practices, particularly differentiated instruction ▪ Maintain policies and procedures that protect the rights of all AIG students and parents/guardians ▪ Maintain a District Steering Committee with parents/guardians, AIG chairpersons, and other stakeholders that represents the diverse population of Caswell County Schools ▪ Post the local AIG plan online for use by all stakeholders
* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.	The AIG Director works in conjunction with the AIG Coordinator, the Chief Financial Officer, the Federal Programs Director, and the Secondary Curriculum Director to ensure that AIG funds are budgeted and spent in the best way possible to support the AIG department's goals and the students it serves.

The AIG department's goal of having every AIG student taught by a teacher who is certified or meets the local requirements places a high priority on professional development. Additionally, the AIG department focuses on providing opportunities for the AIG students through extension and enrichment. Therefore, required expenses such as salary needs, required professional development offerings, and enrichment activities are a high priority within the budget. Professional development costs may include contracts for the two professional development courses offered yearly, teacher stipends for professional development course completion, and attendance at the North Carolina Association for the Gifted and Talented Conference for the AIG chairpersons, the AIG Director, the AIG coordinator, and/or other appropriate staff. Another item that is prioritized is the costs associated with the universal screener.

By reviewing the AIG budget monthly, the AIG Director and AIG Coordinator are constantly prioritizing the needs of the program. During budget meetings, alignment to the AIG plan, benefits to students, and costs versus value-added are considered prior to any additional purchase and/or expenditures throughout the year. These expenditures may include supplies for extension and enrichment opportunities, such as STEM supplies, field trips, school transition activities, materials for differentiated instruction and program service options, and acceleration. They may also include individual student evaluation assessments, additional professional development for staff, and requested technology tools, devices, and programs if appropriate.

The MTSS model requires that teams regularly analyze student data, programming, and support for students at all tiers, which includes both intervention and enrichment. This model provides avenues to add rigor and differentiation to the core curriculum and enables multiple departments to fund projects that are advantageous to both AIG students and those that need nurturing. AIG, Curriculum, Career & Technical Education, and Title I funds are used to create programs that provide resources to assist in AIG programming and enrichment: Amplify Boost Reading in grades K-5, Boost Reading/Lectura for selected Spanish-speaking elementary students, i-Ready Reading and Math in grades 6-8, and CTE materials and supplies for courses such as Drone Technology, Firefighting, and Horticulture are just a few.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG department and the Testing and Accountability department work closely together to maintain, analyze, and share AIG student performance, growth, and drop-out rates. This data is posted on the Caswell County Schools' website for all stakeholders to view.

AIG student growth and achievement data determined by End of Grade (EOG) and End of Course (EOC) tests, Advanced Placement (AP) exams, and the American College Test (ACT) is distributed by the Testing and Accountability Director to curriculum directors, the AIG Director, and administrators. The Testing and Accountability Director meets with each administrator to complete an in-depth data dive each year. Additionally, the curriculum directors and administrators complete data dives that examine the AIG population to determine if instruction is helping students grow or if there needs to be a shift with instructional practices.

Curriculum directors, the AIG Coordinator, administrators, and teachers may meet to discuss data from Check-Ins, Dibels, and i-Ready. These conversations focus on the proficiency and growth and correlate with grade-level MTSS meetings. Curriculum directors and administrators are able to help teachers group students according to their needs for remediation, intervention, or enrichment, ensuring that best practices are happening in each school. By participating in the data dives and grade level MTSS meetings, curriculum directors and administrators monitor policies and the AIG coordinator helps teachers locate gifted students and what instructional practices they need.

Additionally, AIG drop-out data is discussed at administrator meetings and among administrators, curriculum directors, the AIG Director, the AIG Coordinator, and counselors. AIG dropout numbers remain low due to the practice of writing Individualized Differentiated Education Plans (IDEPs) for these students who are failing courses or have low attendance. The IDEPs require at a minimum quarterly individual student meetings with the AIG coordinator to encourage course completion and curb failing grades and dropout.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The AIG department believes that by maintaining, analyzing, and responding to data concerning referral, identification, services, and retention, all students who are gifted will receive appropriate supports within the AIG program.

Referrals often happen after universal aptitude screeners (one time a year) and achievement tests (one-two times a year). Scores are analyzed at the district level by the AIG coordinator and placed in spreadsheets that are shared with the AIG chairperson, principal, and the Needs Determination Team (NDT) at each school. By having multiple people analyze the data, the chance of missing a child who should be referred declines. Additionally, by highlighting students who may be close to cutoff scores, the NDTs are thus required to examine other data sources for students who could be identified using a different pathway, increasing identification in students whose giftedness may be masked.

Throughout the identification process, additional data such as grades, ratings from the Slocumb-Payne Teacher Perception Inventory, responses to interview questions, and observation notes are added to the above-mentioned spreadsheet and are used to help make an identification decision. A consistent trend in Caswell County Schools is that these pieces of data lead to more placements than aptitude and achievement data alone, which is why they continue to be analyzed for placement consideration. If a student does not clearly meet the required criteria, NDTs may use the "AIG Environmental Factors to Be Considered" (Form AIG-3) to help make a decision. The factors included on this form have been identified as factors that may mask giftedness. If an NDT needs support in making an identification decision, they may use the "Alternate Considerations for Placement/Request for Alternative Assessment" (Form AIG-8) to request for additional testing and data collection from the Central Review Team (CRT). Once a decision has been made, the AIG forms used for placement consideration and any other supplemental information is placed in an AIG folder. If a student is identified, the originals are placed in the child's cumulative folder and copies are sent to the AIG department where they are reviewed and stored. If a student is not identified, the AIG chair retains the AIG forms and supplemental information in case it is needed in the future. If a student is not placed and the CRT was involved, the AIG forms and supplemental information is retained and stored by the AIG department.

At the beginning of each year, AIG enrollment is reviewed by the AIG Coordinator before Differentiated Education Plans (DEPs) are created. Grade-level lists with AIG identifications and demographic information are shared with the AIG chairperson and principal at each school. These lists make the principals aware of who their AIG students are. DEPs are written by the classroom teachers with support from the AIG chairperson at each school. Copies of the signed DEPs are reviewed and stored by the AIG department. By reviewing the DEPs each year, the AIG coordinator can confirm that each identified student is scheduled to receive appropriate services. Principals at each school are responsible for monitoring the implementation of the services stated on the DEPs.

Additionally, the AIG Coordinator makes note of students who are no longer enrolled in the school district and of the middle and high school students who are identified, but are not taking any advanced courses. The AIG Coordinator reviews PowerSchool/Infinite Campus information to determine why the students have not returned to the school district. Reasons are noted on the students' folders in the AIG department and shared with the appropriate directors. The historic trend is that students, minus those who have moved out of the district, typically leave during the transition from

elementary to middle school more than at any other time. Directors and administrators are aware of this and are constantly working to change this trend. The AIG Coordinator writes Individualized Differentiated Education Plans (IDEPs) for those students who are not enrolled in any advanced courses. The AIG Coordinator meets with these students at least once per marking period to ensure they are present at school, turning in assignments, and communicating with their teachers. The purpose of this is to encourage these students to meet the criteria for and to take advanced courses in the future. Each IDEP student meeting is documented to monitor student change and support given. The AIG coordinator collaborates with the school counselors to ensure that if a student has an additional need, it is being met, and to make schedule changes when these students are ready to enter back into advanced courses. The IDEPs and the support given to those students, bolsters the work of retaining and graduating all AIG students.	* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan. Caswell County Schools maintains current data regarding the credentials of personnel serving AIG students in order to ensure that the goals and strategies outlined in the local AIG plan are being met. The AIG Director and the human resources office maintain current data regarding AIG licensure and local professional development requirements, which includes Advanced Placement certification and/or the completion of the locally required AIG professional development. Teachers' AIG licensure, coursework, Continuing Education Units, and/or AP coursework are shared by the AIG department with school principals prior to when class placement and scheduling decisions are made. Administrators at each school, assisted by the AIG Director or Coordinator if requested, develop class lists of cluster-grouped students and place them with the appropriate teachers in grades Kindergarten-8. In high school, teachers with the correct credentials are matched with the appropriate advanced courses. Additionally, administrators use the personnel data to encourage teachers to partake in the local AIG professional development to build their school capacity of teachers who are trained to serve gifted students.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Stakeholders, such as students, parents/guardians, teachers, and administrators, are given opportunities to provide feedback regarding the implementation and effectiveness of the local AIG program throughout the school year, but most notably through the AIG Stakeholder Survey each spring. The AIG Stakeholder Survey is shared with stakeholders to gather their input for the following topics: enrichment, extension, and acceleration; rigorous curriculum and differentiation; benefits of services; the social emotional needs of AIG students; the Differentiated Education Plan; and the comfort level of home-school communication. The survey also offers the opportunity to describe any strengths/positives and needs/weaknesses they see with the AIG program.
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Notification of the survey is noted in the spring AIG newsletter. The survey is taken online. A printed survey is given when requested. Results are shared with school administrators and AIG chairpersons, who disseminate the information as they see best at their schools. Additionally, survey results are shared at district leadership meetings with Central Office directors. Informal evaluative feedback is collected at open houses, DEP meetings, parent-initiated conversations, through student conferences with the AIG Coordinator, administrator observations, and district leadership meetings. Meetings with the AIG chairpersons and the District Steering Committee also offer opportunities to gather feedback about the implementation and effectiveness of the AIG program.					
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	Data from the Stakeholder Survey, given to students, parents/guardians, teachers, and administrators, is shared with district and school-level administrators and AIG chairpersons at the end of each school year in order for them to analyze and reflect while planning for the following year. Administrators share the information as they deem appropriate within their schools. Additionally, the fall AIG newsletter contains excerpts of the data. Since the survey is completed anonymously, confidentiality is not an issue. Evaluative feedback collected during open houses, DEP meetings, parent-initiated conversations, through student conferences with the AIG Coordinator, administrator observations, and district leadership meetings is discussed with appropriate stakeholders in a timely manner in order to address any concerns or issues. The NCDPI's Local AIG Plan Review and comments offered by the Office of Advanced Learning and Gifted Education are shared with district leadership, the District Steering Committee, and AIG chairpersons after it has been received. It is reviewed and discussed initially and then used as part of the evaluation process while rewriting the local AIG plan. Sharing data in these ways allows for transparency and creates a tool to spark conversation and discourse.				
* Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. See table below.	☐ Click here to remove the table and use only the narrative field. <table> <tr> <th>Process</th><th>Procedure</th></tr> <tr> <td colspan="2"></td></tr> </table>	Process	Procedure		
Process	Procedure				

Informed consent for identification	* To ensure personnel working with gifted children consider the rights of these students, potentially gifted students, and their families when making decisions, the AIG plan outlines procedures for resolving disagreements, parents/guardians' rights, and informed consent. Parents/Guardians are informed of these through Your Rights as a Parent/Guardian (Form AIG-5). This form and the Consent for Evaluation (Form AIG-4) must be signed by a parent/guardian before any evaluation of the student begins. These signed forms are placed in the student's AIG folder and copies are placed in the initial placement AIG folders housed in the AIG department.
Informed consent for placement	* Once a Needs Determination Team (NDT) has determined that a student meets the criteria to be identified as AIG, the parents/guardians are contacted to discuss service options and offer their input. The Initial Placement Decision/Evaluation Results (Form AIG-10) is used as an invitation to this conference. During the conference, the Summary of Individual Student Eligibility and Placement Record (Form AIG-6) is reviewed with the parent/guardian. This form explicitly details the evidence for the placement recommendation. The parent/guardian signs the form and agrees or does not agree for the child to receive services in the AIG program. If the parent/guardian agrees, a Differentiated Education Plan (Form AIG-13, 14, or 15) is created with support from the NDT and the parent/guardian.
Transfer procedures	* Students who transfer in from other Local Education Agencies with an AIG identification keep the identification and are placed in an AIG cluster group (K-8) or in appropriate advanced classes. A Differentiated Education Plan (DEP) is created to address the students' needs. If an Individualized Differentiated Education Plan (IDEP) needs to be created, the AIG coordinator is notified and individualized alternative service and support options are determined.
Reassessment procedures	* Each AIG student's performance and data is reviewed two times a year. During the semester change, teachers evaluate the student's performance as evidenced in grades, work samples, and if applicable, universal screeners and assessments. During this evaluation, if it is determined that the DEP is appropriate, services continue in the manner they are written in the DEP. If it is determined that the student's DEP needs to be modified or changed to an IDEP, the DEP Midyear Review Letter (Form AIG-17) is sent to the parent/guardian to ensure they are aware of the changes and to determine if the parent/guardian needs more information regarding the services. At the end of each year for elementary and middle school students and at the end of each semester for high school students, End of Grade and End of Course data is reviewed in an NDT meeting. Teachers may bring a portfolio of work to this meeting as well. Scores and portfolio items may lead to a change in identification due to the addition of a subject. For example, a student may be identified as AR and meets the score requirement on the EOG to add Math to her identification, thus, changing her identification from AR to AG. However, students are never removed from the gifted program unless by written parent request. If a student has been unsuccessful, it may be determined to utilize an IDEP to add supports for that student in the future, but they remain in the program.

Procedures to resolve disagreement *	When a student is referred to the Needs Determination Team (NDT), the parent/guardian must sign Your Rights as a Parent/Guardian (Form AIG-5) before any evaluation of the student may begin. This form explains the due process rights of the parent/guardian in regards to the processes leading to an identification and explains the steps for resolving disagreements. Excerpt of the Your Rights as a Parent/Guardian (Form AIG-5) If a parent disagrees with any decision(s) of the school-site committee regarding, referral, identification, or services, the following procedure will be followed: 1. The parent may request in writing a conference with the NDT within 10 days of the decision being appealed. Written response will be sent to the parent within 10 days. 2. If the parent still disagrees with the decision, he/she may appeal in writing to the principal within 10 days. The principal will schedule a Central Review Team conference with the AIG director within 10 days. 3. If the disagreement is not resolved, the parent may make a written appeal to the superintendent within 10 days. A conference will be scheduled within 10 days of the request. The superintendent will respond in writing within 10 days. Mediation may be an option at this point. 4. The superintendent's decision may be appealed in writing to the local Board of Education within 10 days. Following Board of Education review, a written decision will be made within 30 days of the complaint being received by the Board. 5. If local efforts fail to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an AIG student or (2) whether the local plan has not been implemented appropriately. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.
* Ideas for Strengthening the Standard	Caswell County Schools' AIG department may need to create a list of all data that should be analyzed to ensure that all data points are discussed. Some of this data may include EVAAS AIG growth, retention rates, AIG EOG and EOC data.
Planned Sources of Evidence	

* AIG budget, approved purchase orders, requisitions, invoices		
* NC Department of Public Instruction AIG headcounts and identification data sets		
* AIG professional development sign-in sheets and feedback		
Type	Documents Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/05/2025 

AIG Related Documents

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Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>AIG Plan 25-28 Board Approval</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>AIG Forms 2025-2028</u>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase		Definition	