

Overview: Mission/Vision Statement and Funding

**Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

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Columbus County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the Columbus County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Columbus County Schools recognizes that some students have the potential, or are capable of possessing, exceptional learning abilities and/or outstanding talent. Because these students are considered gifted, they demand experiences apart from but connected to the regular classroom. It is our responsibility to provide diverse, suitable,

ongoing learning experiences and learning environments that integrate the academic, psychological and social needs of students. (Eckert and Purcell, pp. 18 and 19) We believe that the AIG program should be designed to challenge and stimulate the AIG student through a multi-dimensional teaching approach involving special curricula, enrichment opportunities, and the acceleration of course content. The AIG program at all levels should provide experiences that distinguish the regular non-gifted program from gifted services. Columbus County Schools further recognizes that outstanding abilities are present in students from all cultural groups across all economic circumstances, and in all areas of human enterprise. Gagne, in his "Differentiated Model of Giftedness and Talent," offers the idea that natural abilities, like excelling in academic fields, are gifts, which must be developed to become talents.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 294,643.00	* \$ 0.00	* \$ 1,794.00	* \$ 0.00

## Standard 1: Student Identification

### Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

#### 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 for every student to show their strengths and talents.

#### THE SCREENING PROCESS

A broad-sweep screening will occur annually for every second-grade student in the spring of their second grade year. Informal screening is available K-12. This screening procedure ensures equal opportunities/access for all students, including minority students, students with disabilities, and students who are economically disadvantaged. Information collected at screening should lead to either automatic placement, further assessment, or to a decision that the student does not require differentiated services beyond the regular classroom.

#### K-2 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Columbus County Schools recognizes K-2 students who exhibit AIG potential through talent spotting and behavioral observations. Each student receives differentiated instruction. The Pfeiffer and Jarosewicz Gifted Rating Scale® can be used to document a pattern of gifted behavior. Teachers will utilize U-Stars Plus TOPS observational tool to recognize outstanding potential in children. Columbus County Schools will provide programming services which may include a compacted curriculum, accelerated curriculum, and grade level acceleration as needed. K-2 student's talents are developed by teachers and data is utilized in an effort to document behaviors that reflect advanced learning, motivational characteristics, creativity, leadership, and adaptability. K-2 students served in the talent development program will be monitored from year to year and

receive exposure to STEM (Science, Technology, Engineering, Math) and advanced materials. The watch list will be given to 3rd grade AIG specialists for monitoring and consideration.

- AIG Specialists and primary teachers use a variety of strategies to differentiate and meet the needs of students performing above grade level in literacy and/or math task assessments. Talent development groups and small groups are utilized.
- If a transfer student has been served in a talent development program previously, that student will immediately be placed in Columbus County Schools Talent Development Program.
- Columbus County Schools will conduct a general screening of aptitude of all second grade students in the spring of their second grade year. Using district local norms students scoring 85% or higher on the assessment will be placed in the student screening pool. Using local norms casts a wider net for screening, follow up and tracking of students.

#### 3-8 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Grades 3-8 are given the NC Grade 3 BOG/End-of-Grade Assessment in reading and mathematics. Students scoring 92% or above or a level 5 on the 3rd grade BOG, or 92% or above or a level on the EOG for two consecutive years will be placed in the Student Screening Pool.
- If a transfer student has been identified as AIG in another school, that student will be placed automatically.

#### 3-8 REFERRAL PROCESS:

- The School Review Team will accept teacher, parent, community, peer, and self-nominations. The School Review Team will hold the right to test based on a review of evidence. Placement data will be valid for two calendar years. No evaluations will be repeated on the same student during this two year period unless deemed necessary by the AIG Coordinator.

#### 9-12 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Students scoring 92% or higher or level 5 on standardized tests such as the End-of-Course will be placed in the Student Screening Pool.

- If a transfer student has been identified as AIG in another school system, that student will be placed accordingly.

#### 9-12 REFERRAL PROCESS:

- The School Review Team will accept teacher, parent, community, peer, and self-nominations. The School Review Team will hold the right to test based on a review of evidence. Placement data will be valid for two calendar years. No evaluations will be repeated on the same student during this two-year period unless deemed necessary by the AIG Coordinator.

Students must meet screening criteria to be considered for identification.

#### \* **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels 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.

In the K-2 setting, Columbus County Schools develops potential in students who exhibit gifted behaviors. Each student receives personalized instruction. Services may include a compacted curriculum, accelerated curriculum, and/or grade level acceleration, as needed. Students are pulled out of the classroom once weekly for enrichment and critical thinking learning tasks.

Primary students may be identified as academically and intellectually gifted in grades K-2 if there is a body of evidence that indicates a need. The primary student should demonstrate an extreme need for differentiation before being considered for identification.

Primary students must meet the minimum requirements in all the following to be identified as Academically and Intellectually Gifted:

- Demonstrated extreme need for differentiation as documented through the PACE Talent Development Program and regular classroom performance.
- 96% or above on a nationally normed IQ/aptitude test administered by a licensed psychologist

- 98% or above in achievement for reading and math on a nationally normed test administered by a licensed psychologist
- Work samples and state assessments demonstrating mastery in reading and math
- Teacher and AIG Review Team recommendation

In grades 3-12, Columbus County Schools uses six criteria to assess and to develop a comprehensive profile for each student who is being evaluated. Multiple standardized measures, both traditional and nontraditional, that are based on current theory and research are used in the identification process. Columbus County Schools uses both verbal and nonverbal assessments when measuring aptitude. These tests are the Cognitive Abilities Test®. The CogAT is made up of three sections: the Verbal Battery, the Quantitative Battery, and the Nonverbal Battery. These batteries are designed to assess specific reasoning skills in each area that correlate strongly to academic success. It measures cognitive development, the ability to learn new tasks, and problem-solving abilities. Because much of its content is nonverbal, the CogAT is also very useful for testing students who are not native English speakers. The Naglieri Nonverbal Ability Test-Second Edition®(NNAT2) may be used as an alternate assessment especially when assessing underrepresented populations. The Iowa Test of Basic Skills® (or the ITED at the high school level) and/or the Woodcock-Johnson IV® (WJ IV) are administered as alternate achievement tests.

In grades 3-12, Columbus County Schools AIG Program will use the following when identifying AIG students. Students must meet at least 4 out of 6 criteria. One of which must be aptitude or achievement)

1. 90% or above on standardized aptitude test
2. 92% or above or level 5 on the 3rd grade BOG, or 92% or above or level 5 on the EOG for two consecutive years
3. 92% or above on classroom performance
4. A score of 92% or above on the Pfeiffer & Jarosewich Gifted Rating Scales® (grades 3-8); Score of 109 -120 on the Renzulli-Hartman Gifted Behavior Scale (grades 9-12)
5. Score of 92% or above on the Pfeiffer & Jarosewich Motivation Scales® (grades 3-8); Score of 24-27 on Renzulli-Hartman Motivation scale (grades 9-12)

## 6. Documented interest survey

(Students must meet at least 4 of 6 criteria, one of which must be aptitude or achievement)

Automatic qualifiers include:

- 98% or above in achievement (Student will be identified AG in Reading and/or Math.)
- 98% or above in aptitude (Student will be identified IG.)
- Students will 98% or above in both aptitude and achievement will be identified as AI (Academically and Intellectually Gifted)

Columbus County Schools AIG Program may use the following when identifying AIG students:

- Pfeiffer and Jarosewich Gifted Rating Scales® (Includes motivation component) (grades 3-8) / Renzulli-Hartman Rating Scale (Includes motivation component) (grades 9-12)
- aptitude scores
- achievement scores (EOC, EOG, BOG)
- classroom performance
- Student Interest Inventory (Normed)
- motivation scale

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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, English language learners, highly gifted, and twice-exceptional.

Columbus County Schools AIG Program uses a variety of screening measures to assist with identifying underrepresented populations. These measures include the Cognitive Abilities Test® (CogAT), the Naglieri Nonverbal Ability Test® (NNAT2), the Pfeiffer and Jarosewich Gifted Rating Scales® (grades 3-8) or the Renzulli-Hartman Rating Scale® (grades 9-12), a motivation scale, and observations of teachers and other stakeholders. A mass screening of all second graders across the district is conducted annually (spring of second grade year) to ensure the consideration of all students. The district uses the online version of the CogAT aptitude screener to ensure equity for all students. AIG Specialists will share the Ability Profile available after testing with regular classroom teachers. The Ability Profile provides instructional suggestions linked to each student's areas of greatest cognitive strength. This allows for instructional opportunities and tailored instruction. The district currently uses a six criteria identification process which includes a verbal and a nonverbal assessment for aptitude as well as teacher input. The School Review Team will conduct an intentional review of testing data in order to give consideration to underrepresented populations. The team will make a decision on placement.

**\* Practice D**

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

AIG Specialists provide training for all leadership and certified staff using AIG procedural professional development to ensure consistent implementation across the LEA. Across the district, criteria are the same. Universal screening for AIG services takes place in the spring of second grade with the Cognitive Abilities Test (CogAT). Referrals are accepted from stakeholders and processed according to AIG procedures. The AIG Specialists compile a student pool at each school that includes all available data for the consideration of the AIG Review Team. Student pool and nomination records are kept for reference throughout the school year. Student identification and placement records are compiled along with documentation of decisions made by the AIG Review Team. Parent rights and due process are detailed in Standard 6: Practice J. Random periodic AIG folder and Powerschool audits are conducted by the AIG Coordinator to monitor screening, referral and identification procedure documentation and compliance. Monthly AIG department Google meet PLCs are held with the AIG Director, AIG Coordinator and all AIG Specialists to ensure that processes are consistent within the LEA.



**\* Practice E**

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

Columbus County Schools maintains an online website that may be accessed by school personnel, parents, and the community-at-large. Comprehensive information about all processes and procedures are contained within the AIG website along with various AIG resources. AIG brochures are available throughout the schools and district office. The AIG Specialists provide professional development to school personnel that overviews the entire screening, referral, and identification process. Special attention is given to communicating with parents during the process. Teachers discuss ideas/concerns during weekly PLCs. Stakeholders address ideas/concerns during the annual AIG Showcase, DEP conferences, parent meetings, school improvement meetings, MTSS meetings, etc. Meetings of the AIG Advisory Committee (made up of various stakeholders including parents, teachers, administrators, curriculum specialists, community members) are held to discuss any issues/ideas that may need to be addressed.

**\* Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Evidences gathered and analyzed to support an AIG identification decision may include:

- Identification Evidence tab in Powerschool (beginning 2021-2022 with newly identified students)
- CogAT Student Profile Narrative (4 copies - one placed in Cumulative folder, one placed in AIG folder, one provided to the teacher(s), one provided to the parent)
- BOG/EOG/EOC score report
- Pfeiffer and Jarosewich Gifted Rating Scales® (grades 3-8) or Renzulli-Hartman Rating Scale (grades 9-12)
- Classroom performance (grade print out from Powerschool)

- Student Interest Inventory (Normed)
- The Naglieri Nonverbal Ability Test-Second Edition®(NNAT2)
- Iowa Test of Basic Skills® (or the ITED at the high school level)
- Woodcock-Johnson IV® (WJ IV)

Initial placement conferences are held with parents. All information used to identify students for AIG placement is reviewed with the parents and classroom teachers at the initial meeting. Service matching for AIG students is reviewed at the beginning of each school year. New DEPs/IDEPs are then created for students. During scheduled conferences, AIG Specialists review the annual DEPs with parents to ensure service matching options are appropriate. AIG specialists in each school are responsible for conducting initial placement and annual review parent meetings. Parents will receive a copy of their child’s DEP/IDEP annually. They are also responsible for all AIG folders to ensure proper documentation of meetings, permissions, due process, and other actions. AIG Specialists monitor AIG folders to ensure that processes have been followed and properly documented, at least twice annually for the fall and spring headcount. Upon a student’s graduation, AIG folders will be stored at each high school for one school year.

**\* Ideas for Strengthening the Standard**

We are dedicated to promoting both equity and excellence to increase access and opportunity for all students. By realizing equity and excellence in gifted education, student racial, ethnic, economic, or other demographic factors will not reduce their likelihood of AIG identification. We will continue to monitor our screening and referral processes to ensure our program is meeting the needs of our stakeholders.

**Planned Sources of Evidence**

- \* Student Identification Placement Record

\* Differentiated Education Plan/Individualized Differentiated Education Plan (DEP/IDEP)

\* Invitation to Conference letters

\* Achievement, aptitude, and performance scores

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Columbus County Schools delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments. These services are aligned to a student's AIG identification.

The Columbus County Schools AIG Program identifies students as either:

AG - Academically Gifted in Reading and Math

AR - Academically Gifted in Reading only

AM - Academically Gifted in Math only

IG - Intellectually Gifted

AI- Academically and Intellectually Gifted

In K-2, several service delivery options are offered based on student interest and area of identification (AG, AR, AM, IG, AI). Some of these service delivery options may include extension, acceleration and enrichment. These services are implemented through heterogeneous grouping, flexible grouping within the classroom and independent enrichment opportunities provided by the classroom teacher. Subject acceleration, cross-age grouping, and grade acceleration are also options that may be accessed based on student needs. All students exhibiting gifted potential are provided advanced learning opportunities during the daily classroom enrichment block. AIG Specialists also provide critical thinking and enrichment opportunity direct services for these students weekly in small cooperative learning groups.

In grades 3-5, AIG students (identified AG, AR, AM, IG, AI) are appropriately clustered for instruction with other academically capable students. Classroom teachers serve students by differentiating for each cluster group. To support advanced learning opportunities provided by the classroom teacher, the AIG specialist may serve AIG students by going into the classroom to work with the classroom teacher on differentiation/planning of instructional units. As defined in SB 500, any students scoring a level 5 on EOG/EOC will be offered advanced math learning opportunities.

AIG students will receive direct services a minimum of 1 hour per week by the licensed AIG specialist. Direct services provide AIG identified students with an opportunity to participate in AIG Enrichment units of study, which extend the NC Standard Course of Study and meet Columbus County Schools gifted education curriculum standards (see Standard 3, Practice d).

AI and IG students will be served through direct services with the AIG specialist according to identified strengths and interests as outlined in their DEP or IDEP. This can be done on an individual basis or with other identified students.

In grades 6-8, AIG identified students are cluster grouped based on area of identification (AG, AR, AM, IG, AI). Classroom teachers serve students by differentiating for each cluster group. These services are implemented through heterogeneous grouping, flexible grouping within the classroom, subject acceleration, cross-age grouping, grade acceleration and independent enrichment opportunities provided by the classroom teacher. As defined in SB 500, any students scoring a level 5 on EOG/EOC will be offered advanced math learning opportunities (for example, Math 1 placement).

AIG students will receive direct services a minimum of 1 hour per week by the licensed AIG specialist. Direct services provide AIG identified students with an opportunity to participate in AIG enrichment units of study, which extend the NC Standard Course of Study and meet Columbus County Schools gifted education curriculum standards (see Standard 3, Practice d). Students participate in direct service with the AIG teacher in the areas of reading, math,

critical and creative thinking, writing and digital competencies and STEM activities. The AIG teacher serves as an expert in the field, infusing rigorous differentiated curriculum and implementing best practices in gifted education.

AI and IG students will be served through direct services with the AIG specialist according to identified strengths and interests as outlined in their DEP or IDEP. This can be done on an individual basis or with other identified students.

In grades 9-12, certified AIG Specialists partner with high school counselors to provide additional academic and social-emotional support to students. AIG Specialists monitor the placement of AIG students in advanced classes and provide resources through the AIG High School Google Classroom. Some of these resources include scholarship information, tutorials on how to apply for FASFA, tips for applying for college and SAT, ACT and PSAT information. AIG Specialists also partner with the high school counselors to guide the gifted students in academic advising and college or career preparation. Honors courses, English and Math courses with AIG clustering, Advanced Placement Courses, Online courses, NC Virtual Public School courses, College and Career Promise are also available at this level. As defined in SB 500, any students scoring a level 5 on EOG/EOC will be offered advanced math learning opportunities. Heterogeneous and flexible grouping within the classrooms will be utilized as well as subject acceleration, cross-age grouping, and grade acceleration.

- Extra-curricular opportunities for gifted learners are offered such as Battle of the Books, Beta Club, National Honor Society, Future Farmers of America (FFA), service projects, field trips, etc.
- Credit for Demonstrated Mastery is offered in grades 6-12 for all content areas.
- Grade acceleration will be determined by the School Review Team and other stakeholders based on all evidence provided.

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### \* **Practice B**

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

Columbus County Schools delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs by:

- Participating in professional development opportunities that are related to the social and emotional needs of AIG students (for example, NC Association for the Gifted and Talented Conference sessions, NC DPI Social and Emotional Booster Shot Series, Adverse Childhood Experiences (ACES) Trauma Training.
- Preparing and utilizing specific lesson plans and methods of instruction directed to address the unique needs of AIG students (bibliotherapy, etc.)
- Developing AIG surveys for/with school counselors, students, teachers and parents in order to accurately identify and address the needs of the AIG students.
- Conferencing with members of the school MTSS team, classroom teachers, parents and school counselors to develop an intervention plan to meet the social and emotional needs of gifted students.
- Providing resources to support the social and emotional needs of gifted learners during annual DEP/IDEP conferences with parents/families.

Columbus County Schools has made the social and emotional needs of ALL students a large focus in the LEA 2021-2026 Strategic Plan. The following are district goals to promote the social and emotional well being of all students.

- By 2026, CCS will see an increase in the number of staff and students will become engaged and active learners who are self-aware, caring, respectful, responsible, decisionmakers and academic achievers with a 90% or higher satisfactory rate on the Student Learning Conditions Survey and the NC Teaching Conditions Survey.

Strategies include:

- All school staff will be trained in Adverse Childhood Experiences (ACES), Culture Awareness Training, Mental Health Training and Social-Emotional Learning Training.

- Provide targeted SEL professional development for leadership teams, principals, assistant principals, teachers and support staff. (NCDPI SEL Booster Shot Series will be one of the targeted professional development requirements.)
- Establish MTSS Teams at each school. Provide a framework of operation for SEL implementation and monitoring.
- Review data sources (Panorama Screeners and daily check-ins) CASEL (Collaborative for Academic, Social, and Emotional Learning)

**\* Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Columbus County Schools understands that the services of the AIG Program are a part of a gifted student's total education. The AIG Program, regular education program, and numerous extracurricular programs work collaboratively to recognize and celebrate the students' special gifts for learning and achievement by providing students with challenges and opportunities for academic growth. These programs converge and blend to teach students to be lifelong learners who are capable of thinking critically, working creatively, and achieving excellence.

Columbus County Schools AIG Program is an active partner in district initiatives, policies and procedures in order to support AIG students' needs. The AIG Program is committed to adhering to the comprehensive goals of our LEA. AIG Specialists serve on school based committees/teams and district-wide committees/teams in order to provide a gifted education perspective (MTSS Team, School Improvement Team, Leadership Team, School Advisory Boards, AIG Advisory Board).

The Columbus County Schools AIG Program integrates and connects the AIG program and services with the district's priorities and resources through policy and practice by:

- Focusing on an alignment to the district's strategic plans and goals.
- Focusing on an alignment to each school's comprehensive improvement plan and goals.



- Following school board policies related to AIG programming and services.
- Working with the Professional Development Coordinator to provide PD to all staff on differentiation, rigor, advanced learning strategies and social-emotional learning to meet the needs of all students.
- Working with and providing information about gifted instruction, strategies, and resources with classroom teachers.
- Collaborating with school counselors in order to meet the social and emotional needs of gifted learners.
- Utilizing funding to employ AIG certified specialists.
- Provide funding for AIG Specialists to attend state and regional meetings and gifted conferences to learn more about polices and practices related to AIG programming and services.

**\* Practice D**

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

Columbus County Schools promotes collaboration and communication within the system. School and district personnel gather data from EOG scores to appropriately group students according to proficiency. AIG Specialists, regular education teachers, assistant principals, and principals participate in professional learning communities (PLCs) to develop expectations for all students. This platform allows AIG Specialists the opportunity to advocate for the personalized needs of their students. Cluster grouping allows for homogeneous instruction. This research supported grouping allows teachers the opportunity to plan for differentiated instruction and supplemental enrichment activities while challenging other advanced learners in the classroom. These groups are crucial to the social-emotional needs of our students. Flexible grouping allows administrators flexibility in the design of intervention/remediation/enrichment time. Fluidity in groups and schedules allows for individual movement depending on need/interest.

**\* 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.

Columbus County Schools has an AIG link on the district website. The current AIG plan is available to all stakeholders. AIG Specialists provide professional development concerning the identification process and service delivery options each fall to all certified staff. They provide teachers with a visual representation of the AIG process and procedures along with a document outlining screening, referral and identification. AIG Specialists provide support with differentiated instruction in the regular classroom. Teachers sign annual DEP/IDEPs and receive lists of AIG students, which are now identified in PowerSchool. Monthly district meetings inform administrators and other central office staff about AIG regulations and the current program. Each year principals are given NC AIG Program Standards, AIG information packets and the process is reviewed. Flow charts are utilized to outline the identification process and programming.

**\* Practice F**

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

Columbus County Schools students are provided with the same service delivery options as described in Standard 2: Practice A. Records are transferred as necessary in June of transition years in order for the receiving AIG Specialist to have adequate time to review and make appropriate plans. Transferred records are promptly processed. AIG Specialists establish a vertical line of communication between teachers and schools. This ensures the appropriate continuation of all services. Virtual AIG services will be provided to identified students on an as needed basis. (Global pandemic, illness, homebound, etc.) When AIG students transition from one school to another (ex: from elementary to middle), transition days and nights are held for students and parents. Schools choose one day in the spring to offer tours and provide information about the school. Students and parents are invited to go to the transition school, complete activities and meet personnel. Annual professional development is provided for teachers during district-wide professional development and weekly PLCs. AIG Specialists work with students continually to prepare students for

transition years. Counselors assist students and help with the social/emotional needs of students during these key transition points and support teachers with appropriate professional development.

**\* 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.

AIG policies and procedures are developed by a district AIG team. Stakeholders come together to advocate for students and develop policies to best serve our students. Meetings are held to review current policies and procedures and if changes are necessary, they are taken into consideration based upon NC AIG Standards and best practices.

General education teachers and AIG Specialists modify the content of the current curriculum to meet the needs of gifted learners. This may include curriculum compacting. Lesson plans and DEPs/IDEPs reflect these modifications.

Grade acceleration/Subject acceleration is an option available for students who meet the following criteria:

Criteria for Requesting Grade/Subject Acceleration:

- Outstanding class performance in all subjects for more than one year
- Written parent statement of interest for subject/grade advancement
- Written student statement of interest from student
- Written principal recommendation
- Written teacher recommendation
- Written AIG teacher recommendation

- Approved Intellectual Assessment 98th percentile Full Scale Score (minimum)
- Achievement Test Score indicating four years above grade level in Reading and/or Math
- School psychologist statement concerning social/emotional development

The School Review Team, AIG Director, AIG Coordinator, AIG Specialists, Curriculum Director and Superintendent must approve grade/subject acceleration after all criteria has been reviewed.

Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course to include an assessment and an artifact. Credit by Demonstrated Mastery is offered in grades 6-12 for all content areas.

Dual enrollment is an option for high school students to accelerate learning through partnerships with the local community college and the College and Career Promise Agreement. Students participating in dual enrollment have the opportunity to earn an Associate's Degree upon graduation from high school.

Columbus County Schools is also fortunate to offer high school students the opportunity to attend our non-traditional high school, Columbus Career and College Academy. All Columbus Career and College Academy students are eligible to acquire Career and Technical Education credentials as well as enrolling in college courses throughout high school. Students graduate from high school with a high school diploma, Associate's Degree and Career and Technical Education credentials.

#### \* **Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Columbus County Schools understands the urgency to work toward equity and excellence and is committed to intentional and sustained actions to reframe mindsets and policies in relation to advanced learning opportunities. Columbus County Schools will provide focused professional development in a variety of settings and modes, such as,

leadership team meetings, PLCs, MTSS Team Meetings, School Improvement Team Meetings, and AIG Advisory Board meetings. Involving the total school community and all stakeholders will help to remove systematic barriers, improve student services, share ownership and move closer to equity and excellence in gifted education.

Columbus County Schools AIG program will partner with the data and accountability department to collect and use meaningful data related to the performance of all subgroups. This data will be disaggregated and analyzed to look at patterns and trends over time. Findings will be shared with stakeholders to inform mindsets, policies and practices. By collecting meaningful data, we will assess program success and inform program improvement. Policies and practices will be modified as a result of data trends. This will allow us to broaden access to learning opportunities for all students.

Columbus County Schools has developed intentional practices to promote equity and excellence by broadening access to advanced learning opportunities through talent development efforts in grade K-12. Columbus County Schools cultivate potential in students with intentional efforts that bring out and develop a student's strengths and talents.

Intentional practices in Grades K-2 include:

- Provide early intervention and develop opportunities to maximize potential during whole school daily intervention/enrichment groups. Groups are determined by academic performance, student interest and MTSS tier. All students are afforded the opportunity to participate in enrichment activities that stimulate critical thinking and foster gifted potential.
- Each K-2 classroom teacher has access to grade specific Google Classrooms that feature a monthly STEM Challenge for them to complete with their students. These resources were developed by the AIG Specialists in an effort to provide STEM enrichment opportunities to all Kindergarten, 1st and 2nd grade students in the district.
- K-2 teachers are educated by the AIG Specialist on how to become a talent scout in the primary classroom.
- AIG Specialists will provide critical thinking mini lessons to all 2nd grade students in the spring of their second grade year prior to the administration of the CogAT universal screener. This intentional effort will promote equity and excellence by exposing students to material that they otherwise may have never been exposed to. This will allow all students an equal opportunity of success on the universal screener.

- Classroom and Instructional Support teachers provide a variety of curriculum programs and differentiate teaching methods based on student learning needs and interests. Some of these resources may include Into Reading (K-5), Amplify Reading (K-4), Into Math (K-8) Istation Math (K-4), Reading Horizons (K-5), Elevate (K-5), etc.

Intentional practices in Grades 3-5 include:

- Provide early intervention and develop opportunities to maximize potential during whole school daily intervention/enrichment groups. Groups are determined by academic performance, student interest and MTSS tier. All students are afforded the opportunity to participate in enrichment activities that stimulate critical thinking and foster gifted potential.
- Classroom and Instructional Support teachers are educated by the AIG Specialist on how to become a talent scout in the elementary classroom.
- Classroom teachers provide a variety of curriculum programs and differentiate teaching methods based on student learning needs and interests. Some of these resources may include Into Reading (K-5), Into Math (K-8) Amplify Reading (K-4), Istation Math (K-4), Reading Horizons (K-5), Elevate (K-5), i-Ready Reading and Math (5-8), etc.

Intentional practices in Grades 6-8 include:

- Students will develop strengths, interests and gifted potential through a variety of opportunities, such as music education, visual arts, band, theater, journalism, computer programming, etc.
- Classroom and Instructional Support teachers are educated by the AIG Specialist on how to become a talent scout in the middle school classroom.
- Students will develop strengths, interests and gifted potential through a variety of extracurricular activities such as, FFA, Battle of the Books, Science Olympiad, Young Writers Group, etc.
- Classroom teachers provide a variety of curriculum programs and differentiate teaching methods based on student learning needs and interests. Some of these resources may include Into Math, Into Literature, i-Ready Reading and Math (5-8), SAVVAS Social Studies (6-12), etc.

Intentional practices in Grades 9-12 include:

- Students will develop strengths, interests and gifted potential through a variety of opportunities, such as music education, visual arts, band, theater, journalism, computer programming, etc.
- Students will develop strengths, interests and gifted potential through a variety of extracurricular activities such as, FFA, Battle of the Books, Science Olympiad, Young Writers Group, etc.
- Classroom teachers provide a variety of courses (AP, Honors, CTE, etc.) and differentiated teaching methods based on student learning needs and interests. A variety of curriculum programs are also used such as SAVVAS Social Studies and Math, My Math Lab, Edpuzzle, Quizalize, Labster, etc.

By fostering talent development, Columbus County Schools will ensure that all students will have opportunities to grow and experience learning environments that are not dependent on their background or economic means. Columbus County Schools understands that early intervention and talent development opportunities allow students to maximize their academic potential.

**\* Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

The Columbus County Schools AIG web page updates extra-curricular program opportunities for AIG students on a regular basis. As mailings for opportunities and events are received at individual schools, they are shared with other specialists and then with AIG students. In addition, contests, seminars, online events, etc. are made available to students. Each school has opportunities such as Battle of the Books, Robotics, etc. Teens Westward Bound, Governor's School, and local school/community organizations are utilized to promote extra-curricular opportunities for all students. AIG students participate in enrichment which allows them to investigate their interests during the school day. Service learning projects are used to enhance and further develop student's talents and interests while building partnerships with the community. Students are provided the opportunity to showcase talents and interests through school and community events such as Celebrate the Arts, Science Fair, AIG Showcase, Parent Literacy and Math nights, local school board meetings, etc.

**\* Ideas for Strengthening the Standard**

Columbus County Schools will continue to provide clear and comprehensive descriptions of the AIG program to all stakeholders. Columbus County Schools AIG Department will collaborate with the LEA Leadership Team to ensure academic, intellectual and social-emotional needs are addressed within each grade level, classroom environment, and setting.

**Planned Sources of Evidence**

- \* Differentiated lesson plans
- \* Professional development agendas and sign-in sheets
- \* Signed Differentiated Education Plan/Individualized Differentiated Education Plan (DEP/IDEP)

**Documents**

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	



### Standard 3: Differentiated Curriculum and Instruction

## Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

### 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

The LEA requires regular classroom teachers and AIG Specialists to maintain lesson plans which include standards from the NCSCOS. AIG Specialists follow the NC AIG Standards when modifying/differentiating lessons to ensure appropriate personalized instruction. Columbus County Schools has implemented Gifted Curriculum Standards and has shared them with AIG Specialists and classroom teachers to ensure “AIG All Day, Every Day!” Principals review regular classroom teachers' and AIG Specialists' lesson plans to ensure that they are comprehensive and meet the needs of all learners. The district provides training in differentiation for all students. Teachers use enrichment, acceleration, compacting, and tiered lesson plans correlated to the NCSCOS for AIG students and students with advanced learning needs. i-Ready offers personalized instruction and support for accelerated curriculum, allowing students to facilitate their own learning. The program differentiates for students as they work through the NCSCOS and provides teachers with additional resources based on revised Bloom's taxonomy for problem-based learning. According to SB 500, advanced learning opportunities in math are offered to all students scoring a level 5 on their EOG/EOC. In addition to AIG pull-out classes, enrichment opportunities are provided daily during the scheduled intervention/enrichment time for students.

The district offers professional development to all teachers using North Carolina Department of Public Instruction's (NCDPI) Booster Shots and other research-based material. All Columbus County Schools certified teachers have participated in blended learning rotations professional development. Within this PD teachers were trained on the use of one to one technology for personalized and differentiated learning for all students. AIG Specialists attend

professional development throughout the year and share with teachers during PD and PLCs. Professional development opportunities may include North Carolina Association for the Gifted and Talented (NCAGT), National Association for Gifted Children (NAGC), NCDPI AIG Coordinator's Institutes and Monthly Meetups, Sandhills AIG Regional meetings, Riversight Insights webinars, etc.

**\* Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Lesson plans that reflect diverse instructional practices across the spectrum of sensory learning are maintained. These plans are created based on the abilities and interests of the students in order to address various learning needs. Entry, advanced and extension level learning tasks are utilized based on student need. Tiered learning, planning lessons and/or units at different tiers are used to differentiate for students. Creating deep and complex activities for high ability students is an objective. The activities chosen for talent development groups and AIG enrichment classes will be selected in order to ensure that a wide range of learning styles are addressed, i.e. auditory, hands-on, visual, etc. Teachers are encouraged to employ strategies such as:

- Compact the curriculum by offering the most difficult way first for high ability students
- Pre-test before teaching the material thus eliminating busy work
- Present material and have a choice board. Depending on student success, they move on to another level working through Bloom's taxonomy.
- Tailoring to student interest based on student interest surveys and learning profiles
- Allowing gifted students to take the lead
- Thought provoking exercises, analogies, metacognition
- Investigate for the whys
- Having students present to class and teach classes (when appropriate) in order to further presentation skills

- Guest speakers
- PBL- Project and Problem Based Learning
- Challenging STEAM activities (including Tinker and Eureka Crates by Kiwi Co.)
- Social Emotional Lessons
- Perfectionism lessons
- Enable gifted students to work together to challenge each other

K-2 regular classroom instruction is differentiated based on Amplify Literacy Assessment, Istation Math and i-Ready data and individual student needs. Grades 3-8 regular classroom instruction is differentiated based on formative, benchmark, classroom assessments and individual student needs. Based upon need 6-12 students may be offered Credit for Demonstrated Mastery. Grades 6-8 will be offered available high school classes. Through academic advisement students in grades 9-12 are offered AP, Honors, College and Career Promise. According to SB 500, students in grades 3-12 will be offered advanced learning opportunities in math depending on EOG/EOC scores. Teachers help students build resilience and understand that failure is an important part of learning. Students must learn to work with everyone, therefore, providing learning opportunities through heterogeneous grouping, Think-Pair-Shares, Clock buddies, etc. is imperative.

**\* Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Columbus County Schools uses a variety of rigorous materials that are research-based to enhance curriculum and instruction. AIG Specialists and regular classroom teachers employ challenging, rigorous, and relevant curriculum by implementing research-based practices and strategies. Accelerative research-based curriculums that infuse higher order thinking processes, conceptual reasoning that explores problems and current issues, critical and creative thinking skills, and inquiry/discovery opportunities are used by AIG Specialists. A rigorous thought-provoking curriculum that utilizes Problem Based Learning is being used. Columbus County Schools believes inquiry is vital to encourage critical thinking and investigation. Analogies, antonyms, cognates, idioms, etymology & Greek and Latin Roots, Math

games, in-depth book studies, STEM projects, etc. are just a few items woven into our curriculum to encourage diversity of ideas and creativity of thought. The following are programs and curriculums used by the LEA to enhance ALL student learning.

### **LEA Core Programs and Curriculum**

- Into Reading (grades K-5)
- Into Literature (grades 6-8)
- Into Math (grades K-8)
- SAVVAS Social Studies (grades 6-12)
- SAVVAS Math (High School Math 1, 2, 3)
- My Math Lab (Math 4)
- Dibels 8 (K-4 Reading Assessment Program)

### **Supplemental Programs and Curriculum**

- Amplify Reading (grades K-4)
- Istation Math (grades K-4)
- Reading Horizons-Discovery (grades K-3)
- Reading Horizons-Elevate (grades 4-5)
- i-Ready Reading (grades 5-8)
- i-Ready Math (grades 5-8)
- Edpuzzle (High School 9-12)

- Quizalize (High School 9-12)
- Labster (High School 9-12)
- EdSphere
- Breakout EDU
- Jacob's Ladder
- The PBL Project
- William and Mary units
- Michael Clay Thompson Language Arts Curriculum

Many of these programs and curriculum offer personalized instruction and support for accelerated curriculum, allowing students to facilitate their own learning. New research-based materials appropriate for gifted learners are gathered from professional development conferences, online research, and catalogs continually.

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

When developing lessons, consideration is given to "real-world" issues and advanced technologies of the world today. Teachers are encouraged to embed creativity, innovation, critical thinking, problem solving, curiosity, communication and collaboration in all learning experiences. Student work reflects the use of project-based learning. PLC discussions emphasize teaching that promotes flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability. AIG Specialists create an environment that promotes leadership and responsibility. Rocket design, robotics, and modern computer programming are examples of curriculum units. Creativity, critical thinking, collaboration, and communication skills are consistently integrated into lessons. Problem-based learning projects are used to connect students to real-world problems while incorporating technology and activating prior

knowledge, extending their learning at an advanced level. AIG lessons are built to target skill sets that are not targeted during content area instruction in the regular classroom.

## **Gifted Education Curriculum**

**Advanced Communication and Research Skills** – Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study.

AC.R.1 – The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.

AC.R.2 – The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources and communicates expertise to a variety of audiences.

AC.R.3 - The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.

AC.R.4 -The student participates in discussions to argue persuasively or reinforce others' good points.

AC.R.5- The student supports and defends his/her own opinions while respecting the opinions of others.

AC.R.6 – The student can clearly articulate their own thinking to a variety of audiences.

AC.R.7 - The student selects appropriate research tools and methodologies to conduct research.

AC.R.8 - The student develops and uses systematic procedures for recording and organizing information.

**Creative Thinking and Creative Problem Solving Skills** - Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products.

CT.CPS.1 - The student formulates original questions and ideas about a specific topic.

CT.CPS.2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies when problem solving

CT.CPS.3 - The student incorporates brainstorming and other idea-generating techniques to solve problems or generate new ideas.

CT.CPS.4 - The student develops original ideas, presentations or products.

CT.CPS.5 - The student tolerates ambiguity and assumes risk as a necessary part of problem solving.

**Higher Order Critical Thinking Skills** - Gifted Students will develop and practice higher order and critical thinking skills in order to extend their knowledge at an advanced level.

HOCT.1 -The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.

HOCT.2 - The student conducts comparisons and evaluates decisions using criteria.

HOCT.3 - The student asks insightful and relevant questions.

HOCT.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

HOCT.5 - The student uses and creates analogies, metaphors, and/or models to explain or illustrate complex concepts and relationship

HOCT.6 - The student separates one's own point of view from that of others and examines an issue from more than one point of view.

HOCT.7 - The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.

**Personal Development and Interpersonal Relationships** - Gifted Students will undergo personal growth and development in order to achieve their highest potential. Gifted Students will develop appropriate interpersonal

relationships in order to collaborate effectively with a variety of audiences.

PD.IR.1 - The student accepts that their opinions, ideas and theories will change as they gain new knowledge.

PD.IR.2 - The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.

PD.IR.3 -The student will strive to achieve high standards, especially in areas of strength and/or personal interest.

PD.IR.4 - The student predicts and understands consequences of decisions and responds appropriately. PD.IR.5 -The student allows for and accepts differences of opinion.

PD.IR.6 - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.

PD.IR.7 - The student responds to contributions of others, considering all available information. audiences of all ages.

PD.IR.8 - The student will display persistence when faced with challenges.

**Application of Knowledge** - Gifted students will acquire and apply knowledge in order to advance their understanding.

AK.1 - The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data.

AK.2 - The student will transfer knowledge from one topic of study to another.

AK.3 - The student will make generalizations about events, people, things and ideas.

AK.4 - The student will make connections between basic information and broader concepts.

AK.5 - The student will synthesize information from a variety of sources and apply the knowledge to generate new and unique ideas.



**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Columbus County Schools will use data in a meaningful way to improve programming and services in an effort to support student achievement and growth. Assessment criteria are continuously monitored and adjustments are made to appropriately differentiate instruction. Student portfolios, reading and math benchmark assessments (NC Check ins), Amplify Literacy data, Istation math data, i-Ready data, Schoolnet tests, classroom assignments, AIG projects, EOG/EOCs etc., are monitored and levels are adjusted as needed by classroom teachers, AIG specialists and support staff. MTSS protocols are also used to analyze academic, attendance, behavior and social emotional progress. Throughout the school year, data is disaggregated and used to inform flexible grouping practices. Flexible grouping and blended learning rotations may be based on a variety of factors such as talent development, readiness, interest surveys, and learner profiles. Curriculum is modified based on both formative and summative assessments. Parents work with schools to ensure proper alignment for students.

**\* Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

The LEA's AIG Specialists collaborate with school counselors and regular classroom teachers during PLC meetings in order to address the social and emotional needs of gifted learners. School counselors meet individually or in small groups with students identified as IG to support their social and emotional needs and help him or her reach their maximum academic potential. Through school-wide enrichment and AIG problem based/project-based learning, students are allowed to choose content in which they are interested and in turn are motivated by their choices. AIG Specialists address social-emotional needs in a variety of ways. Small group instruction is used for students to come together to discuss thoughts and concerns. Book studies and bibliotherapy are used to discuss pertinent thoughts/feelings/topics. Learning through gaming has made an impact on AIG students by improving socialization skills and conflict resolution/management, which carries over into the classroom. Identified students are also encouraged to become involved in extracurricular activities such as Book Clubs, Jr. FFA/FFA, Chorus, Band, Student Government, and other organizations to enhance their social-emotional development while cultivating and pursuing outside interests and leadership opportunities.

**\* Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

In the K-3 classroom ALL students receive talent development through district core and supplemental programs. These programs provide opportunity for creativity, curiosity, critical thinking and access to advanced content. Students participate in academically stimulating enrichment learning opportunities within the regular classroom. In all schools, needs based enrichment/intervention is offered to students. Small grouping is utilized to serve high performing students. Monthly STEM Challenges are provided to each K-2 teacher by the district AIG Specialists. These STEM Challenges allow all students the opportunity to participate in hands-on advanced curriculum.

In addition to district wide talent development, AIG Specialists provide intentional enrichment to students who are exhibiting academically gifted potential. Curriculum such as verbal analogies, picture analogies, logic puzzles and brain teasers stimulate high potential and advanced achievement. The AIG Specialist offers resources and specific strategies based on displayed mastery skills. Compacted lessons and accelerated subject matter are used as needed. Revised Blooms is utilized to make lessons more rigorous and relevant to students. AIG Specialists also conduct higher order thinking mini lessons in each second grade classroom each spring helping to prepare students for the universal screener. This creates equitable opportunity and access for all students.

Teachers play a vital part in our talent development program due to their hands-on, daily interactions with students. The NCDPI math and literacy assessment data are formal methods used to determine which students should be served in talent development pull-out groups facilitated by the AIG Specialist. Acceleration in subject and/or grade is possible based on the advanced level of the student. Curriculum compacting is used to foster the potential growth that is possible with K-3 students. Many students transition in and out of this program fluidly based on interest, ability, and performance.

**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Columbus County Schools utilizes collaboration to develop and implement differentiated curriculum and instruction as follows:

- AIG Specialists collaborate with the School Review Team which consists of regular classroom teachers, special education teachers, administrators, and guidance counselors to develop the DEP/IDEP for identified AIG students. Stakeholders work together to ensure DEPs are carried out in the regular classroom as well as in AIG classes using the following guiding questions: Are my gifted students able to accelerate when needed? Do gifted students have regular opportunities to expand upon their areas of interest and strengths? Are gifted students encouraged to extend learning beyond the basic level of understanding? Do my students have an opportunity to NOT succeed with ease in order to develop their talent and potential?
- AIG Specialists meet with members the Columbus County Schools Curriculum Team to discuss differentiated curriculum and instruction as well as the resources used for curriculum delivery. Strategies for teaching gifted students are utilized during delivery. Columbus County Schools utilizes the many gifted and talented websites to stay abreast of new research and strategies as they are developed.
- Differentiation is a strategic goal for Columbus County Schools. Teachers continue to receive professional development on data analysis, data-driven instruction, data charts, etc. to ensure individual student needs are met. All teachers have been trained on differentiation strategies and the district has purchased programs/resources to help teachers achieve this goal.
- PLCs and professional development are used as continuing education pieces for all teachers. Strategies are shared and refined based on what works for Columbus County Schools students.

**\* Practice I**

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 reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The LEA collaborates with the School Review Team and parents to develop an initial DEP or an IDEP for identified AIG students. Each student's individualized instructional needs are considered when developing the DEP/IDEP. These documents are updated annually to ensure that effective programs and services are continued. A new DEP or IDEP is

developed at the beginning of each school year. This document is then reviewed with parents during scheduled conferences and approved or amended based on teacher/parent/student input. Any concerns or adjustments that need to be made are discussed and resolved during this process. This process ensures that the continuum of services is commensurate to the needs of the students. Columbus County Schools will work toward utilizing the Program Services Tab in the statewide Powerschool system to enter DEP/IDEP information.

**\* Ideas for Strengthening the Standard**

Columbus County Schools continues to recognize the need for professional development for all stakeholders on differentiation to strengthen student learning. The AIG Coordinator will continue to work with the Professional Development Coordinator to facilitate ongoing professional development opportunities that help realize equity and excellence in gifted education and to promote differentiated curriculum and instruction.

**Planned Sources of Evidence**

- \* Professional development agendas and sign-in sheets
- \* Lesson plans
- \* Differentiation strategies and resources

**Documents**

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

Standard 4: Personnel and Professional Development

**Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**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.

Columbus County Schools employs an AIG Coordinator that is AIG licensed. Licensed AIG Specialists meet with an advisory panel (a variety of stakeholders) to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The following describes the roles and responsibilities of the AIG Coordinator:

- Provide leadership in the required evaluation and revision process of the Local Plan for Gifted.
- Provide district level oversight of the implementation of the Local Plan for Gifted Education.
- Assist with preparation and management of state and local budgets allocated for AIG
- Coordinate professional development for AIG teachers throughout the district.
- Ensure compliance with state and local processes.
- Maintain accurate records including student identification and parental permission for participation and testing.
- Coordinate the selection, training and delivery of appropriate curriculum for differentiation in the AIG program in grades K-12.

- Evaluate testing instruments and coordinate the K-12 AIG testing program, including training, inventory and security for testing materials.
- Coordinate special opportunities involving gifted education students (Annual AIG Showcase, Annual AIG Field Trips, etc.)
- Research programmatic issues for continuous improvement, best practices in gifted education in both program design and service delivery.
- Monitor performance growth of AIG students as evidenced in End of Grade, End of Course and AP testing.
- Provide clear communication to AIG teachers, parents, LEA administrators and community members regarding local, state and national issues and research regarding gifted education via multiple formats such as: monthly AIG teacher meetings, AIG website, AIG Facebook page, email and other appropriate technology based communication methods.
- Provide support and information for teachers seeking AIG licensure.
- Attend professional conferences and regional/state meetings in order to gather and disseminate up-to-date information about issues, methods, trends and policies as they relate to gifted education.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

AIG-licensed specialists serve identified students according to their Differentiated Education Plan and develop talent for those who demonstrate gifted potential. They are responsible for ensuring compliance of all AIG paperwork. They also design and implement tasks which address the whole child. They utilize professional development from national, state, and local experts in the gifted field. AIG specialists attend the NC Association for Gifted and Talented and UNCW AIG conferences annually. Each time they hone their craft. Research-based teaching materials and strategies including problem/project-based learning, STEM projects, i-Ready , challenging literacy units, math problems, games, analogies, etc, are used in pull out or push in classes, depending upon need. All of these resources encourage and challenge AIG students by providing the complexity and abstract thought they require. Differentiated lesson plans are the result of

collaboration with teachers and administration. Data is used to provide direction and isolate areas in which our students need to grow. Information about the unique needs of gifted learners is shared in various ways including Professional Learning Communities. School personnel collaborate with counselors to meet the social-emotional needs of students. The AIG Director communicates regularly with the AIG Coordinator and Specialists to ensure creative and challenging tasks are being provided.

**\* 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.

Columbus County Schools actively seeks to align professional development opportunities with state and/or national teaching standards, so the needs of gifted learners are addressed in an ongoing and comprehensive manner. The LEA currently maintains a system that supports administrative classroom walk-through observations and peer observations to determine professional development needs. Online classes are also provided through the Home Base PD System, NC Educators, Sandhills Regional Education Consortium and various other DPI sanctioned websites that support instruction on high yield strategies. The district has required Differentiation using Blended Learning Rotations professional development to be held for all faculty. Teachers are required to attend and log their CEUs. Additionally, AIG specialists assist in ongoing professional development through the use of PLCs. They work with the AIG specialists to address specific concerns. School administrators participate in and monitor these requirements. CCS also provides opportunities for AIG Specialists to attend state and/or national gifted conferences and provides professional development for classroom teachers, school counselors, and administrators involved in AIG programming and services. Local professional development is facilitated by AIG Specialists utilizing NCDPI's Advanced Learning Division website and Booster Shots. Over the next three years the LEA will focus on intentional professional development to address the learning deficient of gifted learners due to the global pandemic which began in March 2020. This PD will include strategies to motivate students and enhance social and emotional learning needs. AIG strategies encourage AIG ALL DAY EVERY DAY!

**\* 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.

All principals and teachers involved in the AIG process understand the characteristics of gifted learners and are able to meet their needs. Regular classroom teachers are encouraged to earn the AIG add-on license. Teachers assigned AIG students are required to attend all professional development provided by AIG Specialists and district differentiation PD with a focus on gifted learners. AIG Specialists are currently available to regular classroom teachers to provide resources/assistance in differentiated instruction. AIG students are served by a combination of clustering, pull out and advisement by AIG certified teachers.

**\* Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Columbus County Schools will use the following strategies for the recruitment and retention of diverse AIG licensed professionals:

- Provide a positive climate and culture.
- Provide strong district and school leadership support.
- Provide financial support for teachers who successfully complete AIG add-on license through the Praxis Exam.
- Provide local professional development to prepare teachers and other support staff to earn AIG licensure through the Praxis exam.
- Provide instructional coaching focusing on gifted learners.
- Provide mentor support with AIG certified teachers.
- Provide aspiring leadership opportunities.



- Partner with surrounding LEAs and Sandhills Regional Education Consortium to provide professional development to prepare teachers and other support staff to earn AIG add-on license through the Praxis Exam.
- Partner with Institution of Higher Education (UNC-Pembroke, UNC-Wilmington, Fayetteville State University, East Carolina University) for teachers and support staff to earn an AIG add-on license.

**\* Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Columbus County Schools has made equity and diversity a large focus in the LEA 2021-2026 Strategic Plan. The following are district goals to promote equity and excellence for all students.

- By 2025-2026, 100% of CCS leadership and staff will participate in annual training and discussions on cultural diversity and how to implement strategies to overcome inequities.

*Strategies include:*

- Monthly training/discussions at Principal and Assistant Principal meetings.
- Provide training choices to district faculty and staff members on topics relevant to advancing cultural diversity within CCS structures.
- Provide opportunities for students to learn the importance of cultural sensitivity.
- All schools in Columbus County Schools will create a yearly goal in their school improvement plan that addresses the inclusive cultural needs utilizing a diverse group of school personnel and community stakeholders, with an 80% success rate, by the end of the 2025-2026 school year.

*Strategies include:*

- Each location will conduct a needs assessment to address inclusive cultural needs within each school improvement plan.

- Community outreach to find parent and community members that represent the schools demography to serve on the school improvement team.
- Share with each schools' community how inclusivity is being prioritized within each campus culture.

Columbus County Schools will focus on professional learning opportunities to realize equity and excellence in gifted education by:

- Conduct a survey to determine the needs of the district personnel in regards to equity and excellence in gifted education.
- Sharing the NCDPI Call to Action with all stakeholders.
- Utilize NCDPI Guidebook to design professional development to help stakeholders understand equity and excellence in gifted education.
- Provide professional development to certified staff on the importance of talent development to promote equity for all students.

**\* 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.

Columbus County Schools is knowledgeable about professional development opportunities and works to ensure that an appropriate selection of these opportunities are aligned with local AIG program goals and other district initiatives. Select teachers and all AIG Specialists attend local, regional, and state AIG PD. Columbus County Schools expects all teachers who attend PD to share with the district. Common issues for AIG students are considered when designing new PD for teachers. Teacher feedback, test scores, and stakeholder input is utilized when seeking, developing and providing AIG PD.

Columbus County Schools

- Partners with the district's Professional Development Coordinator to plan PD focused on gifted learners. All leadership and certified staff will participate in the NCDPI AIG Booster Shot Series focused on Social and Emotional needs during the 2022-2023 school year.
- Provides opportunity for the AIG Director and/or AIG Coordinator to serve on other district committees when strategic vision, mission and priorities are being set to ensure AIG needs are being heard and considered.
- Provides information about professional development opportunities related to gifted learners.
- Conducts professional development on research-based practices and strategies related to gifted learners.
- Aligns professional development opportunities with the local AIG program goals and district initiatives. Through collaboration among the community, school administration, and teachers, we can empower the students with knowledge, skills, and attitudes to become outstanding citizens and leaders in tomorrow's global society.
- Connects the needs of gifted learners with the district strategic plan.
- Connects the needs of gifted learners with School Improvement Plan goals at each school in the district and align professional development needs accordingly.
- Promotes opportunities for professional development outside of the district to support best practices and state/national standards.
- Allows time for coaching, implementation and reflection based on professional development experiences to support participant understanding.
- Provides opportunities during the instructional day for AIG Specialists and general education teachers to collaborate in Professional Learning Communities (PLCs) to ensure that best practices related to gifted learners are being implemented.
- Involves the AIG Director, AIG Coordinator and AIG Specialists directly with school and district MTSS teams for explaining AIG program goals, aligning them with school and district MTSS goals, and planning and delivering professional learning in order to integrate the perspective of gifted education throughout.

**\* Ideas for Strengthening the Standard**

Columbus County Schools will continue to provide AIG professional development to administrators, school staff and regular classroom teachers. All leadership and certified teachers will be required to participate in the AIG Booster Shots professional development hosted on the district website. Columbus County Schools will continue to encourage teachers to seek AIG licensure and recruit highly qualified teachers.

**Planned Sources of Evidence**

- \* Professional development prior approval forms
- \* Professional development agendas and sign-in sheets
- \* Presentations and hand-outs from staff development workshops and meetings
- \* Copy of teaching license with AIG add-on

**Documents**

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

## Standard 5: Partnerships

### Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

#### Standard 5: Partnerships

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

#### \* Practice A

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Annual DEP conferences are held to discuss the whole child. The school counselor collaborates with stakeholders to support the personalized social-emotional needs of AIG students. AIG teachers, classroom teachers, and support personnel collaborate to ensure rigorous academic curriculum is in place. Parent/student surveys are sent home annually to help strengthen partnerships and provide services to the best of the district's abilities. Survey results are used to engage parents in two-way communication concerning the district AIG program. Annual AIG Showcase allows for two-way partnerships with parents and AIG Specialists.

Parents and community members are involved in various aspects of the Columbus County Schools AIG program. Parents/families and community members serve on the AIG Advisory Council. Community members donate time to share their interests and to teach students. Classes are based on interest. High School AIG students work together and have various academic and community partnerships including, but not limited to, National Honor Society, FFA, Hospice House, Operation Christmas Child, Teen Court, Families First Inc., and various internship programs. Career fairs are held at the elementary, middle, and high schools. College days are held at the high school. AIG students are targeted and encouraged to keep in contact with local businesses and institutes of higher learning. Local civic groups

encourage students to participate in writing and speaking competitions (AR Ammons, DAR). By fostering these relationships, our students learn to network and practice 21st-century speaking and listening skills.

**\* 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.

The Columbus County Schools AIG Program currently partners with various Institutions of Higher Education (IHE) such as UNC- Pembroke, UNC-Wilmington and Southeastern Community College. Opportunities to participate in many programs such as Battle of the Books, Farmer’s Market contests, Daughters of the American Revolution contests, AR Ammons Poetry, National Honor Society, Beta Club, NC Governor's School, etc. allow students to foster a partnership with community organizations and enhance interest based learning. These collaborative partnerships benefit gifted learners academically, socially, emotionally and allow real-life experiences/opportunities. High school students are afforded the opportunity to participate in the College and Career Promise with Southeastern Community College to earn an Associate’s Degree. The Columbus County Schools AIG Program works cooperatively with local organizations, businesses and governmental agencies to extend educational opportunities beyond the classroom with guest speakers such as police officers, civic leaders, and other professionals. Brunswick Electric Membership Cooperative and FOCUS Broadband provide educational grants to the AIG program for the purchase of gifted resources and materials. Community involvement creates a two-way partnership, therefore, allowing AIG students the opportunities for enrichment, extension and acceleration. In addition, Columbus County Schools AIG Specialists are members of the NC Association for the Gifted and Talented and participate in the annual gifted conference to extend their knowledge of AIG polices and practices.

**\* 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.

The AIG Advisory Council is comprised of AIG specialists, community members, AIG parents and families, regular classroom teachers, ELL teachers, principals, assistant principals, district directors, district curriculum specialists and school counselors. Columbus County Schools is deliberate in maintaining a diverse population which includes, females, males, black, Hispanic, Native American, white and Asian representatives which reflect our diverse community population. The AIG Advisory Council communicates to share issues, plan activities, make decisions and assist in the development, implementation, monitoring and revision of the local AIG program and plan. In person/virtual meetings, email, and google docs are utilized to communicate effectively and efficiently. The advisory group assists in the development and revision of the local AIG plan while implementation and monitoring are the responsibility of the AIG Director, AIG Coordinator, AIG specialists, and other instructional/support staff.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

All information concerning the local AIG program and other policies related to gifted education is shared on the local AIG website. A "Resources" tab located on the AIG website provides opportunities available to AIG students and parents. Copies of the local AIG plan (outlining AIG services) and brochure are available at each school and on the district AIG website. An informational presentation is held at staff meetings each fall. AIG Specialists meet with the AIG Advisory Council throughout the school year to discuss current relevant issues in gifted education. Students and parents are provided with a complete program outline when placed and when any policy changes take place. The district's call system and Facebook page is utilized for messaging parents and students about any new or upcoming events. AIG specialists attend and provide an overview of the AIG program to school advisory boards. The AIG Director and AIG Coordinator attend parent nights, monthly district meetings, AIG meetings, and AIG Advisory Council meetings to assure information is disseminated as needed.

Information relating to the AIG Program and its services is provided in a translated format to the community and parents as necessary. Materials relating to outside enrichment opportunities are translated and distributed as they become available. Classroom teachers, AIG Specialists, administrators, the AIG Coordinator and AIG Director disseminate information to students and parents. They also utilize the district website and AIG brochure to inform stakeholders of opportunities. ELL teachers translate forms and information for our Hispanic population. Various apps have been utilized to translate AIG information and materials into Mandarin and other languages as populations dictate. ELL Specialists are invited to attend meetings with students and families to provide translation services and a thorough understanding of the total screening, identification, and placement process.

**\* Ideas for Strengthening the Standard**

Columbus County Schools will continue to seek out new partnerships with to enhance advanced learning opportunities within the community. Columbus County Schools will continue two way partnership with all stakeholders. AIG Updates will be provided through a variety of communication platforms.

**Planned Sources of Evidence**

- \* Stakeholder Survey responses
- \* District AIG website
- \* Articulation Agreement with IHEs

**Documents**

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



Standard 6: Program Accountability

**Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**Standard 6: Program Accountability**

*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.*

**\* 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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

Columbus County Schools develops and maintains an AIG plan that complies with state standards and policies as set forth by state legislation. This plan is continuously revised by the AIG Coordinator, AIG Specialists and AIG Advisory Board. The AIG plan is presented to the Columbus County Schools Board of Education for approval and then submitted to NCDPI for review. Regional meetings are held at the district RESA and attended by the AIG Director or AIG Coordinator to support plan development and improvement. State informational meetings and conferences are attended in order to stay abreast of current policies and instructional strategies. Whiteville City Schools and Columbus County Schools collaborate to develop an AIG plan that is fluid within the county. Students transfer between our districts throughout the year. Having an AIG plan that is consistent allows seamless transition between districts for both students and AIG Specialists.

**\* 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.

The Columbus County Schools AIG Program and plan are continuously monitored. Implementation of our AIG plan is made in accordance with current legislation and state policies. The state AIG consultants guide all school systems in plan development. The Columbus County Schools AIG Specialists ensure that the AIG plan complies with current legislation and state policies. AIG Specialists currently research, compile, write, and review all elements of the local AIG plan with feedback from all stakeholders. AIG Specialists ensure ongoing monitoring of the AIG program and plan by regularly meeting with classroom teachers during PLCs, the Curriculum Director of the LEA, parents, and various stakeholders. Peer visits ensure Columbus County Schools AIG program is focusing on the standards. The AIG Coordinator maintains and uses direct lines of communication with the state AIG consultants and regional AIG coordinators. The AIG Coordinator also attends regional meetings to gain information on current programming and implementation initiatives and then shares the information from these meetings with the AIG Specialists, principals, district leadership and other stakeholders as needed. Concerns, suggestions, and complaints are reviewed on an independent basis. AIG program revisions are made in instances of inconsistency.

**\* 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 Columbus County Schools AIG Director and AIG Coordinator currently monitor the use of state funds allocated for the local AIG Program according to state policy. The Finance Director of the LEA prepares a budget that the AIG Director and AIG Coordinator use to fund salaries and purchase AIG materials to support initiatives outlined in the LEA's Strategic Plan.

**\* 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 Columbus County Schools AIG Program will continue to maintain and analyze student performance, growth and drop-out rate through Powerschool reports with all stakeholders to guide practices and improvements and to help determine if AIG students' needs are being met; taking into consideration the holistic needs of gifted children. The

program will continue to monitor those under-served populations and strive for equitable education of all students. Graduation rates and dropout data will continue to be monitored. Historically, identified students have not been a part of Columbus County Schools drop out data. The growth of the AIG population is shared with the district at the beginning of each year. This growth is used to drive instruction, service delivery, placement and instructional strategies at each school. Beginning in third grade, student achievement (EOG, EOC, AP, Honors, CCP, ACT, SAT) is placed into district data trackers for tracking performance and is continually monitored on a student by student basis as well as the program as a whole, until graduation. After data is disaggregated in leadership meetings, PLCs and school improvement team meetings, a school based professional development plan will be developed to address the data patterns and trends recognized. This intentional professional development plan will focus on informing mindset, policies and practices in relation to equity and excellence for all students.

**\* 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.

AIG Specialist will maintain individual student folders with referral and identification information. Identification, services and retention of students within the AIG program will be maintained in Powerschool using the Program Services and Identification Evidences Tab.

Columbus County Schools maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program by:

- Maintaining all student data sources using the district data trackers. All student data is placed in these trackers and shared with all personnel that teach students.
- All second grade students will participate in CogAT preparation enrichment sessions with AIG certified teachers. This will ensure equal access and opportunity for ALL students to be successful when screened for AIG placement.
- All second grade students in the district will participate in a universal screener. This online assessment is research based to eliminate biases based on a students' racial, ethnic, economic or other demographic factors.

- Monitoring the representation, statistics, and services of under-represented populations by the review of grades/participation/classwork during weekly data discussions in PLCs (with teachers, administrators, and AIG specialists).
- Ensuring AIG screening pools are completed and are used to aid in identification at each school
- Analyzing the AIG pool, screening, and AIG placement reports
- Collaborating with classroom teachers, EC teachers, EL teachers, school counselors, administration and other support personnel to determine potential candidates for AIG placement and services.
- Continually and consistently monitoring BOG/EOG/EOC, benchmarks, grades, and outstanding performance via testing data, PLCs, teacher, and district meetings to identify and support under-represented populations
- Analyzing trends of representation and achievement of underrepresented populations.
- AIG Specialists hold individual academic/SEL conferences with all AIG students on a quarterly basis to ensure the retention of students in the AIG Program.

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**Percent Ethnicity Identified as AIG**

	<b>Asian %</b>	<b>Black %</b>	<b>Hisp %</b>	<b>Native Amer %</b>	<b>Multi %</b>	<b>Pac Islander %</b>	<b>White %</b>
<b>Female</b>	---	<5%	<5%	---	---	---	12.23%
<b>Male</b>	---	<5%	6.17%	---	---	---	12.55%
<b>Total</b>	---	<5%	5.48%	8.17%	---	---	12.40%

**Percent of Total AIG Students Identified as Dual Exceptionality**

**\* 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.

Columbus County Schools has a Curriculum Director who supervises personnel issues. The LEA also employs a Human Resource Licensure Specialist who maintains licensure records and credentials. Personnel are encouraged to take advantage of different PLCs and professional development in order to become versed in the needs of AIG students. Those interested in assisting with these populations are encouraged to pursue AIG licensure.

**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Columbus County Schools uses the following to elicit feedback from all stakeholders regarding the implementation and effectiveness of the local AIG program: AIG Advisory Council, Parent, Teacher, Student and Community Stakeholder Surveys (available continuously on website), parent input (throughout year), Parent Nights (biannually), Annual AIG Showcase, Parent/Teacher/Student conferences (3 times per year), and annual DEP conferences. The AIG Department (AIG Director, AIG Coordinator and AIG Specialists) analyze and discuss feedback provided from all stakeholders to make changes and improvements to the AIG program.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Columbus County Schools uses data consistently to monitor all facets of the district. The EOG historic audit is analyzed to chart student performance and plan courses and teacher selection. Columbus County Schools also uses EVAAS data to monitor student growth and modify service delivery. Data is used to monitor underrepresented populations and revise the local plan accordingly. Survey data is analyzed to improve the overall AIG program. EOG/EOC/EVAAS data has been used to develop the district plan and identify professional development needs such as differentiation. The AIG Specialists monitor the local plan annually for any changes in policies that need to be suggested to the AIG Coordinator for revisions as the population/program dictates.

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

All data from the local AIG Program evaluation is shared with school and district personnel, students, parents/guardians, families and other community stakeholders. The NC Department of Public Instruction provides feedback, suggestions and commendations after the AIG Plan is submitted to the state. This information is shared with the Superintendent, AIG Director, AIG Coordinator, AIG Specialists, AIG Advisory Board and other stakeholders. AIG student achievement data is shared to the public via board meetings, local media outlets, emails, and district meetings as well as at the school level. The AIG website and brochure is updated to include this information. The fact sheet that is shared at beginning of year professional development meetings will be updated annually and distributed to stakeholders.

**\* Practice J**

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.

All academically/intellectually gifted students, ages five through graduation, must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the academically/intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the North Carolina Department of Public Instruction and the Columbus County School System's Academically/Intellectually Gifted Program, and (3) according to the student's DEP (Differentiated Education Plan) or IDEP (Individual Education Plan).

To be included in Screening, Referral, and Evaluation, certain criteria must be met. The process is as follows:

**SCREENING**

- A general screening of aptitude of all second grade students occurs annually.
- AIG School Review Team will meet and evaluate the data provided.
- Students performing 85% and above on the CogAT are placed in the student pool.
- BOG/EOG/EOC, benchmarks, historical data, and EVAAS data are used to identify additional students for the student pool.

## **EVALUATION**

- If further testing is required; parents will be notified and must give written permission before any further evaluation has begun. (Ex: Full-Scale CogAT, Naglieri, and BOG/EOG/EOC - Testing and evaluation materials will be selected and administered with equity, so as not to be biased. Selected tests include those that measure educational achievement and aptitude. Underrepresented populations may require a nonverbal assessment.)
- Parents will be notified via Evaluation Results AIG form 3 if no placement is needed. The AIG School Review Team will determine those students meeting the aptitude/achievement criteria, and will continue the evaluation process which includes the following non-traditional pathways: Classroom performance, GRS, student interest survey.
- Parents will be notified of placement recommendation. If services are needed, an invitation to the conference (AIG 11) will be sent home. If parents do not respond after three attempts, a copy of the DEP and Student Identification/Placement Recommendation/Acknowledgment - AIG 4 will be sent to the home. Services will not be provided until required signed documentation and acknowledgment is received by the AIG Specialist.
- An annual review of services will be conducted. In addition to this general screening, stakeholders may refer a student by completing the AIG Referral Form.

## **REFERRAL**

- When a stakeholder feels that a student is academically/intellectually gifted and may need differentiated educational services, he or she should complete an AIG Referral Form – AIG 1. The referral should be given to the AIG Specialist.



- After a child has been referred, in order to determine his/her need for differentiated services in the Academically/Intellectually Gifted (AIG) program, the AIG Specialist will discuss the referral with the classroom teacher. Grades, BOG/EOG/EOC, Classroom performance, and student motivation will be considered.
- The person making the referral will be notified if the AIG Team deems a need for evaluation. Student progress will be reviewed annually. A differentiated education plan (DEP) or an individual education plan (IDEP) must be written. Such a plan will reflect student strengths and include the options considered by the AIG School Review Team as appropriate to meet the student's educational needs. Recommendations of service delivery options for the current grade level will be reviewed at that time.
- If the parent/guardian disagrees with any decision(s) of the AIG School Review Team regarding referral, identification, or services, the following procedures will be followed:

## **RE-EVALUATION**

Test results will be valid for two calendar years. After two calendar years, students may be reassessed if requested by the parent/guardian.

## **TRANSFER STUDENTS**

Columbus County Schools will accept AIG transfer students. Parents shall request entry into the Columbus County Schools AIG program. The AIG School Review Team will evaluate student records and placement will be based on transfer records. All required paperwork must be completed and signed by a parent before the transfer student will begin receiving services.

## **RESOLVING DISAGREEMENTS**

If parents do not agree with the school's decision concerning eligibility, they have the right to submit the results of an independent educational and intellectual evaluation. A qualified examiner, who is not employed by the educational agency responsible for the child's education, must give this evaluation. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the district's AIG Program although those results will be considered.

The school system does not pay for independent educational and intellectual evaluations.



1. The parent/guardian should submit a request in writing requesting a conference with the AIG School Review Team.
2. If the parent/guardian still disagrees with the committee's decision, the parent/guardian may appeal the decision by making a written request to the principal within 10 school days of the initial/placement notice. The principal will review the decision of the team and grant the parent/guardian a conference within 10 school days of the parental request. After the principal and parent/guardian have met, the principal will meet with the AIG School Review Team and will, together, make a final placement decision. She/he will provide the parent/guardian a written decision within 10 school days of the conference.
3. If the final placement decision fails to resolve the disagreement, the parent/guardian may appeal in writing to the AIG Director. The appeal must be made within 10 school days of the final placement decision. The AIG Director will review the appeal and then respond in writing to principal and parent/guardian within 10 school days.
4. If the AIG Director's decision fails to resolve the disagreement, the parent/guardian may appeal to the superintendent. The appeal to the superintendent must be made within 10 school days of receiving the AIG Director's response. The superintendent will review the appeal and respond in writing within ten school days.
5. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the Columbus County Schools Board of Education. The appeal must be made in writing within 10 school days of receiving the superintendent's response. The board will confer with the AIG Director and offer a final written decision within 30 school days.
6. If the board's decision fails 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 academically/intellectually gifted or (2) whether the local plan of services for the student has 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/guardian.

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**\* Ideas for Strengthening the Standard**

Columbus County Schools will collect feedback on a regular basis from all stakeholders. We will also improve the collection of meaningful data so that we align our program visions and goals to best meet the needs of gifted learners.

**Planned Sources of Evidence**

- \* Local AIG Plan with School Board Approval
- \* State testing reports
- \* AIG Budget


**Documents**

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

**Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**



\* Approved by local Board of Education on:

05/16/2022 

Original Application Submission Date: 05/19/2022

Revision Submission Date: 01/06/2023



**Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Board Approval Document CCS AIG Plan 2022-2025</a>

AIG Related Documents

**Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**Required Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Board Approval Document CCS AIG Plan 2022-2025</a>


**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
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	

Glossary

**Columbus County Schools (240) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

Phrase	Definition

 The Local AIG Plan glossary is provided in an uploaded document.