

Overview: Mission/Vision Statement and Funding

Currituck County Schools (270) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* LEA Superintendent's Name:

Dr. Matthew Lutz

* LEA AIG Contact Name:

Arrington, Virginia - varrington@currituck.k12.nc.us ▼

Currituck 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 Currituck County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Over the coming years, Currituck County Schools AIG program will build on our strengths and expand our practices to transform our teaching and learning environments.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 237,649.00	* \$ 16,500.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Currituck County Schools (270) 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.

CCS utilizes the following tools in order to cast a wide-net for screening and referral processes leading to the identification of gifted students.

K-2 Cogat (2nd grade), observations/assessments, teacher recommendations/screenings, Kuhlman Anderson
3-8 ITBS (Math only), BOG/EOG, observations/assessments, teacher recommendations/screenings, Kuhlman
Anderson, portfolios, MTSS process

9-12 EOCs, observations/assessments, teacher recommendations/screenings, portfolios, MTSS process

CCS conducts a universal screening at the end of 2nd grade. In addition, students may be assessed/screened based on parent requests or data gathered through the MTSS process.

*** 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.

Specifically CCS is defining Academic and Intellectual Giftedness as students who perform at a substantially high level on both ability and achievement assessments when compared to their peers.

Specifically CCS is defining Intellectual Giftedness as students who perform at a substantially high level on ability assessments when compared to others of their age, experience, or environment.

Specifically CCS is defining Academic Giftedness as students who perform at a substantially high level on achievement assessments when compared to others of their age, experience, or environment.

Placement decisions will be made by the AIGSC (AIG Services Committee) which is composed of the Building Level AIG Consulting Teacher, an Administrator, & a Classroom Teacher. Those decisions are made based on the criteria below.

CCS has established the following processes and criteria for outcomes of universal and specific identification of students in the spring of grade 2.

1. Ability only - 95% or higher verbal, nonverbal, or quantitative.

Students who score between 95%-99% on Ability assessments will be identified as Academically Intellectually Gifted (AIG).

Ability + Achievement - 90% or higher on ability (verbal, nonverbal, or quantitative) and achievement. The student must also show consistent above grade level classroom performance including teacher observations, assessments, and screening to be considered for AIG identification.

2. Ability + Achievement- Average score of 90% with no score being less than 85%. The student must also show consistent above grade level classroom performance including teacher observations, assessments, and screening to be considered for AIG identification. Cluster Grouped and Enrichment Pull-Out.

Students identified as AIG may be served through pull-out, push in, or through differentiation in the regular classroom setting. AIG facilitators are available for consultation/collaboration upon request.

If they are underperforming in the classroom, the AIGSC (including their parent) will meet to determine a plan of action to move them toward academic success. These students may be served through pull-out, push in, or through differentiation in the regular classroom setting. AIG facilitators are available for consultation/collaboration upon request.

The AIGSC (including the parent) will meet to determine a plan of action to move them toward academic success for students identified as AIG that are underperforming in the classroom.

Students who score between 90%-99% on Achievement assessments, but scored under 90% on ability assessments will be identified as Academically Gifted (AG). These students will receive differentiated services in the classroom. The AIGSC (including the parent) will meet to determine a plan of action to meet their specific learning needs by scheduling them into a Cluster group in the regular classroom setting. No enrichment pull-out services will be provided. AIG facilitators are available for consultation/collaboration upon request.

Students who score between 90%-94% on Ability assessments, but scored under 90% on academic assessments will be identified as Intellectually Gifted (IG) These students will receive differentiated services in the classroom. The AIGSC (including the parent) will meet to determine a plan of action to meet their specific learning needs by scheduling them into a Cluster group in the regular classroom setting. No enrichment pull-out services will be provided. AIG facilitators are available to meet with the classroom teacher for consultation/collaboration upon request.

Students whose Ability and/or Achievement scores fall between 85-89% will be placed in a Cluster group with classroom teachers providing differentiation only with no enrichment pull-out services provided. AIG facilitators are available for consultation/collaboration upon request.

When a student scores a Level 5 on the Math EOG, the student will be offered the highest level math course at that level. Those students will be served in a cluster group in the regular education math setting and receive services in the pull-out setting at least once per week..

AIGSC reserves the right to consider individual students who do not meet the established criteria but who exhibit other traits of giftedness.

There are additional opportunities to be identified as AIG after 2nd grade. In grades 3-5, students may be identified through a review of data that consists of teacher observations, assessments to include EOG scores, and potentially further testing through an age/grade appropriate COgat test or IOWA Acceleration Scale. In grades 6-12, students are identified using the criteria outlined above. Students are tested individually by a school psychologist to gather that data.

In K-2, students may be identified for AIG services on a case by case basis with strong evidence such as psychological assessment with IQ test and MClass Data.

As our district is implementing our Strategic Plan and the inclusion of AIG in the process, the AIG team will continue to refine the criteria for K-2 Talent Development and identification.

In grades K-2, student data is used to include students in Talent Development groups. Data for selecting students to participate in the reading Talent Development group consists of Mclass assessments (minimum score of 400), teacher checklists, and a rubric. The Math Talent Development group is operating under flexible grouping. Data for selecting students to participate in the Math Talent Development group consists of math cluster pre-tests, teacher checklists and a rubric.

Throughout the Talent Development and identification process, it is the intention of CCS to cast a wide net to ensure that all students have the ability to be considered for AIG services if identified, this includes underrepresented minority groups that include African-American, Asian, ESL, and low-socioeconomic students.

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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.

In order to attempt to identify underrepresented populations who need Gifted services, CCS completes a universal screening at grade 2 and referrals at other grade levels Multiple criteria are reviewed to identify students' need for

gifted services. These criteria include the following: referral rubric, teacher observations, assessments, and screenings, consistent performance on measures of achievement, and standardized assessments of ability and achievement. Also evidence they are performing at a higher level than grade level classmates, to include academic and talent contests, competitions, and awards.

Students in K-2 will be referred for Talent Development using the referral rubric, teacher observations and assessments, showing evidence they are performing above grade level classmates.

Data will be reviewed 2 times a year - November and March. Data collected at these times may result in additional students being served through Talent Development, cluster groups in the regular classroom setting, and/or being identified and served under AIG.

Professional development on identification processes and services will be provided to Principals and Assistant Principals at an administrative meeting and to teachers at a faculty meeting at the beginning of the school year.

*** Practice D**

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

CCS completes a universal screening in the spring for all 2nd graders. AIG Consulting Teachers will train the classroom teachers to administer the assessments. They will work with their school level test coordinator to ensure that proctors are available. They will send letters home with information for parents about the nature of the test and the process that will follow. They will prepare, dispense, and collect the test materials daily. They will score the assessments and enter the data into the spreadsheet created for analysis of scores.

1. Those that score in the 95%-99% are immediately identified.

2. Those that score between 90%-94% on both the Verbal CogAt score and BOG are immediately placed.
3. Those that show an average score of 90% or higher on the Verbal CogAt and the BOG (neither of which can be lower than 85%) are immediately placed.
4. "Permission to Test" Letters will be sent to the parents of students that score 90%-94% on either the Quantitative or Non-verbal portion of the CogAt. Students whose parents consent to further evaluation will be administered the Math portion of ITBS Level 9 Survey to gather an achievement level score for identification processes.
5. "Permission to Test" Letters will be sent to the parents of students that score 90%-94% on the Verbal portion of the CogAt, but didn't have a qualifying BOG score. Students whose parents consent to further evaluation will be administered the Reading portion of the ITBS Level 9 Survey to gather achievement level data for identification processes.
6. Those that score a minimum of 85% on the CogAt but didn't meet the other criteria for identification will be monitored throughout the year and their data will be revisited after EOG scores are available.
7. Referrals are made in other grade levels 3-12 through the MTSS process or transfer students using eligibility criteria as shown on the eligibility forms specific for Language Arts and/or Math (This includes a parent's request for testing).

Students that score between 90-94% on an ability test but have no other qualifying achievement scores or performance data will be identified as Intellectually Gifted (IG).

We currently use the CogAT and Kuhlmann Anderson tests (elementary level) and a standardized intellectual/cognitive assessment (secondary level) for the ability test scores to complete screenings.

We use BOG, EOG, and/or ITBS to obtain achievement test scores to complete screenings.

The AIG Consulting Teacher reviews the scores, shares them with building level administrators and Student Services Coordinator as well as classroom teachers. They will also send a formal letter home explaining the scores and scheduling DEP/IDEP (identified as NC AIG Program Services Plan in PowerSchool) meetings for students who met qualifying criteria. The scores will also be entered in the NC AIG Identification Evidence Summary tab in PowerSchool for each student. ([Form 1](#))

For transfer students identified as AIG at their previous school, AIG Consulting Teachers will acquire the data needed to determine if the student meets CCS criteria for AIG services. They will then communicate with the parents about any data gaps that need to be filled. They will conduct any needed assessments. An AIGSC meeting will be held to communicate those findings to the parents, building level administrators, and classroom teachers. A DEP (identified as NC AIG Program Services Plan in PowerSchool) will be created if eligibility criteria are met.

The K-2 Talent Development group will be identified through a process that includes a teacher referral and a rubric score. The general education teacher will fill out the Talent Development Referral ([Form 2](#)). The AIG Consulting Teacher will then enter the referral information into the Talent Development Rubric to determine if the student qualifies, additional data is needed, or does not qualify. Data collected for Reading will include TRC (running records) and M-

class composite score and color. For Math, data will include mastery of specific standards in Dreambox, district cluster assessments, and teacher observations. A Student Characteristics rating scale will also be used as part of the rubric.

*** Practice E**

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

CCS will share the screening, referral and identification processes during district administration meetings, school faculty meetings, and on the district's website. This information will include the Board of Education approved AIG Plan, a parent handbook, and a FAQ document.

The presentation for the administration and the faculties at each school will be a standardized presentation so all AIG Consulting Teachers will be receiving the same information.

Information will be provided to new enrollees at registration. There will also be information and education during transition periods such as elementary to middle and middle to high. A quarterly newsletter will be provided to parents that both educates the parents on aspects of AIG and the programming as well as informing parents as to what their students are doing in class. This newsletter will also be posted to the website and social media.

All documents will be translated to Spanish as needed.

*** 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.

All AIG Consulting Teachers will complete Eligibility Record for Differentiated Services forms, as well as the NC AIG Identification Evidence Summary and NC AIG Program Services Plan in PowerSchool for each qualifying student.

Students will be identified in PowerSchool.

Elementary and Middle School AIG Consulting Teachers will set up AIGSC meetings for the initial placement. A Differentiated Education Plan (IDEP) will be completed for each elementary student and placed in each student's red folder.

The Middle School Plan and High School Plan will be completed and put in each student's red folder.

For annual review meetings, the AIG Consulting Teachers will still complete the above-mentioned documents, but they will contact all the parents to determine if they want a face-to-face meeting with the AIGSC if the services are remaining the same. For those parents who opt for the paperwork to be sent home, the AIG Consulting Teacher needs to collect details from the classroom teacher(s) about how the classroom differentiation will be carried out for that upcoming school year, so that information can be included with the form packet when it is sent home for signatures. Parents can request a meeting with the AIGSC at any time if they have concerns.

AIG Consulting Teachers will make at least 3 attempts to set up parent contact to review AIG paperwork. If they are still unable to set up a parent meeting, the AIG Consulting Teacher will then set up an AIGSC and the team will complete the paperwork without the parent present. Copies of the documents will be mailed home and the originals kept in the student's AIG student folder.






All the AIG documentation will be maintained in individual files by the AIG Consulting Teacher and sent to other schools as students transfer.

Develop a "To Do" checklist for identification procedures.
 Pilot a K-2 Talent Development Teacher Recommendation and Eligibility Rubric

Planned Sources of Evidence

- * Copy of DEP plan evidence summary and program services (in PowerSchool)
- * Permission to test and Eligibility Record
- * Parent Handbook

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  <u>AIG Standard 1 Additional Resources</u>  <u>AIG Standard 1 Additional Resources</u>  <u>AIG Standard 1 Additional Resources</u>  <u>AIG Standard 1 Additional Resources</u>  <u>AIG Standard 1 Additional Resources</u>

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.

In K-2, AIG Consulting Teachers will provide nurturing support, which includes working with the general education teacher to provide learning centers, enrichment activities, and higher-order thinking skill activities within the classroom.

Work within our AIG PLC to locate and organize comprehensive resources that meet the academic and social/emotional needs of our students. High School and Middle School AIG Consulting Teacher will work with School Counselors, Administration, and Regular Education Teachers to ensure proper placement in classes. Then monitor their progress both academically and emotionally throughout the year to provide support as needed. AIG teachers will hold conferences (formal or informal) with students individually to assess academic and/or social/emotional needs.

Many Enrichment/Talent Development opportunities will be available to all students. AIG students have access to these activities as well. Access to those options will be based on student interest, motivation, teacher recommendation, and the ability of the student to complete required work within the curriculum. Discussions with the AIG Teacher, student, and parent, will focus the areas and activities that will be included in the DEP. Following is a partial list of those options:

Interest-Based Electives (School Counselor) Chess Club (Teacher/Sponsor)

BETA Club (Teacher/Sponsor) Theater Performances (Teacher)

NC Battle of the Books (Teacher/Sponsor) Science Olympiad (Teacher/Sponsor)

Math 24 (Teacher/Sponsor) Dual Enrollment (School Counselor)

Governor's Schools (School Counselor) Teen Court (Teen Court Coordinator)

Special Interest Clubs (Teacher/Sponsor) County Arts (Art Teachers)

Writing/Arts Contests (Teachers) Academic Competitions (Teacher/Sponsor)

FBLA/FFA/HOSA/DECA (CTE Teachers) Duke Tip (AIG Consulting Teacher)

AP Courses (AIG Consulting Teacher/School Counselor)

High School course offerings in Middle School (AIG Consulting Teacher/School Counselor)


William and Mary offerings (AIG Consulting Teacher)

SEL Lessons (AIG Consulting Teacher, School Counselor, School Psychologist)

Internships/Virtual Job Shadowing (CTE, COA)

Summer Enrichment Programs (AIG Consulting Teacher/School Counselor)

NC School of Science and Math (School Counselor)

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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.

CCS' AIG Consulting Teachers shall collaborate with school counselors, school psychologists, and classroom teachers to discuss the social/emotional needs of AIG students. Social-emotional goals will be added to the DEP when needed. This will provide information to the school counselor and MTSS team.

Elementary level school counselors shall provide in-class instruction for all students that address the social/emotional needs of all students and address the diversity of different learners. Topics include, but are not limited to, bullying, stress management, perfectionism, and growth mindset.

Tier 1 SEL curriculum will be provided by the District MTSS team and will be utilized by the AIG Consulting as well as regular education teachers and other staff.

The AIG Consulting Teachers at the middle and high schools will continue to work with 6-12 counselors to continue to track secondary gifted learners with academics, performance and level of rigor in course selection. "Check-ins" will also be used to monitor social-emotional health and stress management.

Our school counselors shall work closely with school AIG Consulting Teachers in transitioning students across grade levels and school transitions. When scheduling students, AIG Consulting Teachers shall work closely with school administrators and counselors in placing AIG students with teachers who are able to meet not only their academic

needs but also their social/emotional needs. School Counselors, teachers and other stakeholders shall continue to work with students with giftedness to provide rigorous and emotionally responsive instruction.

Students needing interventions in academics, attendance, and/or behavior will be referred to the school-level MTSS team.

Currituck County Schools has a District Mental Health Team. If an AIG student continues to show social-emotional stress, they will be referred to the District Mental Health Team. This team will problem-solve to provide additional resources and support. Options include referrals to school-based mental health therapy or outside resources.

*** Practice C**

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

AIG Consulting Teachers may attend leadership team, grade level PLC, and MTSS meetings to collaborate with administration and regular education teachers to discuss how to meet the needs of gifted students as their schedules allow.

During this plan cycle, AIG Consulting Teachers will attend district level PLC meetings that include topics such as the Strategic Curricular Plan, pacing guides, curriculum maps, and vetted resources.

AIG Consulting Teachers shall meet with building level administrators and school counselors to ensure proper placement of Gifted Students.

CCS offers a wide range of service delivery options to AIG students as they follow the NCSCOS. As appropriate, AIG students are offered honors courses, advanced placement, and dual enrollment. CCS will ensure that rigor, higher order thinking skills, and differentiation is present in all classes. Teachers will implement flexible grouping, clustering, inclusion, and/or activities, etc.

Grades K-2

AIG Facilitating Teachers will meet monthly to create or gather and align enrichment resources for reading and math classrooms. These materials will be shared to provide talent development enrichment opportunities across the district. Through the collaboration of teachers, there will be ownership and reflection. Classroom teachers will be able to gather data to better make recommendations for AIG identification and placement when students transition to Grade 3. The lessons will align to the Curricular Strategic Plan, including the curriculum maps and pacing guides for each grade level.

Grades 3-5

AIG Facilitating Teachers will meet monthly to create or gather and align enrichment resources for reading and math classrooms. These materials will be shared to provide enrichment resources across the district. Through the collaboration of teachers, there will be ownership and reflection. The lessons will align to the Curricular Strategic Plan, including the curriculum maps and pacing guides for each grade level.

Grades 6-8

The AIG Consulting Teacher will be in close communication with the classroom teachers and school counselor to ensure that curriculum options are aligned with the total instructional program. Students that are performing at a Level 5 on EOG testing will have the opportunity to be accelerated in math and/or reading. As an 8th grader, these students will also have the opportunity to take the following high school courses: Earth Environmental Science, Math I, and Spanish I.

High School

The AIG Consulting Teachers continue to work closely with high school programming to ensure opportunities outside honors, AP and Career and College Promise that are made available. Students will have the opportunity to participate in ROTC, internships, and dual-enrollment with the College of the Albemarle

K-12 services are geared toward Enroll, Enlist, Employ to provide students with academic knowledge and social-emotional support to be successful post-secondary.

* **Practice D**

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

AIG Consulting Teachers will disseminate information about the AIG program at faculty meetings, PLC meetings, conferences, and parent information sessions. Progress reports will be provided quarterly to inform parents of student progress both in cluster classes and the enrichment pull-out services at the elementary school level. The CCS AIG plan will be linked and available on the webpage. The website will contain links for parent, teacher, and student information. The AIG county coordinator will provide a copy of the Currituck County Schools AIG plan to each AIG Consulting Teaching and building level administrator. Printed copies will also be made available for parents and staff upon request. Flyers will be sent to the AIG Consulting Teachers at each school to send home to parents notifying them of upcoming AIG events.

*** 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.

AIG Consulting Teachers will communicate with parents, classroom teachers, and administrators during a student's annual review process at the beginning of each school year. This will ensure that vital information is consistently provided and/or implemented in all educational settings throughout AIG file & PowerSchool. Administrators and School Counselors within the school buildings will work directly with AIG staff to ensure appropriate scheduling based on the student needs. During AIG PLC meetings, Elementary School AIG Consulting Teachers will work with Middle School Teachers to ensure smooth transitions at each of their schools. During AIG PLC meetings Middle AIG Teachers and High School AIG Consulting Teachers will also work together to ensure a smooth transition at each of their schools. The High School AIG Consulting Teachers will meet with school counselors to ensure that course scheduling is properly handled for AIG students. It is recommended that at the end of each school year there will be an AIG Records Exchange that includes AIG Consulting Teachers at each of the K-12 schools and other appropriate personnel.

*** Practice F**

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

AIG Consulting Teachers will communicate with parents, classroom teachers, and administrators during a student's annual review process at the beginning of each school year. This will ensure that vital information is consistently provided and/or implemented in all educational settings throughout AIG file & PowerSchool. Administrators and School Counselors within the school buildings will work directly with AIG staff to ensure appropriate scheduling based on the student needs. During AIG PLC meetings, Elementary School AIG Consulting Teachers will work with Middle School Teachers to ensure smooth transitions at each of their schools. During AIG PLC meetings Middle AIG Teachers and High School AIG Consulting Teachers will also work together to ensure a smooth transition at each of their schools. The High School AIG Consulting Teachers will meet with school counselors to ensure that course scheduling is properly handled for AIG students. It is recommended that at the end of each school year there will be an AIG Records Exchange that includes AIG Consulting Teachers at each of the K-12 schools and other appropriate personnel.

* **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.

In selecting the appropriate service delivery option, the AIG school coordinator reviews data with parents, teachers, administrators, and the student. The data reviewed includes teacher input, student input, parent input, grades, observations, EOG/EOC scores, and other standardized measures. One service delivery option available to AIG students is accelerated instruction and placement. The following guidelines are recommended when making this type of placement decision:

Grade Acceleration:

- 98/99th percentile on Nationally Normed Individual/Group Aptitude Assessment
- The Iowa Acceleration Scale will be used to make decisions.
- Appropriate social development (as assessed by teachers, parents, counselors, and/or psychologist observations)
- Academic performance and development appropriate for next level
- Strong independent reader
- AIGSC recommendation made to principal where final decision is made for placement

Subject Acceleration:

- Demonstrated/Documented performance at 2 grade levels above grade placement

- AIGSC recommendation
- Demonstrated/Documented performance through the Credit through Demonstrated Mastery (CDM) process

Students may work with teachers and students outside of their grade level in areas of strength at the elementary level. Middle and high school students may take online NCVPS courses to accelerate their work. At the middle and high school students may participate in Credit by Demonstrated Mastery.

*** 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.

Currently CCS has 370 AIG students out of 4150 entire enrollment. This breakdown is statistically similar to the overall student population with the exception of the African American percentage. Therefore we will take the steps below to ensure that we are identifying all students who are in need of gifted services in CCS.

The ethnic breakdown (for the AIG: Total Population) is:

Asian .12%

African American .02%

Hispanic .27%

Multi-racial .66%

Caucasian 7.8%

CCS attempts to identify all students in need of AIG service. Students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional may be gifted and must be represented appropriately. The AIG Consulting Teachers shall work closely with classroom teachers, Exceptional Children's teachers, LEP teachers, and administrators to ensure students are screened and are provided AIG service delivery options regardless of their race or economic status. The service delivery options are reviewed in conjunction with the available data before selecting the most appropriate services. Students with exceptional needs may have an IEP in place to address their areas of need and a DEP (identified as NC AIG Program Services Plan in PowerSchool) in place to address their areas of giftedness.

*** Practice I**

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

CCS will not limit participation in extracurricular activities and programs. AIG identified students participate in field-trips and extra-curricular activities via club participation and class programs. In elementary school, students may participate in Author's Club, Math 24, Battle of the Books, and other school based clubs. In middle school students may participate in Future Business Leaders of America, Battle of the Books, math competitions, Science Olympiad, and other school based clubs. In addition, students can be enrolled in honors courses, Math I, Spanish I, and/or Earth Science for high school credit, and online courses. In high school students can participate in academic competitions, attend field trips, create specific interest clubs, CTE clubs and internships, as well as take honors and AP courses. In addition, students can be dual-enrolled in community college or take high school or college classes online.

*** Ideas for Strengthening the Standard**

Provide common professional development opportunities to ensure consistency across the district.

Prepare a handbook for general education classroom teachers to assist them with policies, procedures, and essentials of the AIG plan and their responsibilities in its implementation.

Planned Sources of Evidence

* Lesson plans showing a a wide range of service delivery options

* Sign-in Sheets for faculty and PLC meetings

* Data (common classroom assessments, SchoolNet assessments, benchmarks, Reading 3D, RTA, and EOGs)

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Currituck County Schools (270) 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 AIG students in Currituck County follow the NC Standard Course of Study. AIG Consulting Teachers will provide support on differentiated instruction by meeting with each grade level PLC as their schedules allow. Classroom teachers plan and provide differentiated lessons according to student needs as evidenced in their lesson plans. The AIG Consulting Teachers meet at least once a quarter with their own PLC to share ideas, resources, and work on plans for their enrichment classes. AIG Consulting Teachers work with the elementary school AIG students through pull-out enrichment classes and/or inclusion scheduled 1 to 2 times/week as described in the DEP (identified as NC AIG Program Services Plan in PowerSchool). All attempts will be made for AIG students not to miss direct classroom instruction where grades are assigned for their AIG enrichment pull-out service time. At the middle school level, students are provided services through their course selection. Additional outreach activities are provided that may include, but are not limited to book clubs and the stock market challenge as well as participating in extra-curricular activities according to interest. The high school AIG school coordinator works with AIG students by reviewing and advocating with them in class schedule choices. They assist guidance with identifying and helping to arrange testing for students interested in Governor's School. They notify students of upcoming contests, field trips, scholarships, as well as other items of interest.

*** 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.

Yearly professional development will be provided for all teachers working with AIG students. These sessions will be spread throughout the school year and will focus on identifying criteria, instructional practices like differentiation, using data for effective grouping, social and emotional issues, etc. We will also utilize the AIG Booster Shot professional development modules presented by NCDPI.

Classroom teachers who work with AIG students will explore the units available on the DPI website. They will also share lessons and resources found online for enhancing and extending the NCSCOS as well as creating units and extensions that can be shared. Emphasis will be on Concept Based Units, Project Based Units, Inquiry Activities, STREAM Activities, and 21st Century Skills Development.

Classroom teachers who work with IG students will incorporate activities that may include but are not limited to organizational skills, study skills, and time management. The AIGSC team will develop a plan (IDEP - identified as NC AIG Program Services Plan in PowerSchool) to address the specific needs of each IG student within the regular classroom setting.

All students are provided with opportunities to participate in academic competitions such as Math 24 and Battle of the Books. Other interest based clubs and activities vary depending on location.

The Iowa Acceleration Scale may also be used to make decisions about grade acceleration.

Middle school students are offered honors language arts, honors math, Math 1, Spanish I (8th grade), and earth science (8th grade) with a classroom teacher, as well as the opportunity to enroll in NCVPS courses. Socratic Seminar and Paideia Seminar and other differentiated activities are incorporated into lessons. Teachers participate in STEM professional development. High school students can participate in academic competitions and clubs. They can also enroll in honors, AP courses, NCVPS, and take college courses. Socratic Seminar and Paideia Seminar, problem-

based learning, and other differentiated activities are incorporated into lessons. Prior to scheduling for the upcoming school year assigned Administrators, counselors, and teachers will review procedures for enrolling students in honors and other upper level courses. AIG Consulting Teachers in middle and high school shall check their AIG identified student schedules to ensure that they are properly placed and coordinate with the school counselors to remedy any scheduling issues that need to be addressed.

Service Options and Recommendations

Elementary and Secondary

Cluster Grouping of High Performing Students

- Students whose achievement and ability scores average between 85%-89% and therefore don't qualify for AIG.
- Demonstrated/documentated performance
- Reading/Math above grade level
- Teacher Recommendations (based on classroom performance data)
-

Cluster Grouping of AG and IG Students

- AG Students who score 90-97% on Achievement Tests but don't have other qualifying criteria will be clustered to allow for differentiation based on their specific academic strengths.
- IG Students will be clustered to allow for specific instruction on work habits and skills based on their IDEP (identified as NC AIG Program Services Plan in PowerSchool) goals.

Enrichment AIG Services

- Students who qualify for AIG pull-out/inclusion services under pathway 1, 2, 3

Flexible Grouping

- Discretion of teacher (based on observation, alternative assessment, and other collected data)
- 98/99th percentile on Nationally Normed Individual/Group Aptitude Assessment
- Appropriate social development (as assessed by teachers, parents, counselors, and/or psychologist observations)

Grade Acceleration

- Academic performance and development appropriate for next level
- Strong independent reader
- Recommendation made to principal where final decision is made for placement
- Evidence of appropriate independent work skills

Independent Study

- Evidence of ability to follow through with plan
- Student interest and motivation as assessed by teacher

Supported Differentiation in the general education classroom

- Interest based or performance based resources and activities provided by the AIG Consulting Teacher for the general education classroom for those students that are identified as AIG.
- Co-teaching

Subject Acceleration

- Demonstrated/Documented performance at 2 grade levels above grade placement
- AIGSC recommendation

- Demonstrated/Documented performance through the Credit through Demonstrated Mastery (CDM) process

Secondary ONLY

- Past performance in subject area class (recommended A or high B)
- Teacher recommendation
- Student interest/motivation

Honors/Advanced Placement

- Students who do not meet above criteria will be expected to sign a contract; student's' progress will be reviewed at end of first marking period
- Students will complete summer readings, seminars as designed by each teacher
- Students are expected to take AP exam at conclusion of course
- EOC / EOG level 4 or level 5

Credit By Demonstrated Mastery

- Student request
- Students must earn level 5 on EOC or 98% on NCFE; then they must complete additional work in that subject that will be scored by a rubric
- Once that process is completed they move on to the next course in the sequence

Dual Enrollment

- Social-Emotional maturity level appropriate
- Recommendation by teacher and/or counselor

Mentorships/Internships

- Exceptional interest on part of student
- Extensive interviews between parents and students
- Must be able to provide own transportation
- Must agree to present or publish information learned through mentorship program to audience of peer and adults (contract)

- Based on student directed research

On-line Learning

- Some courses scheduled through student registration (computer lab and technology)
- Offered through certain course

Selected Advanced Courses

- Student Registration

Seminars

- Student interest
- Teacher recommendation

Special Electives

- Student Registration

*** Practice C**

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

A variety of differentiated resources are available for use by classroom teachers with AIG coordinator support. Those include, but are not limited to: NCDPI resources, LetterLand, Reading Foundations, Reading 3D, Learning styles/interest inventories, use of strategies from the NAGC website, project-based learning, Eric Jensen's brain-based activities, Covey's The Leader in Me, student interest, current events, and problem based learning to offer enrichment and/or independent activities.

*** Practice D**

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

Offering high-quality academic content allows students greater opportunities to personalize learning and reflect on their own work, think critically, and engage deeply in understanding more complex topics. Currituck County Elementary Schools may utilize the following resources to develop 21st century skills in our Gifted population: Kahn Academy, flipped classroom, blended learning, Brainpop, Scootpad, Code.org, Scratch, and Chromebooks in grade 5, one-to-one. Chromebooks are provided in grades 6-12, high school course offerings at the middle school level. CCS will increase the enrollment in Advanced Placement, NCVPS, and APEX. CCS is also working to increase enrollment in courses for the School of Math and Science and college classes. Students are involved in Student Government, leaders on the morning TV announcements (news broadcasts), representatives on Guidance Advisory committees and student representatives on the Board of Education. They also participate in Future Business Leaders of America (FBLA), Future Farmers of America(FFA), Distributive Education Clubs of America (DECA), Health Occupations Students of America (HOSA), ROTC, BETA, Teen Court, internships and Science Olympiad.

*** Practice E**

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

Teachers will use formative and summative assessment data from a variety of sources that include Read to Achieve data, Reading 3D, SchoolNet, EVAAS, EOG, EOC, and common grade level assessments to evaluate the needs of

AIG students. Analysis of that data shall be used to determine proper placement for flexible grouping of students for instructional purposes

The data collected from these assessments will allow for teachers to work within their PLCs to determine student needs and grouping opportunities. After each assessment window, the PLC should meet to review results and make adjustments to groups.

AIG teachers will work through their grade level PLCs to determine student needs and additional needs or different groupings. Classroom teachers can use pre-assessments and curriculum compacting to help identify the students the AIG teacher will work with in flexible groups. Students that have qualified for gifted services will be reviewed annually to ensure the proper services are provided the following year.

*** Practice F**

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

AIG Consulting Teachers will collaborate with school based counselors as well as school psychologists to provide professional development on the social/emotional needs of AIG students. AIG Consulting Teachers will regularly provide student and parent support through phone calls, emails, and conferences.

The MTSS team has selected a universal screener for social-emotional needs.

K-8

A social-emotional curriculum was selected as a Tier 1 intervention as part of the MTSS process in which all students will participate. As a Tier 2 intervention, lessons will be created which address the social-emotional needs of gifted learners. AIG students will participate in these lessons in groupings according to need.

As a Tier 3 intervention, students may be referred to the counselor and/or linked to outside services.

9-12

A social-emotional curriculum was selected as a Tier 1 intervention as part of the MTSS process in which all students will participate. As a Tier 2 intervention, the AIG Facilitator will monitor schedules, link students to counseling when needed, and attend parents nights. As a Tier 3 intervention, students may be referred to the counselor and/or linked to outside services.

*** 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.

CCS is committed to an early nurturing program to cultivate and enhance the potential of all young children, thereby increasing their chances of being appropriately identified for gifted services and ensuring that their educational needs are optimized. AIG Consulting Teachers will provide professional development on thinking skills, differentiation, and nurturing to focus on higher order thinking skills in K-3. AIG Consulting Teachers also need time in their schedules to work directly with high performing students that have been flexibly grouped based on assessment data and teachers on enhancing reading, math, and critical thinking skills.

The AIG facilitator, along with the classroom teacher will consider academic, social-emotional and developmental needs for the student and will determine if the student needs differentiated services beyond those available for students demonstrating a moderate need for differentiation. If it is determined that the students does demonstrate a strong need for differentiation, options for addressing the needs of that student may include, but are not limited to the following:

- Differentiated Instruction
- Flexible Grouping
- Cluster Grouping
- Compacting

- Resource Support to the regular classroom teacher
- Independent Study
- Subject Acceleration
- Grade Acceleration

In some instances early identification for K-2 students can occur based on the building level AIGSC decision after reviewing all the available data.

* **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.

Although AIG teachers have the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted.

AIG Consulting Teachers will collaborate with their PLC, EC teachers, and LEP teachers to provide professional development and resources for classroom teachers on differentiation practices. They will also collaborate with school counselors and school psychologists to implement lessons on social topics and to address social/emotional needs. Collaboration and support will also be given to elective teachers and media specialists to further enrich classroom activities.

Roles and Responsibilities:

1. The Role of the AIG Coordinator

- Provides leadership in the implementation of the program

- Clarifies roles and responsibilities of key personnel involved in the program
- Provides in-service opportunities for administrators and AIG teachers
- Conducts educational awareness sessions for parents whose children are involved in the program
- Develops an evaluation design to measure the effectiveness of the program
- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Steering Committee to monitor program progress, community acceptance, and formulate recommendations

2. The Role of the Principal

- Works with the AIG Coordinator to select the AIG teacher
- Selects the cluster teachers and establishes the cluster groups
- Monitors the performance of the classroom teachers
- Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable
- Is knowledgeable of content and strategies appropriate for advanced learners
- Provides materials and resources needed by personnel involved in the AIG program
- With the assistance of the AIG teacher or facilitator, communicates the program to parents and the community
- Assists in the collection of evaluation data
- Serves on the School-Level AIG Team if possible (or other school administrator)

The Role of the ES/MS AIG Teacher

AIG Teacher Position Description

Position Title: AIG Teacher

Reports to: School Principal

Term of Employment: Ten months

B. Responsibilities:

- Responsible for all headcount record keeping and procedures related to state requirements for gifted students – identification, testing, placement, annual reviews
- Meets with individual parents and parent groups when applicable
- Serves as a resource to the cluster teacher when applicable
- Advocates for AIG students and program Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials
- Communicates and disseminates information about the program to parents and the community

Maintains a record of all program services provided during the year

- Assists in the evaluation of the program
- Monitors the progress of individual students working on advanced projects or independent studies
- Sends data reports and paperwork to AIG Coordinator upon request

*The AIG teacher is not required to provide lesson plans for students during absences unless a substitute is hired in the AIG teacher's place.

3. The Role of the Middle School/High School AIG Facilitator:

- Responsible for all headcount record keeping and procedures related to state requirements for gifted students - placement/scheduling and annual reviews
- Meets with individual parents and parent groups when applicable
- Advocates for AIG students and program
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Communicates and disseminates information about the program to parents and the community

4. The Role of the Regular Education Cluster Teacher of AIG Students

- Exposes all students to a wide variety of enrichment activities
- Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher Examines the existing curriculum and determines where additional content material is needed
- Knows and utilizes appropriate instructional strategies for gifted students
- Compacts the curriculum for gifted students when appropriate
- Helps identify students with “gifted potential” and develops strategies to address their needs
- Monitors the progress of each gifted student to pursue investigation based on their individual interests
- Communicates the program to parents and the community

*** 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.

Once a student is determined to be eligible for academically and/or intellectually gifted services, Differentiated Education Plan (DEP - identified as NC AIG Program Services Plan in PowerSchool) is developed by the Academically and/or Intellectually Gifted Services Committee (AIGSC). This plan outlines the program service option(s) appropriate for the student. The DEP indicates the appropriate learning environment, content modifications, and special programs available to the student. The AIGSC will address individual needs and best practices in the field of gifted education to determine the learning environment, the content modifications, and special programs. The DEP plan is developed in partnership with parents/guardians and should be implemented throughout the school day for AIG students as necessary to meet their unique learning needs.

Students who are already identified as AIG, but later have achievement levels fall below qualifying standards, will require a meeting with the AIGSC and parent/guardian to determine a plan (IDEP - identified as NC AIG Program Services Plan in PowerSchool) of action to move them toward academic success.

*** Ideas for Strengthening the Standard**

Developing curriculum for a middle school elective course


Planned Sources of Evidence

* DEPs (in PowerSchool) and assessment data

* Documentation of participation in clubs and/or extracurricular activities

* Assessment data analysis for grouping and choice activities (Sample is attached)

Documents

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

Standard 4: Personnel and Professional Development

Currituck County Schools (270) 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.

CCS has an AIG county coordinator and 5 AIG Consulting Teachers who are responsible for plan implementation. Elementary Schools receive direct services from AIG Consulting teachers. The middle schools receive indirect services. The high school employs AIG Consulting Teachers who provide indirect services at this time.

The District AIG coordinator:

- Oversees the implementation and accountability of the AIG program
- Plans and coordinates AIG staff development activities
- Represents and advocates for the AIG program on committees, in meetings, and at various functions
- Coordinates AIG screening and identification activities in the schools
- Supervises the development of differentiated curriculum for the AIG program

- Communicates with schools, outside agencies, and other regarding AIG program policies, issues, and/or legal questions
- Shares opportunities for state licensure with the staff at large.

The AIG Consulting Teachers:

- Oversee the implementation of the AIG program in assigned school(s)
- Chairs AIGSC (services committee) in assigned schools
- Coordinates AIG screening/identification activities in assigned school(s)
- Elementary - provides direct support to students in a pull-out or push-in setting / Middle - provides direct support to students in an inclusion setting and on a consulting basis / High - provides direct support to student on a consulting basis
- Elementary - provides quarterly progress reports for parents
- Elementary, Middle, and High - conducts early DEP (identified as NC Program and Services Plan in PowerSchool) development and contacts parents about updated paperwork and level of service for that school year
- Participates in program evaluation
- Provides support to teachers with curriculum compacting, materials development, event planning, unit planning, and DEP development
- Represents the AIG Program on committees, in meetings, and at special events
- May conduct workshops and meetings related to gifted education

AIGSC (AIG Consulting Teacher, Cluster Teacher, School Administrator):

- Collects and reviews student data in order to make appropriate service delivery options recommendations.
- Ensures communication with parents, cluster teachers, consulting teachers, administrators, and other educational personnel is handled appropriately and confidentially

Cluster Teacher:

- Works cooperatively with AIG Consulting Teacher to provide differentiated instruction to cluster students (elementary and middle)
- May serve on AIGSC (elementary, middle, and high)
- Collaborates with AIG Consulting Teacher to prepare differentiated plan for student (elementary and middle)
- Collaborates with AIG Consulting Teacher to provide quarterly progress reports for parents (elementary)
- Works with AIG Consulting Teacher to develop yearly DEPs and participates in the AIGSC meeting about the level of service for that school year (elementary)
- Teachers honors/AP classes (high)
- Collaborates with AIG Consulting Teacher to prepare differentiated plan for honors/AP students (high)

*** Practice B**

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

Currently, there are 4 AIG consulting teachers in CCS. Each of these teachers serves more than one school or in more than one capacity at a school. The AIG Consulting Teachers provide pull-out services for students identified as AIG. The teachers also provide consultation and collaboration services for classroom teachers where AG and IG students are clustered.

The district AIG supervisory will collaborate with building level administration to ensure the AIG Consulting Teachers are able to participate in school-level problem solving teams including faculty meetings, PLCs and MTSS.

CCS will provide professional development for AIG Consulting Teachers to ensure quality, rigorous, current research-based instruction for AIG students. AIG Consulting Teachers will be surveyed to determine professional development needs. Quarterly professional development days for AIG Consulting Teachers will be maintained. Experienced AIG Consulting Teachers will be paired with new AIG Consulting Teachers for support throughout the first year. CCS will send AIG Consulting Teachers to attend conferences on a rotational cycle that promote best practices as funding allows.

School level and district level administrators will observe our AIG Consulting Teachers to ensure they are engaged in tasks which address the academic, intellectual, social and emotional needs of gifted learners.

*** 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.

Each classroom teacher in the district must have a basic understanding of the district's AIG Plan. Teachers that have clustered AG and IG students will need to have experience in differentiating curriculum including accelerating content.

We encourage classroom teachers to expand their knowledge as teachers of AIG students through taking AIG courses (up to licensure) or taking the PRAXIS.

All personnel included in providing programs and services for AIG students will meet for professional development. The topics of professional development could include but are not limited to: Instructional best practices, district instructional priorities, 21st Century training, and technology integration, curriculum training and development. AIG Consulting Teachers will work on the AIG curriculum to discuss implementation, revisions, or creating new curriculum in the areas of math and reading.

Professional development may be offered during PLC times, designated professional development days, during faculty meetings, and through a self-paced, virtual format.

All CCS teachers are Highly Qualified and school administrators will cluster AIG students with teachers who have more robust training in characteristics of giftedness. Additionally, AIG Consulting Teachers will provide support for classroom teachers who serve AIG students.

*** 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.

CCS will inform teachers about opportunities to earn AIG licensure through a university program. Teachers who complete an AIG licensure program will receive partial monetary reimbursement. Teachers will also be informed about the opportunity to take the PRAXIS test, coupled with test prep sessions, and a reimbursement of the test fee when a passing score is earned. Regular education teachers with their AIG licensure will have first priority to have AIG cluster grouping in their classroom.

Administrators and staff will be surveyed to determine professional development needs. Once that data is collected, the Student Services Coordinator and the AIG Consulting Teachers will plan and implement the professional

development. In addition, curriculum coaches, the MTSS lead, EC teachers, ESL teachers and others may work with the AIG Consulting Teachers to lead some targeted professional development topics.

*** Practice E**

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

CCS will provide opportunities for current staff to obtain AIG licensure through study groups to prepare for the PRAXIS, partnerships with universities to enroll in courses, financial assistance with either of these options. CCS will also post and advertise available positions in order to find the most qualified individual(s) to serve our students.

*** Practice F**

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

Our professional development is aimed at addressing the following district initiatives:

1. Every student in NC Public School System graduates from high school prepared for work, further education, and citizenship.
2. Every student has a personalized education.
3. Every student, every day has excellent educators.
4. Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
5. Every student is healthy, safe, and responsible.

Program goals for the AIG Plan are supported by the professional development plan of the district.

*** 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.

AIG Consulting Teachers will continue to consider state and national standards when creating Professional Development Plans (PDP). AIG Consulting Teachers will be evaluated on the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st Century Skills. AIG Consulting Teachers will continue to attend local, state

and national AIG-related conferences, as funding allows, keeping up-to-date on state and national standards and best practice. AIG Consulting Teachers will be encouraged to maintain memberships to state or national organizations like NCAGT. AIG Consulting Teachers and/or cluster teachers will meet to collaborate. They will also incorporate technology provided by the district into AIG curriculum to promote 21st Century Learning Skills. CCS will utilize the online professional development resources provided on the NCDPI website


*** Ideas for Strengthening the Standard**

Require teachers who serve AIG students to complete coursework to take the PRAXI to have AIG on their teaching license.
 Professional development offered to those that choose to take the PRAXIS.
 Some financial assistance with either option above.

Planned Sources of Evidence

- * Professional development sign-in sheets
- * Professional development presentations for general education teachers and AIG teachers
- * Effective Educator Evaluations

Documents

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

Standard 5: Partnerships

Currituck County Schools (270) 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.

CCS's AIG Consulting Teachers shall hold a district-wide parent night at least once during the school year (1-elementary & 1-secondary). They will also meet (either face-to-face or by phone) with parents and other stakeholders at least one time a year to collaborate on developing the student's DEP (identified as NC AIG Program Services Plan in PowerSchool). Elementary AIG Consulting Teachers will send progress reports home quarterly. Information and updates will be available on the county website. When appropriate the school system will share news and accomplishments about the AIG program with news media.

*** 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.

AIG Consulting Teachers will share information about the AIG plan with parents, teachers, and LEA representatives through DEP meeting participation. AIG Consulting Teachers will share the AIG Plan components through newsletters, AIG school websites, regular email correspondence, PLC meetings, staff development, and staff meetings. At least one hard copy of the plan will be provided at each school.

*** 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.

CCS will organize an advisory group to meet at least twice a year. Every effort will be made to schedule those meetings on Mandatory Teacher Workdays, Early Release Days, or Parent/Teacher Conference Day.

This group will consist of:

-District Level Representation

-Building based representation: AIG Consulting Teachers, classroom teachers, AIG parents, AIG students, counselors, and administrators

All School administrators, regular education teachers who serve AIG students, AIG parents, and AIG students will be invited to participate in the plan development through survey feedback.

*** 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.

Through the use of technology and other media, families of children with giftedness will be provided with information regarding the AIG process and AIG activities to support their children's academic and social needs in their native language as needed.

CCS will partner with community leaders and businesses to provide enrichment opportunities for AIG students that explore areas of interest.

In addition, student services will partner with local colleges to provide academic and extra-curricular opportunities and dual enrollment for AIG students.

Representatives from DUKE Tip present for parents at a family night event each year. Select students are invited to participate in the DUKE Tip program.

*** Ideas for Strengthening the Standard**

Partner with CTE for advanced courses and internships.

Actively seek out community opportunities for our AIG students to include parent nights and virtual internships. Build networks to gain support for AIG support and services.

Planned Sources of Evidence

* Parent, teachers, and student survey results

* Agenda notes for Parent Advisory meetings

* School/district AIG websites (www.currituck.k12.nc.us)

* Bright Arrow call log

Documents

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

Standard 6: Program Accountability

Currituck County Schools (270) 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.

CCS created a team to lead the development of the local AIG plan. The team gathered feedback from all stakeholders through surveys and interviews to guide the process of plan development. The team also completed a program self-assessment to further guide the plan development process. The team uses that data to develop a written AIG plan describing the CCS district responses to the state AIG standards. The AIG Plan was submitted to the Currituck County School Board at the June 2019 meeting and submitted it to DPI for approval by July 15, 2019. The 2022-2025 plan will be presented to the Board of Education in the Spring of 2022. Once approved the plan will be submitted to DPI.

*** 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.

Each year the AIG PLC meets to complete a self assessment for plan implementation. We will also use yearly survey results, EVAAS score analysis and other data sources to evaluate the plan's effectiveness. Building level School Improvement Teams need to also conduct a self assessment about AIG plan implementation. Furthermore AIG

Consulting Teachers will meet with their building level administrators during their evaluation process to determine strengths and areas of improvement needed with regards to AIG program implementation. Assessment data will be shared out through PLC meetings, updates on webpage, alert calls, and school newsletters.

*** 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 Central Office AIG Coordinator along with the AIG Consulting Teachers at each school will keep track of expenditures and ensure funds are used for AIG plan implementation and students. Funds will be utilized for AIG professional development, student programs, projects, supplies, and materials that align with NCSCOS and AIG plan.

Funds can be requested from outside resources such as Currituck Kids and the Currituck Education Foundation. In addition, AIG Consulting Teachers can seek to include guest speakers and activities through business partnerships.

The AIG Coordinator meets with the Finance Director monthly to ensure the AIG team is operating under the Uniform Chart of Accounts. There are budget lines that go toward professional development and materials and resources. AIG Consulting Teachers can request funds from the AIG Coordinator and requests will be evaluated and approved according to the AIG 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.

Data Sources:

High School

- EOC
- EVAAS projected growth
- Drop-out
- Internships
- Arts enrollment
- College applications
- Scholarships
- Military enlistment
- Attendance
- Grades
- Classroom observations

Middle School

- EOG
- EVAAS projected growth
- NC Check-ins
- Enrollment in Math 1, Earth Science, and Spanish I
- Arts enrollment
- Attendance
- Grades
- Classroom observations

Elementary School

- BOY/BOG
- EOG
- EVASS projected data
- 3-5 NC Check-ins
- Cluster Assessments
- Cogat
- Attendance
- Grades
- Classroom observations

AIG Consulting Teachers shall meet with grade level PLCs to examine data outcomes, at least 2 times within the school year, and make adjustments to student schedules and program implementation.

The AIG Consulting teachers will use this data to:

- Make adjustments to student schedules to provide opportunities in honors, AP, or dual enrollment
- Involve School Counselors and School Social Workers to provide counseling, support, and resources in areas of SEL that include, but not limited to, attendance and motivation
- Provide support and resources for applying to college and scholarships
- Work with teachers, counselors, CTE and administrators to make students aware of extra-curricular activities and leadership opportunities
- Working with CTE to provide internships and/or certifications
- AIG Consulting Teachers will meet with MTSS teams quarterly to discuss data for their schools.
- The AIG Coordinator will update the Central Office Cabinet on current AIG data analysis and share any program proposals.

*** Practice E**

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

The ethnic breakdown (for the AIG: Total Population) is:

Asian .12%

African American .02%

Hispanic .27%

Multi-racial .66%

Caucasian 7.8%

CCS strives to continue with policies and procedures in place to ensure no population is under-represented. Therefore, all second grade students are tested using the CogAt in order to make baseline referrals and determine eligibility for AIG services. This ensures that all demographics have equal opportunity to qualify for gifted services.

Students in grades 3-12 can also be referred through the MTSS process.

The AIG County Coordinator shall monitor the demographics of our AIG student population in relation to our whole school population to look for trends. The Central Office AIG Coordinator shall share that data with the AIG PLC to look for under-represented populations of students.

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*** 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.

All teachers in Currituck County are highly qualified. Staff development will be conducted in differentiation, problem-based learning, and technology integration with CEU credit for teachers serving AIG students. Current AIG Consulting Teachers will have the opportunity to attend AIG specific staff development as funding allows. AIG certification opportunities will continue to be shared with all staff and partial monetary stipends will be implemented.

AIG Consulting Teachers will have the opportunity to participate in district and regional meetings throughout the year.

The AIG Coordinator works with Human Resources to ensure that licensed individuals are hired and serve in the role of AIG Consulting Teacher.

Currituck County Schools partners with university program(s) to promote enrollment in licensure programs.

Currituck County Schools also offers tutorials before teachers take the PRAXIS for AIG licensure add-on.

The AIG Coordinator serves as part of the interview team for the interview and hiring process for any AIG position. The AIG Coordinator along with administrators, School Counselors and Instructional Coaches to ensure proper placement and curricular needs of AIG students are considered in the Strategic Curricular Plan.

The AIG Coordinator and AIG Consulting Teachers collaborate with school administrators to discuss the needs of AIG students in each school to develop teacher schedules and programming.

*** Practice G**

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

Currituck County Schools will elicit feedback from stakeholders at least 2 times per year.

- Conduct surveys that gather data from AIG parents/guardians, AIG students, administrators and classroom teachers of AIG identified students.
- AIG consulting teachers will meet with grade level/subject PLCs at each school to collect data that includes but is not limited to attendance, grades, and classroom performance and behavior.

- The AIG Consulting Teachers will conduct conferences with parents/guardians to discuss feedback with regard to individual students.
- The AIG team will meet at least once each nine weeks with the Parent Advisory to obtain anecdotal data from parents/guardians and teachers.
- The AIG team will conduct a fall meeting to present data and elicit feedback from stakeholders that include parents/guardians, students, and staff.
- The AIG Coordinator will present data and discuss feedback with district leadership (directors and building administrators).

*** 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.

Currituck County Schools is in the first year of a 5-year strategic plan. Through the process of collecting data from stakeholders, it was determined the three (3) strategic initiatives would be:

1. Develop the Whole Student. Currituck County schools will develop the whole student AIG by providing a wide array of programs and services to meet their academic, intellectual, and social-emotional needs.
2. Great Place to Work and Grow. Currituck County Schools will create a desirable work environment where highly qualified professionals and support personnel will want to work and are motivated to grow.
3. Engaged Community. Currituck County Schools will foster a culture of community engagement and promote the success of learners.

Feedback gathered from the various stakeholder groups will be analyzed to form short-term and long-term goals that fall under Currituck County Schools Strategic Plan.

Feedback will be elicited and updates will be made to the AIG Plan on a yearly basis. These updates will be communicated out to the district leadership and other stakeholder groups.

Annual Evaluation of the AIG Plan - Decision Making Process

Stakeholders-AIG Parent Advisory/Leadership, AIG Program Coordinator, Board of Education

Steering Committee - (teachers, students, parents, administrators, community members) attend regular meetings, share ideas and concerns from area they represent, ensure AIG standards are being addressed in the current AIG document, survey stakeholders to monitor program progress, AIG plan writing committee reviewed, revised and updated standards for the new AIG Plan cycle.

AIG Program Coordinator - provide on-going assessment of existing programs, gain awareness of the needs of academically and intellectually gifted students (K-12) within Currituck County Schools, become knowledgeable of the best practices that might address the needs of the AIG students, evaluate the local plan to ensure alignment with the state AIG standards, analyze all standard practices and ensure AIG services are effectively addressing all areas

Currituck County Board of Education will approve any necessary changes to the AIG Plan.

* **Practice I**

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

CCS shares test data of individual students with their parents via school handouts and report card conferences. This includes the testing information of our AIG identified students. In addition, each school's report card is sent home to parents and posted on the NCDPI website.

The local AIG plan is shared with the AIG Advisory committee, posted on the county's web page, and a hard copy is available at each school.

Plan updates will be posted on the Currituck County Schools district webpage.

Data will be provided to the various stakeholders for their individual schools and for the district. Data may include demographics, representation of groups in the AIG population vs. the entire student population, academic growth, internship opportunities, attendance.

*Data will represent trends and will not disclose any individual student information.

A parent-friendly AIG Handbook will be created and available to parents in a hard copy format that will be offered at the annual AIG meeting, posted on the webpage, and also available in Spanish.

*** 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.

Current procedures and practices are in place within the AIG Plan.
District policies exist that protect all students and their rights.

Currituck County Schools conducts a universal screener in the spring of 2nd grade.
Students that meet the criteria for identification in the gifted program can be processed at other grade levels.

Permission to Test

Parent Consent for Placement

AIG Transfer Process: Reciprocity

Students who transfer from other districts and were previously identified as AIG/gifted will receive AIG services in their area of identification for the first year they are enrolled in CCS. After the first year, students must meet the CCS identification criteria to continue receiving AIG services. However, in some cases the CCS criteria may be waived without further testing if there is documentation that strongly indicates the student's ability is presented and a recommendation to continue services is made by the Consulting Teacher. In these cases, the decision will be documented and on file in the student's gifted folder.

Students who transfer from other states, North Carolina school districts, or other schools with no prior gifted identification must be enrolled and attending Currituck County Schools before a recommendation may be submitted. The referral process will then be followed.

Resolution of Disagreements:

In the event of a disagreement of AIG identification and/or services between parents and CCS, parents have access to a step- by- step Resolution of Disagreements procedure. When parents fail to agree with a decision of the Academically and/or Intellectually Gifted Services Committee (AIGSC) regarding placement or services, the following procedures may be used for dispute resolution. These procedures are:

Step 1 – Parent submits a written request for a conference with the AIGSC at the local school level. The AIGSC will meet with the parent to discuss the data and CCS AIG Identification criteria. The AIG Consulting Teacher or Administrator will communicate, in writing, the final outcome of meeting with parents, team members, and AIG County Coordinator. If no resolution occurs at the school level, the parent may proceed to step 2.

Step 2 - Parent may appeal in writing to AIG County Coordinator. The AIG County Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the building level AIGSC and superintendent. If no resolution occurs, the parent may proceed to step 3.

Step 3 – Parent may appeal, in writing, to the superintendent or his/her designee. The superintendent or designee will review the grievance, collect data, and conduct a meeting. A written response will be given to the parents

concerning the outcome of the meeting. The written response will also be shared with AIG County Coordinator, the building level administrator, and the Administrative Assistant to the Superintendent (for School Board access as needed). If no resolution occurs administratively, parent may proceed to step 4.

Step 4 – Parent may appeal, in writing, to the Currituck Board of Education. The Board will review all data and provide a final written decision to the parent. The written response will also be shared with the superintendent.

At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial facilitator. When disputes are not settled at the local school system level, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

[Dispute Resolution Form](#)

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* Ideas for Strengthening the Standard

Parents Rights/Handbook will be translated in the parent's native language as needed

Planned Sources of Evidence

- * Parent, teacher, student survey data
- * AIG parent handbook
- * DEPs
- * Data to include student growth, EVAAS, local benchmark, AP, ACT


Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none"> <u>AIG Standard 6 Additional Resources</u> <u>AIG Standard 6 Additional Resources</u> <u>Student End of Year Survey</u> <u>End of year AIG Program (Input from Staff)</u> <u>End of Year AIG Program (Input from Parents)</u>

Local Board of Education Approval

Currituck County Schools (270) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1



* Approved by local Board of Education on:

05/19/2022 

Original Application Submission Date: 07/06/2022

Revision Submission Date: 06/14/2023



Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local Board of Education Approval Signatures







AIG Related Documents








Currituck County Schools (270) 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)]	 Local Board of Education Approval Template	 Local Board of Education Approval Signatures

Optional Documents


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

AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	 <u>AIG Standard 3 Additional Resources</u>
AIG Standard 4 Additional Resources	N/A	 <u>AIG Standard 4 Additional Resources</u>
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 <u>AIG Standard 6 Additional Resources</u>  <u>AIG Standard 6 Additional Resources</u>  <u>Student End of Year Survey</u>  <u>End of year AIG Program (Input from Staff)</u>  <u>End of Year AIG Program (Input from Parents)</u>

Glossary

Currituck County Schools (270) 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.