Mission/Vision Statement and Funding

Currituck County Schools (270) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Mission: The mission of the AIG program is to provide a challenging and simulating educational experience that meets the diverse needs of gifted learners. By offering individualized instruction and fostering a culture of curiosity and critical inquiry, we strive to cultivate each student's intellectual growth, creativity, and leadership potential.

Vision: The AIG program is dedicated to creating an engaging and supportive learning environment where students are challenged, inspired, and empowered to realize their full potential. Through rigorous, differentiated instruction, we foster intellectual curiosity, critical thinking, and creativity while honoring each student's unique talents and needs.

Curricular Strategic Plan
Goal 1: CCS AIG Team will support the whole student by providing a range of options in academic, social-emotional, and extracurricular areas.
Goal 2: CCS AIG Team will support parents and teachers of AIG students through a variety of communication formats.
Goal 3: CCS AIG Team will support teachers through a variety of professional development opportunities.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 273,520.00	* $ 5,000.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

CCS employs various tools to ensure comprehensive screening and referral processes for identifying gifted students. Assessments are evaluated to ensure they are fair and accessible to students from diverse cultural and linguistic backgrounds. Additionally, the AIG team partners with the Exceptional Children's Department to build awareness of twice-exceptional students and develop plans for identifying and teaching these students.

To screen for K-2 Talent Development
BOY and MOY data is collected and students performing in the top 10th percentile may be pulled for support in Talent Development groups. Additional information is collected by having classroom teachers complete the Characteristics checklist.
Dibels Characteristics Checklist

K-2 Identification
CCS will accept assessment data from outside testing for identification for early identification and services.

Grades 3-8
Teachers may refer students for consideration for identification for AIG services. Classroom teachers must collect data that includes: benchmark/assessment scores, current grades/classroom performance, work samples (with evidence of higher level thinking in accordance with Blooms or Depth of Knowledge), attendance, and Gifted Characteristics Checklist.

The AIG Services Committee will meet to review the data and determine next steps which could include recommendations to the classroom teacher, further testing, or identification.
CogAT (universal screener at grade 2)
CogAT (other levels) ITBS (math only)
Observations/Assessments
Teacher Recommendations/Referrals
BOG/EOG
Portfolios
MTSS Process

Grades 9-12
Teachers may refer students for consideration for AIG services. Classroom teachers must collect data that includes:
benchmark/assessment scores, current grades/classroom performance, work samples(with evidence of higher level thinking in accordance with Blooms or Depth of Knowledge), attendance, and Gifted Characteristics Checklist.
The AIG Services Committee will meet to review the data and determine next steps which could include recommendations to the classroom teacher, further testing, or identification.
EOC
Observations/Assessments

Teacher Recommendations/Referrals
Portfolios
MTSS Process

Screening Students New to CCS
The AIG Facilitating Teachers meets with Data Managers at the beginning of the school year to review data of all incoming 3rd grade students. If the student has no existing data, a "Permission to Test" letter is sent home to parents. An ability test will be given to those students to determine if they are eligible for AIG services.

When parents register students (at any grade level) for enrollment in CCS schools, if the parent indicates prior gifted identification, the Director of Student Services is notified through Infinite Campus. A review of data is conducted to determine if the student meets the CCS identification criteria or if additional assessments/data is needed.

CCS conducts a universal screening at the end of 2nd grade. In addition, students may be assessed/screened based on parent requests, teacher recommendations with accompanying data, or data gathered through the MTSS process. Partnerships with the ML and EC departments ensure that these processes are equitable, inclusive, and responsive to the needs of diverse learners. This includes ensuring that multilingual learners have access to fair assessments and that twice-exceptional students have targeted support through customized plans, policies, and resources tailored to their unique strengths and challenges.

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

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 their age, experience, or environment.

Placement decision will be made by the AIGSC (AIG Services Committee) which is composed of the building level AIG Facilitating Teacher and an administrator. Remaining members of the team can include the school counselor, Instructional Coach, MTSS, or instructional support.

CCS has established the following processes and criteria for outcomes of initial, universal, and specific identification of student sin the spring of grade 2:

- Ability only - 98th percentile or higher verbal, nonverbal, or quantitative
- Ability+Achievement - 93rd percentile or higher

Students who score at 98th percentile or higher on ability assessments or 93rd percentile or higher on ability+achievement assessments will be identified as Academically Intellectually Gifted (AIG). These students will receive differentiated services in the classroom. The AIGSC (including the parent) will meet to determine plan of action to meet their specific learning needs by scheduling them into a cluster group in the regular classroom setting. Enrichment pull-out services will be provided. Enrichment services are provided for students in grades 3-8. AIG Facilitating Teachers are available to meet with the classroom teacher for consultation/collaboration upon request.

Pathway 2:

- Students who score between 95th percentile-97th percentile on Ability assessments will be identified as Intellectually Gifted (IG). These students will received 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. Enrichment pull-out services will be provided. Enrichment services are provided for students in grades 3-8. AIG Facilitating Teachers are available to meet with the classroom teacher for consultation/collaboration upon request.

Pathway 3:

- Students who score between 95th perccentile-99th percentile on Achievement assessments in the area of Math will be AG, in the area of Reading will be AR, or both Math and Reading 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. The only enrichment pull-out services that will be provided will be for students that score a level 5 on the math EOG in elementary school. Once students enter middle school, they will have the opportunity to take honors and/or high school math courses. AIG facilitators are available for consultation/collaboration upon request.

AIGSC reserves the right to consider individual students who do not meet the established criteria but who exhibit other traits of giftedness. In order to attempt to identify underrepresented populations who need gifted services, CCS complete a universal screener at grade 2 and referrals at other grade levels. Multiple criteria are reviewed to identify student's need for gifted services. These criteria include the following: Referral rubric, teacher observations, assessments, and screening, consistent performance on measures of achievement, and standardized assessments of ability and achievement. Also evidence they are performing at a higher level then grade level classmates to include academic and talent contests, competitions, and awards.

AIG Facilitating Teachers review annual data to determine if there is additional qualifying information for students. this data includes a variety of measures, such as portfolios, work samples, and other evidence of student ability and achievement. These tools are used to determine initial eligibility as well as to evaluate changes to existing identifying labels and services.

In addition, students may be assessed or screened based on parent requests, teacher recommendations with accompanying data, or data gathered through the MTSS process. Portfolios and work samples play a critical role in providing a more comprehensive view of student potential, especially for those whose abilities may not be fully captured by traditional assessments.

Collaboration and communication among MTSS teams, translators, counselors, ML teachers, and other stakeholders are integral to ensuring that students' diverse needs are recognized and addressed. This collaborative approach ensures a holistic understanding of each student, particularly multilingual learners and twice-exceptional students, enabling equitable and inclusive practices throughout the screening and identification processes.

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

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

Currently CCS has a total of 757 AIG students out of 4545 students in the entire enrollment. This breakdown is statistically similar to the overall student population with the exception of the African American population population. Therefore we will take the steps below to ensue that we are identifying all students who are in need of gifted services in CCS.

In order to attempt to identify underrepresented populations (twice-exceptional, economically disadvantaged, African American 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 student's need for gifted services. These criteria include the following: a characteristics checklist filled out by the general education teacher, 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 peers to include academic and talent contests, competitions, and awards.

CCS provides 3 pathways to identification. Identification criteria includes assessments of ability and achievement in addition to consistent performance, work samples, and demonstration of gifted characteristics that show a student is demonstrating at a higher level than grade level peers.

AIG Facilitating Teachers collaborate with EC and ML teachers and Instructional Coaches to review data sources to determine the academic standing of student in order to provide appropriate referrals, identification, and services.

AIG Facilitating Teachers provide professional development to Instructional Coaches that serve at the elementary level. Professional development includes universal screening and what that means for students, referral criteria outside the universal screen for identification, and referral/recommendation criteria for students for Talent Development. The AIG partners with the District MTSS team to provide professional development on core screeners.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	10.80%	---	12.66%	---	17.48%
Male	---	---	10.08%	---	17.84%	---	18.39%
Total	---	6.22%	10.40%	---	15.27%	---	17.95%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **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 send letters home with the 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 except in the cases where online testing is implemented. After scoring, the data will be entered into the spreadsheet created for analysis.

Those that score:

- 98th percentile or higher
- 93rd percentile or higher on Verbal CogAT and BOG
- 95th perentile-97th percentile on Ability only
- 95th percentile-99th percentile on Achievement only

are placed.

AIG Facilitating Teachers will enter assessment scores into a spreadsheet. This will be done as a team to ensure accuracy and completeness.

"Permission to Test" letters will be sent to parents of students when additional data is needed.

Copies of letters sent to parents will be archived. Any parent inquiries or concerns will be documented for follow-up.

Referrals are made in other grade levels (3-12) through the review of data, 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.)

CCS currently uses different ability screeners at the elementary level including different levels of the CogAT and the Kuhlman Anderson. A different level of the CogAT or a standardized intellectual/cognitive assessment is given at the secondary level for the ability test scores to complete screenings.
CCS uses BOG, EOG, and/or ITBS to obtain achievement test scores to complete screenings.

For transfer students identified as AIG at their previous school, AIG Facilitating Teachers will acquire 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) will be created if eligibility criteria are met.

A centralized system will track referrals for students in grades 3-12 that transfer students into the district or that are in the MTSS process.

The K-2 Talent Development group will be identified through a process that includes benchmark data and the Characteristics checklist filled out by the classroom teacher. Students performing at 90th percentile or higher will be eligible for services.

AIG Facilitating Teachers will submit an annual report summarizing screening, identification activities, including the number of students screened, identified, and served. Data will be analyzed for trends, success, and areas for improvement in collaboration with district leadership and building level administrators.

Ongoing collaboration with MTSS teams, EC staff, and ML teachers will be documented. Feedback from stakeholders will be gathered via surveys and used to refine practices and procedures.

* **Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, 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 Consulting Teachers will receive 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 (or other language) as needed.

* **Practice F**
Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and

maintained in student records.

All AIG Consulting Teachers will complete the Eligibility Record for Differentiated Services form, as well as the Gifted Program Services in Infinite Campus for each qualifying student. Students will be flagged in Infinite Campus.

Ability Score reports will be sent to parents, accompanied by a cover letter explaining whether the student qualified for identification as AIG. A copy of the score report will also be filed in the student's cumulative file.

AIG Facilitating Teachers will set up AIGSC meetings for initial placement. A Differentiated Education Plan, that includes assessments, goals, strengths, and services will be completed for each elementary students. This information will be reviewed with the parent at the annual meeting. All parties will sign and the DEP will be placed in the student's red folder.

* **Practice G**

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

AIG Facilitating Teachers will collaborate with the classroom teacher, student, and parent to create a Differentiated Education Plan, that includes assessment, goals, strengths, activities and services for each elementary student. this information will be reviewed with the parent at the annual DEP meeting. All parities will sign and the DEP will be placed in the student's red folder.

The AIG Facilitating Teachers will include the EC teacher or ML teacher if applicable when developing the DEP for a student.

Progress reports will be provided to parents at the end of the semester to update them on their child's performance in cluster classes and participating in enrichment pull-out services at the elementary level. Students in grades 6-8 receive progress report as part of the quarterly reporting for the semester long AIG elective course.

When students enter grade 8 as they move through high school, the DEP plan should integrate with the 4 year plan and be updated annually at the same time.

For annual review meetings, the AIG Facilitating Teacher will 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 Facilitating Teacher needs to collect details from the classroom teacher(s) about how the classroom differentiation will be carried out for the 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 the AIG paperwork. If they are still unable to set up a parent meeting the, AIG Facilitating Teacher will then set up an AIGSC and the team will complete the paperwork without the parent present. Copies of the documents will be sent home and the originals kept in the student's AIG student folder.

All the AIG documents will be maintained in individual files by the AIG Facilitating teacher and sent to other schools as student's transfer.

Students who are 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 of action to move them toward academic success.

*** Ideas for Strengthening the Standard**

- Time to meet as an AIG PLC to ensure consistency in practice across the district.
- After the universal screener, develop a guidelines and procedures for re-assessment

Planned Sources of Evidence

*	Assessment Data
*	DEP
*	Minutes from PLC meetings

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Gifted Characteristics Checklist Eligibility Record Template Cover (results) Letter DEP Template Progress Report (elementary)

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

In grades 3-5 the AIG Facilitating Teacher will provide the school counselor a copy of each student's DEP. The school counselor will meet with students individually or in small groups to work on social-emotional skills and course/career planning in line with their DEP goals.

In grades K-2, AIG Facilitating Teachers will offer nurturing support by collaborating with general education teachers to implement learning centers, enrichment activities, and higher-order thinking skill activities within the classroom. Student at the elementary level (grades 3-5) will be served during the enrichment block.

AIG Facilitating Teachers will work within the AIG PLC to identify and organize comprehensive resources that address the academic and social-emotional needs of students. At the middle and high school levels, AIG Facilitating teachers will partner with school counselors, administrators, and general education teachers to ensure students are appropriately placed in classes. They will monitor students' academic and emotional progress throughout the year, providing support as needed. Students in grades 6-8 will be served during their elective class or flex time using a three-tiered model as part of MTSS. Additionally, AIG Facilitating Teachers will conduct formal or informal conferences with students to evaluate and address their academic and social-emotional needs.

Comprehensive Enrichment and Talent Development opportunities are designed to address the advanced academic and intellectual needs of gifted learners across K-12. These opportunities are accessible to all students, including AIG-identified students, and are developed through collaboration with classroom teachers, AIG Facilitating Teachers, and other school personnel. Participation is guided by student interest, motivation, teacher recommendations, and the student's ability to maintain progress within the standard curriculum. AIG services are aligned with the advanced learning needs of identified students and tailored to support their growth,. Discussions involving the AIG Facilitating Teacher, student, and parent ensure that the Differentiated Education Plan (DEP) reflects personalized goals and activities. The following is a list of opportunities that may be provided:
Interest-based electives, BETA Club, Arts courses, Battle of the Books, Science Olympiad, Dual Enrollment, Governor's Schools, Teen Court, Special Interest clubs, academic contests, FBLA/FFA/HOSA/DECA, AP Courses, high school course offerings in middle school, William and Mary units, SEL lessons, Internships, summer enrichment programs, NC School of Science and Math

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* **Practice B**

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

CCS AIG Facilitating teachers will work collaboratively with school counselors, school psychologists, and classroom teachers to address the social-emotional needs of AIG students. When necessary, social-emotional goals will be included in the Differentiated Education Plan (DEP) in coordination with the school

counselor and the MTSS team.

At the elementary level, the school counselors will deliver in-class instruction that addresses the social and emotional needs of all students, including those of gifted learners. These lessons are designed to recognize and support the unique challenges faced by gifted students will addressing the diversity of all learners. Topics may include, but are not limited to, bullying prevention, stress management, perfectionism, and fostering a growth mindset. Through this collaboration, services are aligned to the needs of gifted learners, ensuring their social and emotional well-being is supported across all grade levels and learning environments.

Tier 1 SEL curriculum will be provided the the District MTSS team and implemented by AIG Facilitating Teachers, regular education teachers, and other staff. This curriculum includes key character traits such as courage, respect, responsibility, kindness, perseverance, honesty, and gratitude, fostering the social and emotional development of all students, including gifted learners.

AIG Facilitating Teachers at the middle and high school levels will collaborate with counselors for grades 6-12 to monitor the progress of secondary gifted learners. this includes tracking their academic performance, ensuring appropriate levels of rigor in course selections, and addressing any challenges. Regular 'check-ins" will also be conducted to assess students' social-emotional well-being and stress management.

School counselors will collaborate closely with AIG Facilitating Teachers to support students during grade-level advancements and school transitions. When scheduling classes, AIG Facilitating Teachers will work with school administrators and counselors to ensure AIG students are placed with teachers equipped to address both their academic and social-emotional needs. Staring in 8th grade school counselors will collaborate with AIG Facilitating Teachers to ensure DEPs and 4 year plans are aligned. Additionally, school counselors, teachers, and other stakeholders will continue to provide gifted students with rigorous instruction that is also responsive to their emotional well-being.

Students requiring academic, attendance, or behavioral interventions will be referred to the school-level Multi-Tiered System of Supports (MTSS) team for assessment and support. MTSS PLC meetings are held monthly at each building reviewing policies, procedures, and monitoring student data.

Currituck County Schools has a dedicated District Mental Health Team to support students' well-being. if an AIG student exhibits ongoing social-emotional stress despite initial interventions, they will be referred to this team. The team will collaborate to identify and implement additional resources and strategies to support the student. These may include referrals to school-based mental health therapy or connecting the family with external mental health services.

Elementary and Secondary Service Options

Cluster Grouping of High Performing Students

- Students whose achievement and ability scores average between 90-93rd percentile and therefore don't qualify for AIG.
- Demonstrated/documented performance
- Reading/Math above grade level
- Teacher recommendations (based on classroom performance data)

Cluster Grouping of AG/AM/AR/IG Students

- AG/AM/AR students 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 as indicated in Infinites Campus

Enrichment/Pull-out Services

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

Flexible Grouping

- Discretion of teacher (based on observation, alternate assessments, and other collected data)

Grade Acceleration

- Identified as AIG
- Evidence the student is performing at least 2 full grades above grade levels - BOG reading, mClass, iReady, benchmark assessments, EOGs, work samples
- Appropriate social development as determined by a research-based assessment tool

Subject Acceleration

- Identified as AIG
- Evidence the student has mastered the standards for that course
- Credit By Demonstrated Mastery process
- AIGSC recommendation

Independent Study

- Evidence of appropriate intendent work skills
- Evidence of ability to follow through with the plan
- Student interest and motivation as assessed by the teacher

Supported Differentiation with the General Education Classroom

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

Secondary Service Options ONLY

Honors/Advanced Placement Courses

- EOC/EOG level 4 or level 5 and/or teacher recommendation
- Past performance in subject area class (recommended A or high B)
- Student interest/motivation
- Students are expected to take AP exam at conclusion of course

Credit by Demonstrated Mastery (CDM)

- Student request
- Students must earn a level 5 on EOC or 90% on teacher final exam; then they must complete additional work that will be scored by a rubric if determined by the teacher to show mastery of standards.
- Once the process is completed the student moves to the next course in the sequence.

Dual Enrollment

- Social-emotional maturity level appropriate
- Recommendation by teacher and/or counselor
- 9th/10th graders identified as AIG

- minimum 2.8 GPA

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

The AIG program integrates seamlessly with the district's priorities and resources through intentional collaboration, alignment with district policies, and targeted practices.

The AIG Facilitating Teachers actively participate in leadership team meetings, grade-level PLCs, and MTSS meetings as schedules allow, working alongside administrators, regular education teachers, and exceptional children's teachers to address the needs of gifted students. Additionally, they attend district-level PLC meetings, focusing on the Curricular Strategic Plan, pacing guides, curriculum maps, and vetted resources to ensure consistency and alignment and district priorities.

To guarantee appropriate placement and support for gifted students, AIG Facilitating Teachers collaborate with building-level administrators and school counselors. CCS provides a wide range of service delivery options that align with the NCSCOS, offering honors courses, advances placement, and dual enrollment opportunities as appropriate. Teacher integrate rigor, higher-order thinking skills and differentiation into all classes and employ strategies such as flexible grouping, clustering, and inclusion to meet the diverse needs of AIG students.

Grades K-2: AIG Facilitating Teachers collaborate with classroom teachers and school counselors to ensure alignment between curriculum options and the total instructional program, ensuring district-wide access to talent development opportunities. These resources are designed collaboratively, fostering teacher ownership and reflection, and aligning with the district's Curricular Strategic Plan. Classroom Teachers gather data to make informed recommendations for AIG identification and placement as students transition to Grade 3.

Grades 3-5: AIG Facilitating Teachers collaborate with classroom teachers and school counselors to ensure alignment between curriculum options the total instructional program. These materials are shared district-wide and reflect the Curricular Strategic Plan, curriculum maps, and pacing guides for each grade level.

Grades 6-8: AIG Facilitating Teachers collaborate with classroom teachers and school counselors to ensure alignment between curriculum options and the total instructional program. High-achieving students, particularly at level 5 on EOG assessments, may accelerate in math and reading. Additionally, 8th graders may have access to high school level courses.

High School: AIG Facilitating Teachers work closely with high school programming to expand opportunities beyond honors, AP, and Career and College Promise course. Students can participate in ROTC, internships, and dual enrollment with the College of the Albemarle, ensuring success through diverse pathways.

Across K-12, AIG services are designed to align with the district's focus, "Enroll, Enlist, Employ", equipping students with the academic knowledge and social-emotional support necessary for post-secondary success. This comprehensive approach ensures that AIG programming remains an integrated and essential component of the district's educational priorities and resources.

* **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 Facilitating Teachers will share information about the AIG program through faculty meetings, PLC meetings, conferences, and parent information sessions. Progress reports will be provided to parents at the end of each semester to update them on their child's performance in cluster classes and participation in

enrichment pull-out services at the elementary level. Students in grades 6-8 receive progress reports as part of the quarterly reporting for the semester long AIG elective course. The CCS AIG Plan will accessible online through the district's website, which will also feature resources and links for parents, teachers, and students. The Director of Student Services will distribute a copy of the Currituck County Schools AIG Plan to all AIG Facilitating Teachers and building level administrators. Printed copies will be made avialable upon request for parents and staff. Additionally, flyers about upcoming AIG events will be sent to AIG Facilitating Teachers at each school to distribute to parents.

To support intentional, flexible grouping practices that facilitate the achievement and growth of AIG and other advance learners, the AIG Facilitating Teachers will collaborate with classroom teachers to analyze assessment data an adjust groupings based on students' readiness levels, interests, and learning profiles. Data trackers will be utilized with kids talks to determine students grouping and levels of support as part of the MTSS PLC. Groupings will be revisited regularly to ensure they reflect ongoing student progress and needs. Strategies such as differentiated instruction, cross-grade enrichment groups, and interdisciplinary projects will implemented to provide diverse learning opportunities. Flexible pull-out services will also be tailored to support skill development in areas of strength. Teachers will receive training on best practices for managing and instructing flexible groups to maximize student growth.

* **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 Facilitating Teachers will engage with parents, classroom teachers, and administrators during each student's annual review process at the start of the school year. This ensures that critical information is consistently documented in the student's AIG file and Infinite Campus and implemented across all educational setting. School administrators and counselors will collaborate with AIG staff to ensure schedules are tailored to meet the needs of AIG students.

During AIG PLC meetings, elementary AIG Facilitating Teachers will coordinate with middle school teachers to facilitate smooth transitions for students advancing to middle school. Similarly, middle and high school AIG Facilitating Teachers will collaborate during PLC meetings to support seamless transitions to high school. High school AIG Facilitating Teachers will also work directly with school counselors to ensure appropriate scheduling for AIG students.

To support continuity, an AIG records exchange is recommended at the end of each school year, involving AIG Facilitating Teachers across K-12 schools.

* **Practice F**

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

AIG Facilitating Teachers maintain clear and consistent communication with parents, classroom teachers, and administrators during the annual review process at the beginning of each school year. This ensures that vital information about AIG students is documented in their AIG files and Infinite Campus and implemented consistently across all educational settings.

Administrators and school counselors collaborate directly with AIG staff to create schedules that align with the specific needs of gifted students. AIG PLC meetings provide a platform for effective communication between teachers at different grade levels, ensuring smooth transitions at key points:

- **Elementary to Middle School:** Elementary AIG Facilitating Teachers work closely with middle school teachers to prepare students for the transition, sharing relevant information ands strategies to support their continued success.
- **Middle To High School:** Middle school and high school AIG Facilitating Teachers collaborate during PLC meetings to ensure students are well-prepared for the academic and social-emotional changes associated with high school.

At the end of each school year, an AIG records exchange is recommended. This meeting includes AIG Facilitating Teachers from all K-12 school and other appropriate personnel to review records and plan for seamless transitions across grade levels. This structured communication process supports the effective continuation of services for gifted learners throughout their K-12 journey.

* **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.

When determining the most suitable service delivery option for an AIG student, the AIG Facilitating Teacher collaborates with parents, teachers, administrators, and the student to review comprehensive data. This data includes teacher, parent, and student input, academic grades, classroom observations, End-of-Grade (EOG and End-of-Course (EOC) assessments, and other standardized assessments.

Policies and Procedures for Acceleration Opportunities

Grade Acceleration
Grade acceleration is considered using the following criteria:

- Identified as AIG
- Evidence the student is performing at least 2 full grades above grade levels - BOG reading, mClass, iReady, benchmark assessments, EOGs, work samples
- Appropriate social development as determined by a research-based assessment tool

Subject Acceleration
Subject acceleration is determined based on:

- Identified as AIG
- Evidence the student has mastered the standards for that course
- Credit By Demonstrated Mastery process
- AIGSC recommendation

Credit By Demonstrated Mastery (CDM)

CDM allows students in grades 6-12 to earn course credit by proving mastery of subject material through assessments and performance tasks, bypassing traditional coursework.

Compacted Content

Compacted content allows students to progress more quickly through material they have already mastered, focusing on advanced concepts and skills. Teachers use pre-assessments to identify areas where instruction can be accelerated or streamlined.

Dual Enrollment

Middle and high school students can access dual enrollment opportunities, including online courses, through, North Carolina Virtual Public Schools (NCVPS), North Carolina School of Science and Math (NCSSM), and partnerships with local colleges. These opportunities allow students to earn high school and college credits simultaneously.

Collaborative and Enrichment Opportunities

At the elementary level, students may collaborate with teachers and peers outside their grade level in areas where they demonstrate exceptional strengths.

* **Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

CCS is dedicated to cultivating and developing the potential of young learners through a purposeful and intentional early intervention program for K-2 students, laying a foundation for success in 3rd grade and beyond. The goal is to nurture and enhance the abilities of all children, increasing their opportunities for appropriate identification for gifted services and ensuring their educational needs are met.

AIG Facilitating Teachers provide professional development for classroom teachers, focusing on higher-order thinking skills, differentiation, and nurturing strategies. These sessions equip teachers to foster talent development and critical thinking in young students through activates like project-based learning and STEAM initiatives. Additionally, AIG Facilitating Teachers allocate time to work directly with K-2 high-performing students, flexibly grouped based on assessment data, to enhance skills in reading, math, and critical thinking.

The AIG Facilitating Teacher, in collaboration with the classroom teachers, considers the academic, social-emotional, and developmental needs of each student. For students requiring differentiation beyond the general classroom, options such as differentiated instruction, flexible grouping, cluster grouping, compacting, and independent student are implemented. In some cases, early identification of giftedness for K-2 students occurs through a review of assessment data by the building-level AIGSC, ensuing appropriate service delivery.

This structured approach ensures that early interventions and talent development opportunities are purposeful, intentional, and aligned with the unique needs of young learners, fostering their growth and maximizing their potential.

* **Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Currituck County Schools (CCS) strives to identify all students who may benefit from AIG services, ensuring inclusivity for students from diverse cultural, ethnic, and economic backgrounds, as well as multilingual learners (MLs), highly gifted individuals, and twice-exceptional students (those who are gifted and are determined to have an EC category. To achieve this, AIG Facilitating Teachers collaborate closely with classroom teachers, Exceptional Children's teachers, English as a Second Language teachers, and administrators to screen students and provide appropriate AIG service delivery options, regardless of race or socioeconomic status.

Before selecting services, the available data is carefully reviewed to determine the most suitable delivery option. For students with exceptional needs, and Individualized Education Plan (IEP) may address areas requiring support, while a Differentiated Education Plan (DEP), referred to as the NC AIG Program Services Plan in Infinite Campus, outlines strategies to meet their areas of giftedness.

* **Practice J**

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

CCS actively supports the development of AIG students' talents and interests through a variety of extracurricular programs and activities. In elementary school, AIG-identified students can participate in opportunities such as academic competitions and other school-based clubs that promote critical thinking and creativity. These opportunities allow students to explore interests and talents fostering a love for learning and setting a foundation that encourages problem solving., collaboration, and original thinking. Middle school students have access to programs such as Future Business Leaders of America (FBLA), Science Olympiad, academic competitions, and other specialized clubs designed to challenge and inspire. Involvement in clubs and competitions provides gifted learners with peers groups that share similar interests and abilities, promote a sense of belonging and motivation, and help students build advanced skills.

At the high school level, students can engage in academic competitions, field trips, and career-oriented opportunities such as internships and CTE clubs. They may also take honors and AP courses, create interest-based clubs, and pursue dual enrollment with community college. Additionally, middle school students can earn high school credit in middle school through courses like Math 1, Spanish 1, and Earth Science as well as having access to online courses. These diverse programs ensure that AIG students are continually y challenged and supported in their academic and personal growth.

By offering a variety of opportunities across educational levels, CCS ensures gifted learners are not only challenged but also supported in ways that nurture their unique potential and foster life long learning.

*** Ideas for Strengthening the Standard**

- Intentionally include support services to include school counselors, ML teachers, and MTSS
- Provide professional development on elements of the new AIG plan
- Better transition communication from middle to high school

Planned Sources of Evidence

*	Presentations
*	Communications that go to stakeholders (School to Parents; Student Services to Administration)
*	Policies for acceleration

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Grade Acceleration Subject Acceleration Student Interview Form Grade Acceleration Documentation

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Standard 3: Differentiated Curriculum and Instruction

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

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

The AIG students in Currituck County follow the NC Standard Course of Study, which is adapted to address a range of advanced ability levels through differentiation, enrichment, extension, and acceleration strategies. AIG Facilitating Teachers support classroom teachers by providing guidance on differentiated instruction during grade-level PLC meetings, as schedules allow. Classroom teachers plan and deliver differentiated lessons tailored to student needs as evidenced in lesson plans.

At the elementary level, AIG Facilitating Teachers provide enrichment services through pull-out classes and/or inclusion scheduled 1 to 2 times per week, as outlined in the DEP (documented in the NC AIG Program Services Plan housed in Infinite Campus and student folders). Activities during these sessions are designed to extend grade level content, offering opportunities for problem-solving, creative thinking, and independent projects. Carful scheduling ensures that students do no miss critical instruction in core subjects.

At the middle school level, services are embedded in students' course selections and supplemented by outreach activities, such as math contests, Science Olympiad, FBLA, and other extracurricular opportunities tailored to student interests.

High school AIG Facilitators support students by assisting with course selection, arranging for completing applications for Governor's School and sharing information about academic contests, field trips, scholarships, and other enrichment activities.

These strategies ensure that AIG students across all grade levels receive instruction and support that align with their advanced abilities, fostering their academic growth and personal interests. Additionally, regular evaluation of these strategies through students performance data and feedback helps ensure continuous improvement.

Professional collaboration is in integral part of adapting the SCOS. AIG Facilitating Teachers regularly communicate with teachers to provide resources and support for differentiated instruction. They also collaborate within their own PLC to share ideas, develop enrichment plans, and review instructional strategies. The impact of these practices are monitored through student performance, feedback and ongoing assessments.

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

Classroom teachers and AIG Facilitating Teachers will use formative assessment data to identify student readiness levels and ensure appropriate grouping for differentiated instruction. Teachers will also use student interest surveys to guide the development of tiered assignments, choice boards, passion projects, and other student-driven activities tailored to individual interests. Instructional strategies will be matched to students' identified needs by considering their readiness, abilities, and interests. For example, students needing additional challenges may engage in advanced inquiry-based activities or problem-solving tasks, while students requiring support in organizational skills will receive targeted instruction in study habits and time management.

Each AIG student will have an Individualized Differentiated Education Plan (IDEP) to support executive functioning skills to include organization skills, study

habits, and classroom learning needs. IDEPs will be reviewed regularly with classroom teachers and parents to monitor progress and adjust strategies as needed to ensure alignment with students' specific needs.

All students have opportunities for enrichment through activities like academic competitions and interest-based clubs. The Iowa Acceleration Scale may be used to evaluate readiness for grade acceleration. Advanced coursework is available in middle and high school, including honors, AP, NCVPS, and dual enrollment. Teacher incorporate high-interest, high-rigor activities such as Socratic and Paideia Seminars, problem-based learning, and independent research projects to challenge and advance learners.

To ensure equitable access, administrators and counselors will use data and outreach efforts to identify and support underrepresented students in advanced programs. AIG Consulting Teachers will review students schedules to ensure proper placement in advanced coursework and collaborate with counselors to address any scheduling issues.

* **Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Through Kid Talks, AIG Facilitating Teachers will collaborate with teachers, counselors, MTSS to analyze relevant student data and recommend appropriate resources and support.

A variety of differentiated, evidence-based resources are available for classroom teachers, supported by the AIG coordinator. These include NCDPI resources to ensure alignments with state standards, UFLI, and Dibels for assessments, and iReady for data-driven instruction. Intellectual and academic needs are met through project-based learning, problem-based learning, and activities drawn from the National Association for Gifted Children (NAGC) website. Tools like Character Strong supports the development of function and social-emotional skills.

To address social and emotional needs, teachers use learning styles and interest inventories to tailor instruction and activities, ensuring relevance and personal connection for students. Resources like student interest surveys, current events, and enrichment opportunities are utilized to foster independent learning and critical thinking. These tools are adaptable and designed to meet the diverse academic, intellectual, social, and emotional needs of AIG students.

Technology can be leveraged for differentiation. Teachers can use tools like Kahoot or Padlet to create interactive learning experiences tailored to individual interests and readiness levels.

* **Practice D**
Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Currituck County Schools is committed to fostering durable skills and mindsets that prepare AIG students for post-secondary success by integrating intentional practices into the curriculum and extracurricular activities. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility.

Adaptability. Students participate in project-based learning inquiry driven activities that challenge them to navigate uncertainty, adapt their approaches, and persevere through complex tasks. For example, students engage in STEM challenges where they must adjust designs and strategies based on testing outcomes and peer feedback.

Collaboration. Group projects and activities, such as team-based debates, science experiments, and collaborative research projects, provide opportunities for students to work effectively with diverse peers. Programs like Science Olympiad and Future Business Leaders of America (FBLA) further enhance teamwork skills in competitive settings.

Communication. AIG students develop oral and written communication skills through activities such as presentations, essays, and student-led conferences. Tools like Socratic Seminars and peer reviews encourage thoughtful dialogue and constructive feedback, helping students articulate their ideas clearly and

persuasively.

Critical and Creative Thinking. Instruction emphasizes open-ended problems, design thinking, and advanced analysis. Students participate in enrichment activities such as problem-based learning and independent studies, fostering their ability to think critically and innovatively. Teachers incorporate resources from the National Association for Gifted Children (NAGC) to support these goals.

Empathy. Lessons from CharacterStrong and service learning projects encourage students to consider the perspectives of others, develop interpersonal skills, and contribute positively to their communities. Role-playing activities, Socratic Seminars and discussions about current events also promote empathy and global awareness.

Learner's Mindset. Students are encouraged to adopt a growth mindset through reflective journaling, goal-setting exercised, and mentorship opportunities. They learn to embrace challenges as growth opportunities and view feedback as an essential part of their learning journey.

Personal Responsibility. AIG students develop organizational skills, time management, and self-discipline through activities like goal setting, maintaining planners, and managing independent projects. Teachers also incorporate executive functioning strategies to help students take ownership of their learning and manage their responsibilities effectively.

By embedding these durable skills and mindsets into daily instruction, enrichment activities, and extracurricular programs, CCS ensures that AIG students are well-equipped to navigate the challenges and opportunities of post-secondary education and beyond. These practices empower gifted learners to excel academically, socially and emotionally, fostering lifelong success.

* **Practice E**

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

Teachers will use formative and summative assessment data from a variety of sources, including Read to Achieve data, Dibels, iReady, SchooNet, EVAAS, EOG, EOC, and common grade level assessments to evaluate the needs of AIG students. Pre-assessments at the start of each until will help identify students who require curriculum compacting tiered assignments, or advanced learning opportunities. Formative assessments, such as classroom observations and ongoing check-ins, will ensure instruction remains aligned with students' needs.

PLC teams will meet after each assessment window to analyze results, identify trends, and make necessary adjustments to student groupings. This collaborative approach allows for continuous monitoring and refinement of instructional practices. AIG teachers will work with grade-level PLCs to co-develop differentiated lessons and provide targeted support for advanced learners. For instance, students demonstrating mastery may engage in project-based learning or problem-solving activities, while those requiring additional scaffolding receive targeted interventions in specific areas.

Additionally, classroom teachers will use interest inventories to design activities that align with students' passions and learning preferences, fostering both engagement and growth. students receiving gifted services will have their progress reviewed annually to ensure proper placement and alignment with their evolving needs. These practices ensure a dynamic and responsive approach to differentiation, helping every AIG student reach their full potential.

* **Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

To effectively implement a differentiated curriculum and instruction, collaboration among various personnel is essential. AIG teachers, classroom teachers, school counselors, administrators, and specialists work togethers to address the unique needs of gifted students and ensure their academic and social-emotional growth.

Classroom teachers and AIG teachers collaborate during grade-level and vertical PLC meetings to analyze student data, discuss instructional strategies, and develop lessons tailored to students' abilities, interests, and readiness levels. These meetings allow for the sharing of best practices, such as tiered assignments, curriculum compacting, and inquiry-based learning opportunities, ensuring that instruction meets diverse learner needs.

School counselors and administrators are involved in creating a supportive environment for AIG students by addressing their social-emotional needs and ensuring proper placement in advanced coursework or cluster or flexible groupings. Counselors may provide input on strategies to support students' executive functioning, emotional resilience, and time management skills.

Specialists, such as instructional coaches or technology integration facilitators, offer resources and guidance on incorporating innovative tools and methods into differentiated instruction. This might include the use of digital platforms, project-based learning, or cross-curricular activities designed to challenge gifted learners.

In cases where additional expertise is needed, the AIG team may collaborate with district-level staff, and prove a representative from the district level MTSS team, or external organizations, such as universities or community programs to provide enrichment opportunities like mentorships, internships, or participation in academic competitions.

*** Ideas for Strengthening the Standard**

- Intentionally including school counselors as a layer of support
- Time for AIG teachers to collaborate with general education teachers

Planned Sources of Evidence

*	Lesson Plans for social-emotional lessons
*	Curricular Strategic Plan
*	PLC meeting minutes

Documents

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

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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 district coordinator (Director of Student Services) and 7 AIG Facilitating Teachers who are responsible for plan implementation. Elementary schools receive direct services from AIG Facilitating Teachers. The middle schools receive services through an elective course taught by an AIG licensed teacher and indirect services. The high school an AIG Facilitating Teacher who provides indirect services at this time.

The District AIG Coordinator:

- Holds Academically Gifted license
- Oversees 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 and outside agencies regarding AIG program policies, issues, and/or legal questions
- Shares opportunities for state licensure with the staff at large
- Stays updated with current gifted education trends, research, or state/national policies, in coordination with North Carolina Association of Gifted and Talented (NCAGT) to ensure the program evolves with best practices
- Tracks progress and implementation across schools in the district to ensure consistency through observations, auditing student records, communication with AIG Facilitating Teachers in the PLC meetings

The AIG Facilitating Teachers:

- Oversees the implementation of the AIG program in assigned school(s)
- Charis AIGSC in assigned schools(s)
- 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 through an elective course/High - provides indirect support to students on a consulting basis
- Elementary - provides progress reports for parents each semester
- Middle - AIG Facilitating Teacher provides progress reports quarterly for the semester course
- Elementary, middle, and high - conducts DEP development and contacts parents about updated paperwork and level of service for that school year
- Participates in program evaluation considering feedback from stakeholders
- 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 Facilitating Teacher, Cluster/Classroom 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 included appropriately and confidentially

Cluster/Classroom Teacher:

- Works cooperatively with AIG Facilitating Teacher to provide differentiated instruction to cluster students (elementary and middle)
- May serve on AIGSC (elementary, middle, high)
- Collaborates with AIG Facilitating Teacher to provide semester progress reports for parents (elementary)
- Works with AIG Facilitating Teacher to develop annual DEPs and participates in the AIGSC meeting about the level of service for that school year (elementary)
- Teaches honors/AP/dual enrollment classes (middle/high)
- Collaborates with AIG Facilitating Teacher to prepared differentiated plan for honors/AP/dual enrollment (middle/high)

* **Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

Currently, CCS employs 7 AIG Facilitating Teachers, 5 of whom serve multiple schools or hold multiple roles at a single school. these teachers provide pull-out services for students identified as AIG and also offer consultation and collaboration with classroom teachers who work with AG (Academically Gifted) and IG (Intellectually Gifted) students. In addition, AIG Facilitating Teachers collaborate with classroom teachers, counselors, and parents to address the social-emotional needs of gifted learners. This support is provided through:

- Direct services: Academic, intellectual, and social-emotional topics are integrated into AIG Facilitating Teachers' pull-out lessons for gifted learners.
- Indirect services: Academic, intellectual, and social-emotional resources are shared with teachers, school staff, and families to address specific needs related to gifted learners

The District AIG Supervisor will work closely with school administration to ensure closely with school administration to ensure that AIG Facilitating Teachers participate in school-level problem-solving teams, such as faculty meetings, PLCs, and MTSS, to coordinate support for gifted students.

CCS will offer ongoing professional development for AIG Facilitating Teachers to ensure they are equipped with the latest research-based, rigorous strategies for working with AIG students. The teachers will be surveyed to assess their professional development needs and professional development days will be maintained according to the district's approved calendar. Experienced AIG Facilitating Teachers will mentor new teachers during their first year. Additionally, CCS will provide opportunities for AIG Facilitating Teachers to attend conferences on a rotating basis, as funding permits.

School-level and district-level administrators will observe AIG Facilitating Teachers to ensure they are effectively address the academic, intellectual, social, and emotional needs of gifted learners through their tasks and services.

* **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 with clustered AG and IG students receive professional development focused on differentiating curriculum, including acceleration strategies. Teachers are also encouraged to expand their expertise in gifted education through AIG coursework (up to licensure) or by taking the PRAXIS.

All personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators, are required to participate in professional development aligned with their roles. Topics may include, but are not limited to:

- Characteristics of gifted learners
- Differentiation strategies and curriculum compacting
- Social-emotional needs of gifted learners
- Instructional best practices and district instructional priorities
- Curriculum development and revisions in reading and math
- Technology integration and 21st century teaching strategies

Professional development will be delivered during PLC times, designated professional development days, faculty meeting, and through self-paced virtual formats. Quarterly meetings with AIG Facilitating teachers will focus on discussing curriculum implementation, revisions, and the creation of new resources.

CCS strives to employ highly qualified teachers. AIG Students clustered with teachers who have received training in gifted education. School administrators and AIG Facilitating Teachers will work collaboratively to provide ongoing support for classroom teachers and ensure the effectiveness of AIG programs and services.

* **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 ensure that all general education personnel providing services to AIG students either hold an AIG add-on license or meet the LEA requirements for that position. To support this, CCS will inform teachers about opportunities to earn AIG licensure through a university program, offering partial monetary reimbursement upon program completion. Teachers will also have the opportunity to take the PRAXIS test with test prep sessions and a reimbursement of the test fee for those earning a passing score. Regular education teachers with AIG licensure will be given first priority to have AIG cluster grouping in their classrooms.

To further support the needs of AIG students, CCS will survey administrators and staff to determine professional development needs. Based on this data, the Director of Student Services and AIG Facilitating Teachers will plan and implement targeted professional development. Instructional coaches, the MTSS lead, EC teachers, ESL teachers, and other instructional staff may collaborate with AIG Facilitating Teachers to lead specific sessions. These efforts will ensure that unlicensed personnel receive the training and support necessary to meet the academic, intellectual, and social-emotional needs of gifted learners while working toward licensure or meeting LEA requirements.

* **Practice E**

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

Our professional development plan is aligned with district initiatives to ensure that every student has access to excellent educators and personalized education. To achieve this goal, CCS is dedicated to the strategic recruitment and retention of AIG-licensed processionals, with a particular focus on attracting and supporting individuals from diverse backgrounds.

Recruitment Strategies

1. University Partnerships: CCS collaborates with local universities and teacher preparation programs to promote AIG licensure opportunities, ensuring a steady pipeline of qualified candidates.
2. Financial Incentives: To encourage educators to pursue AIG licensure, CCS offers tuition reimbursement for licensure programs and covers feeds for PRAXIS examination upon earning a passing score.
3. Outreach to Underrepresented Groups: The district actively engages with organizations and networks that support educators from diverse backgrounds. These efforts include targeted recruitment campaigns and participation in job fairs that focus on diversity in education.
4. Public Awareness Campaigns: CCS raises awareness of AIG licensure opportunities through informational sessions, newsletters, and online platforms, ensuring that educators are informed about pathways to advance careers.

Retention Strategies:

1. Mentorship Programs: Newly licensed AIG teachers are paired with experienced mentors who provide guidance, support and professional growth opportunities during their first year.
2. Professional Development: District professional development sessions are tailored to meet the needs of AIG educators, focusing on best practices, innovative instructional strategies, and addressing the academic, social, and emotional needs of gifted learners.
3. Leadership Pathways: AIG professionals have access to leadership roles within the program, such as serving on advisory committees or leading professional development initiatives, to encourage professional growth and long-term commitment.
4. Supportive Work Environment: CCS prioritizes creating a collaborative and inclusive work culture. Administrators work closely with AIG educators to provide resources, reduce workload challenges, and ensure alignment with district priorities.
5. Recognition Programs: The district recognizes and celebrates the contributions of AIG professionals through awards, acknowledgements in district communications, and opportunities to showcase their work at conferences and events.

* **Practice F**

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

AIG Facilitating Teachers will align their Professional Development Plans with state and national standards while prioritizing equity and excellence in gifted education. Professional development opportunities will include training on implicit bias, equitable identification practices, and strategies to support underrepresented students groups in accessing gifted services. These sessions are designed to help educators recognize and address barriers in the identification and support of gifted students from diverse backgrounds. AIG Facilitating Teachers will be evaluated using the North Carolina Professional Teaching Standards Evaluation Rubric, ensuring alignment with 21st century skills and a commitment to equitable outcomes.

To stay informed on best practices, AIG Facilitating Teachers will attend local and state AIG-related conferences, as funding allows, and maintain memberships in organizations like NCAGT. They will engage in collaborative meetings with cluster teachers to share strategies for inclusive and differentiated instruction. Professional learning sessions will also focus on examining and updating district policies and practices to eliminate barriers for underrepresented students in the AIG program.

Additionally, CCS will utilize online professional development resources provided by NCDPI and integrate district provided technology into the curriculum to promote 21st Century skills. These efforts aim to foster an inclusive and equitable gifted education program that meets the needs of all students.

* **Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

AIG Facilitating Teachers will align their Professional Development Plan (PDP) to align with the AIG portion of the district's Curricular Strategic Plan.

To integrate AIG-focused learning into broader district initiatives, CCS will embed gifted education training into district-wide professional development days and initiatives such as MTSS, culturally responsive teaching, and curriculum differentiation strategies. This integration ensures that all educators, not just AIG staff, develop the skills to support advanced learners within the general education setting. AIG Facilitating Teachers will collaborate with Instructional Coaches, MTSS teams, and other district specialists to align gifted education practices with district priorities, such as personalized learning and equitable instructional practices.

Professional learning opportunities will also focus on fostering collaboration among AIG and general education teachers. These include workshops and PLC meetings where AIG Facilitating Teachers share strategies for inclusive instruction, curriculum compacting, and enrichment opportunities. Cluster teachers and general education teachers will have access to co-planning sessions and ongoing support form AIG Facilitating Teachers to build capacity for differentiation and the effective integration of advanced learning strategies into daily instruction.

To stay informed on best practices, AIG Facilitating Teachers will attend local and state AIG related conferences as funding allows and maintain memberships

in organizations like NCAGT. They will engage in collaborative meetings with cluster teachers to share strategies for inclusive and differentiated instruction. Professional learning sessions will also focus on examining and revising district policies and practices, ensuring they support equitable access to gifted education and do not inadvertently exclude underrepresented populations.

*** Ideas for Strengthening the Standard**

- Being more intentional with differentiated support of AIG students in the general education classrooms
- Providing education on the AIG Plan
- Support for PRAXIS or "local" certification

Planned Sources of Evidence

*	AIG Plan
*	Professional development presentations - for AIG Plan
*	Course for PRAXIS or local certification

Documents

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

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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 AIG Facilitating Teachers communicate with parents and families in a variety of ways. Parents are invited to DEP meetings upon identification and encourage to contact their child's teachers or AIG Facilitator with any concerns or needs throughout the school year. The AIG Facilitator shared a variety of information with the parents, such as articles, a district AIG newsletter, contests, events, competitions, summer camp information, and resources to support social-emotional learning and development. The information is shared via ClassDojo at the elementary level, Remind at the middle school level, and the District AIG website, helping parents stay informed about both academic and emotional growth opportunities for their children. Additional external resources such as the North Carolina Association for Gifted and Talented, and the National Association for Gifted Children are shared with parents via the AIG webpage. When appropriate the school system will share news and accomplishments about the AIG program with new news media. Elementary AIG Facilitating Teachers will send progress reports home one time per semester. Middle School AIG Facilitating Teachers will send progress reports quarterly for the semester long course. The AIG Facilitating Teachers will present at PLCs regarding the unique social and emotional needs of gifted learners.

* **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.

Currituck County Schools partners with a range of community stakeholders, including local institutions of higher education, business partners, and others to enhance and support the local AIG program. and services. The district collaborates with institutions such as the College of the Albemarle (COA), providing students with valuable opportunities for academic enrichment. High school students at Currituck County High School and J.P. Knapp Early College Have the opportunity for dual enrollment, allowing them to take advanced coursework and earn college credit while sill in high school. Additionally, CCS partners with the North Carolina Virtual Public School (NCVPS) and the North Carolina School of Science and math (NCSSM) to offer students access to specialized online courses and advanced academic opportunities.

Internally, AIG partners with the CTE department to provide internships for students within the school (shadowing school nurses, school counselors, working in bus garage) or at local businesses.

During the 2024-2025 school year, a partnership between NCCAT and CCS gifted services began. This partnership will grow during this plan cycle to follow a three year sequence which may include the following topics and repeat every three years::
Year One: Plan Revisions year (District leadership meet to pull together notes from collaboration with parents, teachers, specialists, administrators, and partners into a draft gifted services strategic plan.
Year Two: Administrator, specialist, and teacher professional learning about gifted programs and services.
Year Three: Administrator, specialist, and teacher professional learning about gifted programs and services.

* **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 these meeting on Mandatory Teacher Workdays, Early Release Days, or Parent/Teacher Conference Days.

The group will consist of:

- District Level Administration
- Building based representation: AIG Facilitating Teachers, classroom teachers, AIG parents, AIG students, counselors, and administrators. Efforts will be made to ensure the group reflects the cultrual, socio-economic, and academic diversity of the district to promote inclusivity and equitable representation.

Surveys are sent to parents and AIG students yearly in order to collect input on the program. Additional surveys will be considered to determine program effectiveness and next steps. The survey results will be shared with the AIG District Advisory Team and other stakeholders in an effort to improve the overall AIG program.

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. Updates and changes to the AIG program will be communicated to the broader school community to ensure transparency and engagement.

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

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

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

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

CCS will collaborate with community leaders and local businesses to offer enrichment opportunities for AIG students', exploring areas of interest that align with students' passions and talents.

Additionally, CCS will work with local colleges to provide both academic and extracurricular opportunities, including dual enrollment for AIG students.

To ensure accessibility for all families, communication will be made available in multiple languages. Key resources, including the AIG Plan and program details, will be accessible on the district's website, social media platforms, and learning management systems.

The district will also collaborate with local businesses and civic organizations to offer enrichment opportunities such as internships, mentorships, and community service projects for AIG students. A dual enrollment program through College of the Albemarle will allow student to take college level course while still in high school, further enhancing their academic experience.

A resource guide outlining extracurricular opportunities including camps, and local programs, will be developed and shared. Student successes will be

highlighted in local media to showcase the value of gifted education.

Through these efforts, the district is committed to providing equitable access to opportunities and support for all AIG students and their families.

*** Ideas for Strengthening the Standard**

- Reinstate the advisory group

Planned Sources of Evidence

*	Dual enrollment
*	Meeting minutes from advisory group
*	Guest Speakers
*	Field Trips

Documents

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

Currituck County Schools (270) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

Currituck County Schools (CCS) has developed a written AIG Plan to describe its local AIG program, ensuring alignment with state legislation and SBE policy (NC.G.S. 115C-150.5-8, Article 9B). This plan is based on a comprehensive program evaluation that included stakeholder feedback through surveys and interviews, as well as a program self-assessment.

The 2025-2028 AIG Plan will be presented to the Currituck County Board of Education in Spring 2025 for approval. Once approved, the plan will be submitted to the Department of Public Instruction (DPI) for review and comment. Any necessary changes to the plan will be approved by the Board of Education to ensure ongoing alignment with district goals and state requirements.

A steering committee, comprising teachers, students, parents, administrators, and community members will meet regularly to ensure AIG standards are addressed, share ideas and concerns, and provide feedback. The AIG Program Coordinator will oversee implementation of the plan, ensure alignment with state standards, and evaluate the effectiveness of AIG services.

The AIG Plan is integrated into the district's five-year strategic plan, which focuses on three key initiatives:

1. **Developing the Whole Student**: Providing a broad range of programs and services to meet the academic, intellectual, and social-emotional needs of AIG students.
2. **Great Place to Work and Grow**: Creating an environment that attracts and retains highly qualified professionals who are motivated to grow.
3. **Engaged Community**: Promoting community engagement to support student success.

Stakeholder feedback will continue to guide the development of short-term and long-term goals under these initiatives. Progress toward these goals will be reflected in the AIG section of the Curricular Strategic Plan, with updates shared regularly with district leadership and stakeholders.

The AIG Plan will undergo an annual evaluation process involving stakeholders, including the AIG Parent Advisory Leadership, the AIG Program Coordinator, and the Board of Education. This ensures the plan remains responsive to student needs and aligned with state legislation and district goals.

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 Professional Learning Community (PLC) convenes to complete a self-assessment for plan implementation, ensuring alignment with current legislation and state policies. Additionally, yearly survey results, EVAAS score analysis and other relevant data sources are used to evaluate the effectiveness of the AIG plan and it's components.

Building-level School Improvement Teams are responsible for conducting their own self-assessments of AIG Plan implementation, fostering localized accountability. AIG Consulting Teachers collaborate with building level administrators during the evaluation process to identify strengths and areas for improvement across all program components, including identification, service delivery, and curriculum.

To build capacity and leadership among AIG staff, a structured professional development plan will be implemented. This plan focuses on best practices for program delivery, data analysis, and leadership skills in alignment with the Curricular Strategic Plan. Designated AIG staff members, including AIG Consulting Teachers and identified lead educators, will support local AIG plan monitoring efforts by providing mentorship and guidance to peers.

Assessment data will be shared during PLC meetings, with School Improvement Teams, district leadership and building administrators to ensure transparency and informed decision-making. Through these efforts, CCS remains committed to monitoring the implementation of the local AIG program with fidelity, ensuring all components align with state requirements and serve the needs of gifted learners effectively.

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

The AIG 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 to meet the needs of AIG students.

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.

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
- Placement in Math I, Earth Science, and Spanish (or other language)
- Arts enrollment
- Attendance
- Grades
- Classroom observations

Elementary School:

- BOY/EOG
- EOG
- EVAAS projected growth
- 3-5 NC Check-ins
- Classroom Assessments
- iReady Data
- CogAT
- Attendance
- Grades
- Classroom observations
- Acadience Math Screener

AIG Consulting Teachers will meet with grade-level PLCs at least twice a year to examine disaggregated data outcomes, identify trends, and adjust program implementation as needed. Data analysis will guide:

- Adjustments to student schedules to ensure access to honors, AP, or dual enrollment opportunities.
- Involvement of School Counselors and Social Workers to provide SEL support including attendance and motivation.
- College and scholarship application support.
- Collaboration with CTA for internships and certifications.
- Raising awareness of extracurricular activities and leadership opportunities.

AIG Consulting Teachers will collaborate with MTSS teams to ensure AIG students are included in interventions as needed. The AIG Coordinator will share comprehensive data analyses and program proposals with the Central Office Cabinet to inform district policies and practices.

Through this process, data is disaggregated and analyzed to rigorously to identify patterns and trends, ensuring that the AIG program promotes equity and excellence across all grade levels.

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.

CCS is committed to ensuring equity and access to AIG services for all students, regardless of racial, ethnic, economic, or other demographic factors, including exceptionalities and language differences. This achieves this:

- All second grade students are testing using the CogAT to establish a baseline for referrals and eligibility for AIG services. This universal screener helps identify giftedness across all demographics.
- Students in grades 3-12 can be referred through the MTSS process, which incorporates multiple data points, including classroom performance, teachers' recommendations, and academic assessments.
- The district analyzes data from multiple sources, including referral rates, identification outcomes, and retention patterns, disaggregated by demographic factors, to ensure equitable representation in the AIG program.
- Retention of identified AIG students is monitored through ongoing evaluation of academic progress, participation in AIG services, and engagement in enrichment activities.
- CCS regularly reviews policies and procedures to address any underrepresentation and adjusts practices to meet the needs of diverse learners.

By implementing these measures, CCS strives to maintain an inclusive and equitable AIG program that provides access and opportunities for all eligible students.

Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

Currituck County Schools maintains and utilizes current data on the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

- A credential database tracks the qualifications of all staff working with the AIG students, including licensure status, AIG certifications, and progress toward professional development goals.
- The AIG Coordinator collaborates with Human Resources to ensure that qualified individuals are hired for AIG positions and that professional development needs are identified based on credential data.
- Staff development opportunities, such as differentiation, problem-based learning, and technology integration workshops, are offered to all teachers of AIG students, with CEU credit provided.
- AIG-specific training and certification programs are shared with all staff, and monetary stipends are available for those pursuing licensure. Tutorials and partnerships with universities are offered to support PRAXIS preparation and licensure attainment.
- Data on credentials is reviewed annually to identify gaps and inform strategies for improving alignment with AIG plan goals, including equitable access to highly qualified teachers for all AIG students.

By systematically tracking and utilizing credential data, Currituck County Schools ensures that personnel serving AIG students meet the standards necessary to deliver high-quality programming aligned with the local AIG plan.

Practice G

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

CCS will foster ongoing implementation and continuous improvement of its AIG program by systematically gathering and responding to feedback from key stakeholders at least once per year. Surveys will be conducted to gather input from AIG parents/guardians, AIG students, administrators, and classroom teachers of AIG identified students. These surveys will collect valuable data regarding the effectiveness of the program, student progress, and stakeholder satisfaction. AIG consulting teachers will also gather additional data, including but not limited to attendance and grades. AIG Consulting Teachers will discuss classroom performance and behavior with teachers of AIG identified students. This collaboration will help identify any challenges or areas for growth in the program.

To support continuous improvement, AIG Consulting Teachers will conduct conferences with parents/guardians to review individual student progress and share feedback regarding their child's experience in the AIG program. Additionally, the AIG team will meet at least once each nine weeks with the Parent Advisory Group to collect anecdotal feedback from both parents/guardians and teachers. This regular meeting will ensure that the AIG team stays connected to the concerns and perspectives of families and can adjust the program as necessary. A fall meeting will be held annually to present program data, engage in discussion about the effectiveness of current practices, and gather further feedback from stakeholders, including parents/guardians, students, and staff.

To ensure the AIG program remains aligned with the needs of students and the broader goals of the district, the AIG Coordinator will present data to district leadership, including directors and building administrators. These meetings will allow the AIG team to review feedback, assess program outcomes, and make necessary adjustments to the program. This continuous loop of feedback and adjustment will drive the ongoing implementation and enhancement of the AIG program, ensuring that it remains responsive to students needs and focused on achieving the ultimate goal of academic success for all identified AIG students.

Practice H

Shares local AIG program evaluation data 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 cards. This includes the testing information of our AIG identified students. In addition, how to assess 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 webpage, and a hard copy is available at each school. Plan updates will be posted on the Currituck County Schools district web page.

Data will be provided to the various stakeholders for their individual school(s) and for the district. Data may include demographics, representation of groups in the AIG population vs. the entire students populations, academic growth, internship opportunities, attendance.

Data will represent trends and will not disclose any individual student information, in accordance with FERPA guidelines. All data will be aggregated and anonymized to ensure compliance with privacy regulations and to protect the identity of individual students.

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

Practice I

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Currituck County Schools (CCS) is committed to safeguarding the rights of all AIG students and their families through clear, equitable, and accessible policies. These procedures ensure informed consent, fair reassessment, support for transfer students, and a transparent process for resolving disagreements.

Universal Screening and Identification

- **Universal Screening**: All 2nd grade students participate in a universal screener each spring unless the parent opts out.
- **Identification at Other Grades**: Students can be identified for AIG services at any grade level of the meet CCS criteria.
- **Parent Communication**: Parents will be informed in writing before any testing occurs, and their written consent is required.
- **Reassessment**: If a student does not qualify initially, reassessment opportunities may occur based on new data or teacher recommendations.

Transfer Students

- **Reciprocity for Gifted Students**: Students identified as gifted in another district or state will receive AIG services during their first year at CCS in the identified area. After the first year, the students' eligibility will be reassessed based on CCS criteria. In cases where strong documentation supports continued services, criteria may be waived without additional testing.
- **New Students without Prior Identification**: Students transferring from other schools without gifted identification must be enrolled and attending CCS before a referral can be submitted. Students eligible under the Military Interstate Compact will receive the services they are entitled to while eligibility is reviewed.

☐ Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* This letter goes home to parents for consent to test: Dear Parent(s) of a 2nd grade student: Currituck County Elementary Schools will administer the CogAT to all 2nd grade students in the spring of (year). The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. (School) will be administering this test (date/s). Make up testing will be (date/s). This test is not only used to determine eligibility for the AIG (Academically and Intellectually Gifted) program in Currituck County Schools, but it will also provide the classroom teachers with valuable information about each student's aptitude including strengths and areas of need. The classroom teachers will differentiate instruction accordingly to best meet the instructional needs of your child. Your 2nd grader will be given this test unless you indicate otherwise. Please complete this form and return it to your child's homeroom teacher ONLY if you wish your child to NOT participate in the testing opportunity. If you choose not to participate, your response is needed by (date). Please feel free to contact us with any questions, comments, or concerns. Sincerely, AIG Facilitating Teacher _____No, I do not give my permission for my child to participate in the CogAT testing. Signature and Date of Parent/Guardian and Phone Number
Informed consent for placement	* Parents will sign this form to give consent for placement: Student and Data Report Student: _____ School: _____ Grade: _____ IO: _____ DOB: _____ Gender: _____ Race: _____ Parent/Guardian: _____ Primary #: _____ Home Address: _____ Placement Date: _____ Parent Consent for Placement: I agree for my child to receive services from the AIG Program based on the CogAT or other criteria, and I understand that AIG services may be changed based on my child's annual academic performance. Parent signature and Date AIG Facilitating Teacher Signature and Date
Transfer procedures	* Transfer Students • **Reciprocity for Gifted Students**: Students identified as gifted in another district or state will receive AIG services during their first year at CCS in the identified area. After the first year, the students' eligibility will be reassessed based on CCS criteria. In cases where strong documentation supports continued services, criteria may be waived without additional testing. • **New Students without Prior Identification**: Students transferring from other schools without gifted identification must be enrolled and attending CCS before a referral can be submitted. Students eligible under the Military Interstate Compact will receive the services they are entitled to while eligibility is reviewed.
Reassessment procedures	* After the universal screener, students will only be allowed to test with the CogAT every 2 years. Students may be considered for AIG identification through alternate pathways using other data sources.

Procedures to resolve disagreement	*

Procedural Safeguards

for Academically and/or Intellectually Gifted Students

(Dispute Resolution)

When parents fail to agree with a decision of the Academically and/or Intellectually Gifted Services Committee 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, 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, parents 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 above 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.

The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge become final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.
Please check the box of your current step in the appeal process

_Step 1 _Step 2 _Step 3 _Step 4

Parent Section:

Student's Name: _____
School: _____
Grade: _____
Parent/Guardian's Name: _____
Phone (H): _____ (W): _____
Address: _____
City: _____ Zip Code: _____

Statement of Appeal: _____

Parent/Guardian's Signature: _____ Date: ____/____/____

Review Section
Appeal Received ___/___/____ Review Date ___/___/____

Name Position

_____
_____
_____

Findings:

_____
_____
_____
_____
_____

***Ideas for Strengthening the Standard**

- Implement consistent feedback surveys
- Share feedback survey data

Planned Sources of Evidence

*	AIG Plan
*	Surveys
*	Survey feedback data

Documents

Type	Document Template	Document Link
AIG Standard 6 Additional Resources	N/A	Permission to Test Parent Consent for Services Dispute Resolution CSP-Business Rules-Scheduling CSP-Grading Business Rules-Middle School Sample of Administrators Interview Feedback

Local Board of Education Approval

Currituck County Schools (270) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
04/16/2025

AIG Related Documents

Currituck County Schools (270) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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	AIG Signature Page

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Gifted Characteristics Checklist Eligibility Record Template Cover (results) Letter DEP Template Progress Report (elementary)
AIG Standard 2 Additional Resources	N/A	Grade Acceleration Subject Acceleration Student Interview Form Grade Acceleration Documentation
AIG Standard 3 Additional Resources	N/A	CSP Year 3 Presentation CSP Year 3 AIG
AIG Standard 4 Additional Resources	N/A	Cogat Presentation AIG Differentiation Presentation
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	Permission to Test Parent Consent for Services Dispute Resolution CSP-Business Rules-Scheduling

CSP-Grading Business Rules-Middle School

Sample of Administrators Interview Feedback

Phrase	Definition
Ability Grouping	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking. It is most effective for cluster grouping or flexible groupings in the general education setting.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Accountability	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with successful completion of an AP exam in specific content areas.
Aptitdue	An inclination to excel in the performance of a certain skill.
Asynchrony	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted students.
At-Risk	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of under-achieving or dropping out.
Authentic Assessment	Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests or written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate an understanding of laws and motion.
Brainstorming	An activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
Collaborative Delivery (Co-teaching)	This method of teaching is the responsive planning of both the general education teachers and the AIG Facilitating Teacher to ensure that AIG students receive a rigorous, differentiated and responsive education that meets their unique learning needs.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two student.
Computer-Based Instruction and Technology	Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for academically and/or intellectually gifted learners having specific skill gas (gifted underachievers, learning disabled, culturally diverse). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making.

Concurrent or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention to college. The terms may also be used to refer to middle school students taking high school courses earning credit toward graduation
Cooperative Learning	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
Criterion-Referenced Testing	An assessment that compares a student's test performance to their mastery of a body of knowledge or a specific skill rather than relating their scores to the performance of other students.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet the unique student needs in the classroom.
Differentiated/Accelerated Units	Teachers design units of instruction that have enrichment activities that students might pursue once they have demonstrated content mastery (90%) of the basic material. . The units are "learner based" but "teacher paced" which allow teachers to appropriately pace the instruction for the entire class for an extended period of time and yet provide differentiation and incentive for high performance.
Enrichment	Activities that add or go beyond existing curriculum. Activities may occur in the classroom or in a separate setting.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Gifted (Academically and Intellectually)	The federal Elementary and Secondary Education Act defines gifted and talented student as "Students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided in order to full develop those capabilities.
Grade Acceleration	Although few students will need this service delivery option, grade acceleration is certainly a possibility. Grade acceleration can mean actually skipping levels in the normal sequence of promotion. However, grade skipping should be a carefully explored and individualized option and meet a student's needs.
Honors Classes	Honors classes cover traditional content, but also focus on issues, problems, and themes related to topics, and stress higher level thought processes. They are designed to help students develop a knowledge base in the specific discipline and learn to apply that knowledge at an advanced level. These courses are not limited to identified gifted students, but have clearly defined prerequisites and exit criteria.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.

Homogeneous Grouping	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs the teacher must address.
Independent Study	A self-directed learning strategy where the teacher acts as a guide for facilitator and the student plays a more active role in designing and managing his or her own learning.
Intelligence	The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
Intelligence Quotient (IQ)	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
Learning Styles	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of educations objective: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual's preferred learning style is how he/she learns best.
Mentor	A community member who shares his or her expertise with a student of similar career or field of study.
Norm-Referenced Testing	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.
Portfolio Assessment	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
Pull-Out Program	A program which takes a student out of the regular classroom during the school day for special programming. This methodology is not to supplant the rigorous and differentiated education that AIG students are to receive in the general education cluster classroom.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgement, or altruism. Counselors working in this area may address issues such as perfectionism, depression, under-achievement, or career planning.
Tiered Assignment	A differentiated instructional strategy in which all students work toward the same goal but activities are geared toward each student's level of understanding.
Twice-Exceptional	A term used to describe a student that is both gifted and disabled. These students may also be referred to has having dual exceptionalities.
Underachievement	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.