

Mission/Vision Statement and Funding

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Steve Hall

* LEA AIG Contact Name:

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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 Elkin City Schools, in partnership with our community, will provide exemplary educational opportunities that encourage lifelong learning and responsible citizenship.

Vision: We envision a school system that ignites the desire to learn in every student by providing them with unique, varied and authentic learning experiences.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 73,509.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Information is printed in brochures in English and Spanish and shared with families. Information and AIG plan is shared on the district and school websites.

An AIG refresher is provided for staff at the beginning of the year to explain the identification procedures.

Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the state formative math tasks, and NC Early Learning Inventory.

Parent letters are sent home prior to the universal screening of the Cognitive Abilities Test. Screeners are administered in October and April beginning in Second Grade.

If a student scores a Level 5 on an End of Grade test, they will be referred to take the Cognitive Abilities Test if not already identified as AIG in Grades 2-8.

An AIG Testing Spreadsheet for students in Grades 3-8 monitors EOG scores (Level 5) to determine students who qualify to retest using the Universal Screener, CogAT.

Grades 9-12:

Multiple pathways would primarily follow the elementary and middle school pattern. EOC scores, and for ACT scores would be used in addition to the Cognitive Abilities Test, along with teacher recommendation.

*** 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.

Early Kindergarten Entrance: Children who reach their 4th birthday by April 16th may enter kindergarten if they demonstrate an extraordinary level of academic ability and achievement maturity.

The following is required:

1. APTITUDE-Although superior aptitude is a strong indicator of extraordinary intellectual ability, every child may not need Early Kindergarten Entry. Some children may have a negative experience if the demands of a structured school day are imposed too early. The child shall score at the 98th percentile on a

standard individual test of intelligence, such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable tests, that shall be administered by a licensed psychologist. The parent is responsible for arranging and paying for this test.

2. **ACHIEVEMENT**-Although superior achievement is a strong indicator of extraordinary academic ability, every child may not need Early Kindergarten Entry. Beyond reading and rote counting skills, a child ready for Early Kindergarten Entry must demonstrate analytical thinking and problem solving using academic concepts. The child shall score at the 98th percentile on either Reading or Local AIG Plan, Mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford early School Achievement test, the MiniBattery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics (TEMA), or any other comparable tests that shall be administered by a licensed psychologist. The parent is responsible for arranging and paying for this test.

3. **PERFORMANCE**-Children displaying a need to enter kindergarten early shall be able to perform tasks above their age peers. The parent shall submit a sample of student work showing outstanding examples of ability in any (not all) of the following areas: Art, math, Writing, Dramatic Play, Creative Productions, Science, etc. For further indication of performance, the principal may instruct a teacher to complete an informal reading assessment.

4. **OBSERVE STUDENT BEHAVIOR/STUDENT INTEREST**-If a child is to be successful in early admission, he/she should socially and developmentally mature enough to be in a structured setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults with direct knowledge of the child.

5. **MOTIVATION TO LEARN/STUDENT INTEREST**-A child ready for early admission to kindergarten should be eager to learn....be excited about a new school experience...display a thirst for knowledge. The Principal or his/her designee shall determine this information in an informal interview with the child and a more structured interview with the parent.

**This information is excerpted from HB-1099, as an attempt to help inform principals and interested parents.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2					

<p>* Nurturing Clusters: Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade.</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade.</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade.</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>
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3-5	<p>* Students who score at 95% or higher on the Cognitive Abilities Verbal Subtest AND at a Level 5 on the NC EOG Reading Test are identified as AR (Academically gifted in reading). Students who score at 95% or higher on the Cognitive Abilities Quantitative Subtest AND at a Level 5 on the NC EOG Math Test are identified as AM (Academically gifted in math). Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Verbal or Quantitative Subtest and at a Level 5 on a non-correlating NC EOG Test are identified as AG, AR, or AM based on the input of teacher recommendation. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted). Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Students may be identified as Intellectually Gifted with a valid high IQ score (98th Percentile) and approval from the AIG Committee Or Documented Portfolio/Anecdotal evidence which serves as a comprehensive collection of a student's work, showcasing unique talents and abilities. The portfolio/evidence includes samples of projects, essays, artwork, and other assignments that highlight the student's academic progress and creativity. Teacher observations and reflections from the student are included to demonstrate the student's skills and provide a holistic view of their intellectual development. Approval: Pathway 4 students who are intellectually gifted but might not be performing to their academic potential.</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted). Further, students may be identified as Intellectually Gifted with a valid high IQ score (98th Percentile) and approval from the AIG Committee Or Documented Portfolio/Anecdotal evidence that provides a comprehensive collection of a student's work, showcasing unique talents and abilities. The portfolio/evidence includes samples of projects, essays, artwork, and other assignments that highlight the student's academic progress and creativity. Teacher observations and reflections from the student are included to demonstrate the student's skills and provide a holistic view of their intellectual development, critical thinking, and creativity.</p>
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9-12	<p>* Multiple pathways would primarily follow the elementary and middle school pattern. EOC scores, and /or ACT scores would be used in addition to the Cognitive Abilities Test, along with teacher recommendation. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Multiple pathways would primarily follow the elementary and middle school pattern. EOC scores, and /or ACT scores would be used in addition to the Cognitive Abilities Test, along with teacher recommendation. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Multiple pathways would primarily follow the elementary and middle school pattern. EOC scores, and /or ACT scores would be used in addition to the Cognitive Abilities Test, along with teacher recommendation. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Multiple pathways would primarily follow the elementary and middle school pattern. EOC scores, and /or ACT scores would be used in addition to the Cognitive Abilities Test, along with teacher recommendation. Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p>
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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.

The AIG coordinator, AIG team, and Chief Academic Officer collaborate to review aptitude scores of all students in second grade and EOG and EOC scores of all students in grades 4-8 to screen for those students who are not yet identified but have performed well. A screener pool is created based on this monitoring and/or if a student receives a 85% on the CogAT universal screener.

The AIG coordinator and AIG Team collaborates with teachers in EC, Title I, EL to recognize students who have the potential to succeed, but who have not yet been identified. Those students are placed on a list of students to consistently monitor.

The AIG Coordinator and AIG Team asks teachers to identify high-performing students with special circumstances such as minorities, lower socioeconomic groups, and unique family situations. The Chief Academic Officer, AIG Coordinator, and AIG Team will monitor and analyze sub-group data to ensure that underrepresented populations are not being overlooked.

For ML students, the Cognitive Abilities Subtest will serve to recognize students who are strong in the Quantitative and Non-verbal batteries, respectively. The AIG coordinator or certified or endorsed AIG teacher will attend yearly PD to stay abreast of screening, referral, and identification procedures.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	11.49%
Male	---	---	---	---	---	---	13.64%
Total	---	---	---	---	---	---	12.58%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

All three schools in the district (one elementary, one middle, one high) follow the same identification procedures which are made known through the district website, brochures, staff AIG refresher sessions at beginning of year staff meetings, and reminders through staff email. The administrator at each school in collaboration with the Chief Academic Officer maintains a regularly updated AIG Testing spreadsheet of all students and past referral, testing, and identification. The spreadsheet is shared with each school. The spreadsheet is regularly monitored to alert teachers when students are eligible for retesting.

*** Practice E**

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

The AIG Team ensures the AIG website, AIG Handbook, AIG brochure, and other relevant resources contain accurate information about the comprehensive AIG program.

The Chief Academic Officer and AIG Team help disseminate this information via letters home in English and Spanish, phone calls home in English and Spanish, and in face-to-face meetings.

*** 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.

The AIG Coordinator and Chief Academic Officer will maintain, store, and update AIG student files containing the identification and service option documentation.

An AIG Eligibility and Placement Record is completed and reviewed with the student and parents at the onset of identification. This demonstrates which pathway qualifies a student and his/her subsequent identification.

For students in grades 3-8, a Differentiated Education Plan (DEP) is written yearly to identify service options and student goals. The DEP is written with input from the student, teacher, and parent.

Finished copies are provided to parents and the student's regular classroom teacher(s). DEPs are reviewed annually with students and parents.

At the high school level, the DEP will correspond with possible course selections for students and will be reviewed with the student by the School Test Coordinator and/or guidance counselor, and then given parental approval.

Student documentation will be maintained in a student's AIG folder in the records room at each respective school.

*** Practice G**

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

The DEP at the elementary and middle school levels establishes individual yearly goals for students and indicates what service option(s) is available.

The teacher of record from the previous academic year records the gifted learner's strengths, growth opportunities, and any other relevant information for the current academic year teacher to review before the initial meeting of the new school year. This meeting serves to discuss goals, measurements, and evidence of completion with the student and parent.

Prior to September 30, the classroom teacher conducts a face-to-face conference with the student and parent to discuss data (baseline, benchmark, Lexile, SRI, pre-assessments, etc.) in detail that describes what the student is doing in class. Detail is given to his/her AIG needs and how the instruction is different from typical core instruction. Discussion will also include how the teacher will know if the gifted learner has achieved success and strategies used to promote achievement.

In high school, the DEP is integrated into a student's four-year career development plan that must be created in 8th grade and reviewed in 10th grade. Using career readiness and academic planning, students can initiate a four-year plan and review with a school counselor and/or the administration. It is accessible year-round, and parents must sign off on course verification each school year.

The administration and the counselor monitor the transition of all AIG students and their records from elementary, middle, and high school and work to create, update, maintain, and monitor all AIG files and documents.

*** Ideas for Strengthening the Standard**

Continue to ensure that all stakeholders are aware of the screening, referral, and identification procedures by maintaining websites, brochures, and handbooks with updated information made available in both English and Spanish.

Continue to monitor consistently the AIG spreadsheet to ensure all students are identified and supported.

Consider using the ACCESS Testing to assist in identifying ML Students

Incorporate an AIG Newsletter for consistent communication

Planned Sources of Evidence

* Student/Parent handbooks	
* School/District websites	
* Notes from AIG refresher staff meetings	
* Logs of Staff Attendance at AIG refresher meetings	
* Student/Parent Brochures in English and Spanish	
* K-3 Nurturing cluster referral forms	
* AIG Eligibility Placement Record forms	
* Parent letter for CogAT Testing in English and Spanish	
* Spreadsheet of students being monitored Copies of Differentiated Education Plan (DEP) at grades 3-6 level, grades 7-8 level, and grades 9-12 level	
* ACCESS Testing Scores	

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

Use students' DEPs to evaluate the current level of need and implement appropriate services.

Early Kindergarten Entry for students who meet criteria.

Grade Acceleration: Student must be working significantly above grade level for this option, and the following criteria are required: IQ at 99%tile as measured by an individual IQ test, a score of 99% on a nationally normed test, unusually high classroom performance, evidence of outstanding work from student portfolios, work samples, evidence of a high degree of motivation and social maturity from testimonies and teacher checklists. It is important to note that single course acceleration is not recommended due to scheduling conflicts. Grade acceleration is a better response.

Cluster grouping: 5-9 identified students placed into the same regular classroom for the purpose of intentional differentiation and cooperative learning.

In-class flexible groupings to be used with all students as often as appropriate to improve students outcomes.

Academically Gifted, Intellectually Gifted, Academically and Intellectually Gifted:

Enrichment pull-out classes for referred students in K-3 nurturing clusters and 4-8 students identified as academically gifted in reading and math (AG), Academically gifted in reading (AR), or Academically Gifted in Math (AM), and when needed for students who are Intellectually Gifted (IG). Resource support for students who are identified as IG is provided; Chief Academic Officer AIG Coordinator, and AIG Team works with the classroom teacher to differentiate.

Grades 7-8 Subject Grouping in reading/math: students must meet three of the following criteria: teacher referral, EOG score of 85%tile or higher, grade averages of A, EVAAS predictor of high EOG levels

AIG students in 9-12 have various opportunities for increased rigor:

- Advanced Placement-AP (10th-12th)-who are independent learners and have an A in honors classes in a given area.
- Career and College Promise-CCP through Surry Community College (11th-12th)-students must have an unweighted GPA of 2.8.
- NC School of Science and Math-NCSSM(9th-12th)
 - NCSSM Connect Online (9th-12th)NCSSM Residential, Online program, Summer Ventures- students apply during 10th grade year
- NCVPS online (9th-12th)

- Online asynchronous courses available in standard, honors and AP

- EHS offers 40-45 Honors Courses in core subjects, CTE, and arts (9th-12th)

The school administrators and the school counselor work with staff at each school to help plan differentiation of services.

The school administrator and the school counselor provide information to regular classroom teachers regarding the information on student DEP's.

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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.

Elkin City Schools is a small district with three schools. The Chief Academic Officer and AIG Coordinator attends all principal meetings and periodically attends the schools' School Improvement Team meetings to review policy and practices as it relates to the delivery of AIG services.

The district has implemented a tiered support that provides standardized intervention strategies to support students' social, emotional, and behavioral needs. A universal personal wellness screener, SAEBRs, is utilized to identify specific social-emotional, health, and safety characteristics of our ECS students. K-5 Teachers use a Universal personal wellness report social academic emotional behavior risk screener.

The Student Support Services team works with school counselors and schools to address the social/emotional needs of gifted/advanced learners. School based therapy is available for AIG students through a MOU with Jodi Province. MTSS will provide strategies to address students' social, emotional, and behavioral needs that impede learning and social engagement.

In addition the AIG team will work with Curriculum and Instruction, Exceptional Children, and the Multilingual Learner Director to provide gifted/advanced learners with support for social and emotional learning. PLC meetings will further support social/emotional and behavioral needs as topics for discussion.

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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 Coordinator works closely with the district MTSS team to align the AIG program goals with the district's overall mission and educational objectives, ensuring that services for gifted students support broader academic, social-emotional, and equity initiatives. The district ensures establishment of policies that promote differentiation, inclusion, and access to advanced learning opportunities for AIG students.

The AIG Coordinator works closely with the Chief Academic Officer and Finance Director to ensure resources are allocated appropriately for AIG students' unique needs.

Additionally, the AIG Coordinator collaborates with the Chief Academic Officer to support professional development opportunities for educators, ongoing curriculum review, and the implementation of data-driven practices such as using the Teacher Working Conditions Survey to assess and improve the effectiveness of services and needs for both teachers and students.

At each school, the AIG team works to connect services to student needs. The team works closely with teachers to identify strategies to support academic needs of twice-exceptional students, ML Learners, and children from disadvantaged backgrounds. The MTSS teams collaborate to design differentiated strategies to address skill gaps. PLC teams adapt curriculum and instruction, pacing, and resources based on student data to ensure students who struggle in one subject, but excel in another.

An AIG Coordinator works closely with the Chief Academic Officer and AIG team. PLCs are utilized to share strategies that ensure learning and growth for all students.

Each school year current AIG student achievement and growth data is reviewed among administration and AIG staff to inform grouping practices and procedures at the school and district level. This allows for students to receive differentiated services at each grade level within the regular classroom and beyond. As the team reviews each student's data, strengths and growth opportunities are identified. Based on each students' individual data the AIG team places each student based on the following levels:

Regular education classroom

Flexible grouping

Differentiated services

Classroom teacher trained in gifted practices & strategies

Subject Advancement

Grade advancement

*** Practice D**

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

The AIG team, MTSS, and PLC teams work to provide flexible grouping strategies that offer differentiation based on student need. These strategies may include flexible grouping during reading and math based on student data, interest, experience, or background. AIG students are clustered to further meet academic and social/emotional needs. Cluster grouping, k-2

Middle and high schools offer individualized advanced course selection. High school advanced courses are not limited to AIG identified students, only.

The AIG Coordinator and AIG Team will provide a refresher PD to inform everyone of the AIG program and services provided at each school. Highlights to be included are: ways staff and others can access the local AIG plan, breakdown of AIG students by school and grade, opportunities for future AIG professional development, Advisory Group opportunities, and a brochure that is available.

Updates relating to the AIG program and services are provided to the AIG team and shared at regular staff meetings and PLCs. Staff meetings at the beginning of the year are used to share program goals and other pertinent information.

*** 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.

Staff meetings at the beginning of the year are used to share program goals and other pertinent information.

As appropriate throughout the year, administrators will share updates in PLC meetings or staff meetings.

Conduct transition meetings between grade spans to help develop DEPs.

The Chief Academic Officer and AIG Coordinator ensures AIG documentation is ongoing.

The Chief Academic Officer, AIG Coordinator, and the AIG team will work with staff at each school to help plan differentiation of services.

*** Practice F**

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

Students transferring from one school to another receive support in the form of communication and transition of important documentation (DEPs). Teachers meet to discuss identified and nurtured students to ensure effective student transition for academic, intellectual, social, and emotional support. The AIG Coordinator and Team works to ensure information is transferred effectively.

Teachers of transition year grade levels meet to vertically plan and discuss any social and emotional needs of students.

The AIG team meets monthly to discuss effective AIG programming for the schools.

*** 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.

Grade acceleration is an option available for highly gifted students provided their Local AIG Plan is on file. The parent, student, and school staff collaborate to develop the individualized DEP.

For whole grade level acceleration in elementary and middle school, the Iowa Acceleration Scale (IAS) is used to help determine student readiness. The IAS examines student aptitude, achievement, and social and emotional readiness. The steps for ECS Acceleration Guidelines K-8th Grade are outlined and linked here and included on the ECS website.

Early kindergarten entry is available for students who meet established criteria. Curriculum compacting is encouraged for cluster groups in regular classrooms.

Middle and high school students may earn credit for high school courses through the process of Credit by Demonstrated Mastery. Guidelines for the CDM process are outlined on the district webpage under AIG services for middle and high school. Parents and students are reminded of this option yearly through newsletters and automated phone calls home.

AIG students in 9-12 have various opportunities for increased rigor:

- Advanced Placement-AP (10th-12th)-who are independent learners and have an A in honors classes in a given area.
- Career and College Promise-CCP through Surry Community College (11th-12th)-students must have a unweighted GPA of 2.8.
- NC School of Science and Math-NCSSM(9th-12th)
 - NCSSM Connect Online (9th-12th)
 - NCSSM Residential, Online program, Summer Ventures- students apply during 10th grade year
- NCVPS online (9th-12th)
 - Online asynchronous courses available in standard, honors and AP
- EHS offers 40-45 Honors Courses in core subjects, CTE, and arts (9th-12th)

*** Practice H**

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

Students are clustered in their regular classrooms to allow them to have others of similar interest and readiness with whom they can work within class.

Intervention/Enrichment (I/E) is provided to enrich learning. PBLs are used to foster creative thinking and voice and choice.

The AIG team will provide information on the characteristics of young analytical thinkers to teachers and parents.

Specific differentiated strategies and resources for potentially gifted students are reviewed, researched, and discussed during intentionally scheduled grade level and vertical PLCs..

*** 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.

The Core Team works together to identify and recognize the potential of students in underserved populations.

Use of the quantitative battery subtest, apart from the Verbal battery on the Cognitive Abilities Test, provides evidence of giftedness in our EL population.

The principals communicate with EL, EC, and Title I teachers who have specialized student focus to monitor students with potential.

To foster academic talent development Elkin City Schools will provide flexible grouping for AIG and nurtured students. These groups provide higher level thinking and interest based opportunities such as book clubs, various clubs and STEAM activities.

Students in highschool have the opportunity of course selection to ensure academic talent, as well as school wide interest and mentoring groups, internships, and clubs.

*** Practice J**

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

Elkin City Schools provide opportunities to foster academic and intellectual interests to enrich the services for AIG students. Students are encouraged to participate in opportunities such as:

Elkin Elementary School:

- Duke Tip Program(K-8)
- EES BETA - Students must have 95 average and a teacher recommendation. Students have the opportunity to compete at the state and national levels. The BETA Pillars focus on achievement, character, service and leadership.
- Envision
- Spelling Bee?
- Robotics

Elkin Middle School:

- EMS BETA-Students must have a 90 average and a teacher recommendation. Students have the opportunity to compete at the state and national levels. The BETA Pillars focus on achievement, character, service and leadership.
- Student Council-

▪ Spelling Bee

▪ Robotics Team

▪ Chess Club

▪ Spanish Club

▪ Environmental

▪ Math Counts

▪ Broadcast

▪ Yearbook

Elkin High School:

- EHS BETA- Students must have a 3.9 weighted GPA to be invited in 9th & 10th grade. Students have the opportunity to compete at the state and national levels. The BETA Pillars focus on achievement, character, service and leadership.
- National Honors Society- 11th & 12th grade must have 3.75 weighted GPA
- Quiz Bowl- Students compete against other teams, testing their knowledge in a variety of subjects.
- National Technical Honor Society - Students must earn a CTE concentrator, active membership in a CTE club, and have a 3.75 GPA in CTE courses
- CTE Student Organizations - students can compete at local, regional, state and national levels in business (DECCA), health occupations (HOSA), & family and consumer sciences (FCCLA).
- Various summer opportunities including: Governor's School, NCSSM Summer Ventures, and more.

*** Ideas for Strengthening the Standard**

Align differentiation strategies and best practices in gifted education across all grade levels through professional development and continued collaboration with the AIG Coordinator and regular classroom teachers.

Continue to refine work within MTSS teams

Work with regular classroom teachers to compact the curriculum at each grade level, as needed.

Collaborate with classroom teachers, AIG Coordinator, administrators, , EC, ML to strengthen the ability to address the social and emotional needs of gifted learners.

Planned Sources of Evidence

- * Student portfolios and work samples
- * Class schedules that allow for flexible groupings and/or Enrichment pull-out classes
- * Differentiated lessons from classroom teachers
- * Differentiated learning opportunities for students (i.e. College and Career Promise courses, course offerings from NC School of Science and Math and E-LEARN, and internships)
- * Beginning of the year presentation of AIG program and services

* Local AIG plan and brochure of goals and services	
* Agendas from staff meetings that include discussions of AIG program and goals	
* Transition meetings between grade spans	
* Training opportunities provided by qualified teachers, counselors, and/or other personnel to discuss various intellectual student needs	
* Collaboration between schools and outside agencies	

Documents

Type **Document Template** **Document/Link**

AIG Standard 2 Additional Resources N/A

Standard 3: Differentiated Curriculum and Instruction

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Teachers at all grade levels implement project-based learning in regular classrooms.

In K-2 classes teachers plan centers to extend the curriculum and create reading groups that correspond with ability levels.

In grades 3-6, classroom teachers plan for more flexible grouping options, look for ways to compact the curriculum, and tier assignments with input from other AIG-certified teachers during PLC time and administration.

In grades 7-8, AIG students, and students who have potential, are placed into advanced language arts and math classes. Those students in 8th grade have the opportunity to enroll in Math I. Students clustered into these advanced classes should have teacher referral, a grade of A in the previous course, a high EOG level, and/or a high predicted EVAAS level. I/E

In grades 9-12, honors course teachers write the descriptions of their honors course and work with the administration and the CAO to ensure the level of rigor is satisfactory.

PD will be provided to AIG teachers for planning and researching resources and best practices.

Elkin City Schools expects AIG teachers, regular education teachers, AP and Honors teachers to plan, prepare, and implement differentiated instruction for all students. Gifted/advanced learners must be provided curriculum, instruction, materials, and resources.

*** Practice B**

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

PBL Cohort I - 18 teachers for 2018-2019. PBL Cohort 2 - 18 to 20 teachers for 2019-2020 - customized program to deepen teachers' PBL work to build capacity to create authentic learning opportunities for students, deepen their understanding and implementation of PBL pedagogical practices across all content areas, and emphasize cross-curricular planning practices.

Available learning environments include: Advanced Placement Courses, Cluster Grouping within the regular class and/or within teams, Distance Learning through NC School of Science and Math and NC Virtual Public School, Career and College Promise Courses, Grade Acceleration, Honors Classes, In-class flexible grouping, Resource pull-out class, Subject-area Grouping, Grade and/or Subject Advancement

Ways to modify content, process, and product include: Academic Enrichment, Advanced Content, Computer-based Instruction, Curriculum Compacting, Differentiated Units of Study, Independent Studies or Investigations, Learning Centers, Mentorships/Internships, Seminars, Socratic Questioning, Special Electives, STEM/STEAM Incorporation, Tiered Assignments

Ways to develop talents/interests include: Enrichment Centers, Extracurricular Art Classes, Independent Investigations, Internships, Multiple Intelligence Awareness, concept teaching, Kagan strategies, Socratic seminar

Special Programs include: Battle of the Books, Governor's School, Quiz Bowl, Robotics, Science Fair, Summer Ventures

*** Practice C**

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

AIG Teachers attend the NCAGT conference and share the research-based resources with staff..

Teachers will utilize the AIG Instructional Resources Project.

AIG teachers attend professional learning throughout the year.

ECS AIG Team works closely with teachers during PLCs to ensure implementation of differentiated instructional strategies, advanced curricula, and targeted interventions that promote both cognitive and emotional growth.

Teachers provide enrichment programs, individualized learning plans, and opportunities for independent study to challenge students intellectually while fostering critical thinking and creativity.

Scheduled weekly/monthly social-emotional learning with school counselors, offer AIG students the tools to navigate social dynamics, manage stress, and build resilience.

Small support groups offered with school counselors along with individual support are used to help address emotional and interpersonal needs.

By combining these resources, the district ensures that AIG students receive a well-rounded education that nurtures their intellectual potential while supporting their overall well-being.

*** 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.

The system-wide integration of project-based learning implements collaboration, critical thinking, creativity, and communication. Local AIG Plan, 2019-2022
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Students focus on developing seven durable skills from NC Portrait of a Graduate from K-12 with our district student of the month program. Students participate in monthly classroom activities based on these durable skills. At the end of the month, students are nominated by teachers and two students K-6, one student 7-8, and one student 9-12 are selected to be honored on social media and receive a gift from a local organization.

Students utilize the major clarity platform to explore interests, career pathways, colleges and more. Students also create resumes, participate in mock interviews, and develop a personal career development plan in 8th and 10th grade.

*** Practice E**

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

Teachers use data to compact curriculum and extend and accelerate content. Data includes but is not limited to Dibels, STAR, NC Check Ins, formative assessments, ACT, PSAT, EOGs, and EOCs. The data informs differentiation and small group instruction. Grade level and vertical PLCs use the data to inform instruction and student growth.

Teachers are encouraged to give pre-assessments for the purpose of knowing student readiness. Data derived from pre-tests allow teachers to plan for curriculum compacting, tiered assignments, and flexible grouping options.

NC Check-Ins are used in various content areas.

For courses without an NC Check-In, the district partners with CASE/TE21 to provide quarterly benchmarks for all other courses that have an EOG or EOC. K-12 IE/advisory times are built into the master schedules to provide enrichment, extension, and acceleration strategies.

Interest, learning style, career inventories are given in grades 6-12 to better understand the style of each learner.

*** Practice F**

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

The AIG Coordinator and team collaborates with teachers, specialists (EC, ML, Speech), counselors, administrators, and support staff. We work closely to identify the unique needs of students and design instructional strategies that meet these needs. Regular communication and planning meetings allow for the sharing of insights and resources, ensuring that curriculum is adapted to challenge students appropriately. This team helps provide targeted support in creating individualized learning plans, while counselors help address social-emotional needs that may affect learning.

The school-based administrator collaborates with the school guidance departments to make them aware and help address any social and emotional needs. He/she provides information to classroom teachers about what needs AIG students have as well as the persistent myths regarding AIG students.

K-12 IE/advisory times are built into the master schedules to provide enrichment, extension, and acceleration strategies.

K-8 monthly guidance lessons are taught to students using a variety of resources including Zones of Regulation, NC Portrait of a Graduate, and NC Character Education curriculums. 9-12 students focus on building Portrait of a Graduate skills during EHS time.

School Based Therapy is available for all students K-12.

The social and emotional needs of AIG students are addressed at PLC Team meetings which are composed of classroom teachers, teachers of EL and EC, and the guidance counselor. This opportunity gives all areas a chance to communicate and problem solve together for varied student populations.

An AIG Intervention Plan is written for AIG students who are struggling. A meeting is held between the administration, the student, parent, and teacher to discuss student needs and to provide a support plan.

*** Ideas for Strengthening the Standard**

Continue to offer professional development on the best ways to differentiate for gifted learners in the regular classroom.
Research and seek funding for more research-based supplemental resources.
Provide more opportunities for the AIG Coordinator/AIG Team members to collaborate with teachers in order to help develop a more differentiated curriculum and instruction.

Planned Sources of Evidence

- * Lessons that integrate project-based learning, tiered assignments, curriculum compacts, etc.
- * Class schedules that reflect flexible groupings, clusters, advanced placements, etc.
- * Programs and avenues targeted at developing talents and student interests
- * Formative and summative assessments (NC Check-ins, benchmarks, pre-tests, etc.)
- * Interest/learning style inventories
- * Collaborative planning opportunities via vertical planning, PLC Team meetings, grade level planning,
- * Differentiated Education Plans and subsequent documentation

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

Standard 4: Personnel and Professional Development

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Chief Academic Officer works with the AIG Team who are all AIG licensed to evaluate the effectiveness. This team focuses on reviewing and monitoring the practices of the program and giving guidance to the administration. This team serves as leaders for the district in developing professional development goals for staff.

The AIG coordinator attends regional and state meetings and shares information with various stakeholders.

The district ensures at least one AIG licensed teacher attends the NC Association of Gifted and Talented Conference.

*** 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.

The AIG team will leverage their expertise in creating and delivering specialized instruction, mentoring, and support services to all teachers. These specialists collaborate with classroom teachers to design challenging curricula and enrichment opportunities that stimulate higher-level thinking and creativity, while also ensuring that students' emotional and social well-being are prioritized through targeted interventions and support programs.

The AIG Team will ensure the implementation of the district's local AIG program and plan by providing professional development for staff in PLCs, helping to establish best practices for differentiating instruction, and contributing to the ongoing evaluation of the program's effectiveness.

The AIG Coordinator and AIG Team will share current professional articles regarding gifted learners quarterly for teachers to engage in and make connections between their teaching and the needs of gifted learners. The approach and topics will vary based on the differentiated needs of students at the elementary, middle, and high school.

AIG teachers and staff will collaborate with one another to create self-paced professional development for teachers. The PD options made available through a Canvas module will include exemplar lessons and tasks that address the academic, intellectual, social, and emotional needs of AIG students.

Teachers who attend the NC AIG Conference will bring back what they have learned and will share at a PD session.

The AIG coordinator and AIG Team will meet quarterly to share concerns, needs, experiences, etc. It will be a time of reflection and support for this team to take back what they have learned.

The AIG Coordinator and AIG Team will meet with the CAO to plan AIG PD.

*** 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.

ECS will offer professional development on the best ways to differentiate gifted students.

Beginning of the year staff meetings will include a review of the district AIG plan, with a specific interest placed on the following: IG vs AG identification, Identification, tools used, and twice-exceptional.

The administrator conducting PLCs will provide "booster shot" sessions at the beginning of the school year regarding differentiation for gifted students and will continue throughout the year at scheduled staff meetings.

Self-paced AIG PD will be developed by the AIG team and made available through the professional development link on the district website.

Teacher representatives will attend the NC Gifted Conference.

High School Administration will select high school AP teachers to attend a summer institute or workshop during the school year offered through the NC Advanced Placement Partnership.

Certified staff and principals will be surveyed each spring to determine the topics for professional development the following school year.

The district will identify AIG-certified teachers to represent the elementary, middle, and high schools to serve on the AIG Team. This team will meet regularly to ensure all components of the AIG plan are being followed.

Certified staff members who attend workshops that target gifted education will be utilized to share information with other staff members in a formal setting for professional development purposes. The administrator conducting PLCs and AIG Team will provide "booster shot" sessions at the beginning of the school year regarding differentiation for gifted students and will continue throughout the year at scheduled staff meetings.

The AIG Team will collaborate with classroom teachers to provide resources for use for enrichment.

Cohorts of teachers will participate in project-based learning PD to dive deeper into differentiation options for students in an authentic manner.

*** 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.

The Chief Academic Officer and school-based administrator ensure that identified gifted students in grades K-12 are placed in regular education classrooms with teachers who are AIG-licensed general education teachers. When a grade level does not include an AIG licensed general education teacher, the teacher will work on meeting the local requirements of a Regional AIG Certification through the NWRESA.

Teachers who attain their AIG certification or endorsement are recognized for their hard work and dedication at the local Board of Education meeting. The district will ensure an AIG-licensed or endorsed teacher in each grade span in order for AIG services to be provided.

The district will maintain a spreadsheet of certified or endorsed AIG teachers.

The district will provide AIG requirements for obtaining an AIG license or endorsement.

When a new student enrolls, the administrator/designee reviews their enrollment packet to identify if they have previously been identified as AIG. All test data and other records are reviewed to accurately place the student with a teacher.

*** Practice E**

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

ECS has established partnerships with ASU and NWRESA that offer AIG licensure programs.

Our district participates in job fairs that focus on diversity, and outreach to underrepresented groups in education with surrounding universities.

Additionally, the district consistently offers professional development opportunities to help AIG professionals thrive in their roles. AIG teachers attend the annual NCAGT conference each year. Certified teachers are given the opportunity to attend PD outside of the district to support best practices and state/national standards. The AIG Team has created self-paced professional development around best practices for gifted learners such as differentiating, critical thinking, creative thinking, etc.

Retention is further supported by fostering a culture of collaboration, The AIG Team collaborates with grade level PLCs to integrate best practices for gifted/advanced learners.

The AIG Coordinator collaborates with AIG Coordinators from across the region throughout the year.

*** Practice F**

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

The mandatory staff development and early release days are embedded within the district calendar will be used to provide PD sessions for staff around the best practices for teaching AIG students. A curriculum and instruction professional learning day is scheduled each year and offers learning to support gifted education.

The administrator at each school will collaborate with teachers of gifted students during PLCs as data is analyzed and teachers plan lessons for the classroom. AIG teachers and staff will collaborate with one another to create self-paced professional development for teachers. The PD options made available through a Canvas module will include exemplar lessons to help teachers differentiate in the classroom.

Teachers and/or AIG Coordinator will attend the NC AIG Conference and will bring back what they have learned and will share at a PD session.

*** 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 Coordinator and Team will consider how to best align goals, initiatives, and practices.

Teachers who attend the NC AIG Conference will bring back what they have learned and will share at a PD session.

Monthly AIG Team PLCs will be held to discuss best practices for meeting the needs of all students. Quarterly AIG advisory meetings are held with community stakeholders and families to integrate AIG.

*** Ideas for Strengthening the Standard**

Continue to seek and acquire financial assistance and opportunities to support those teachers who desire AIG certification.

Seek and acquire financial assistance for quality professional development from outside sources to better train teachers to differentiate for gifted learners.

Purposefully schedule professional development aimed at meeting the needs of our gifted students.

Planned Sources of Evidence

* Completed local AIG program and plan

* Professional development opportunities regarding best practices for meeting the needs of AIG students

* Attendance by appropriate individuals at various institutes, workshops, and conferences

* Staff and administrative surveys

* Appropriate placement of identified gifted students with AIG certified staff

Documents

Document Template

N/A

Document/Link

AIG Standard 4 Additional Resources

Standard 5: Partnerships

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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.

The Chief Academic Officer, AIG Coordinator and AIG Team will establish consistent and open lines of communication, creating opportunities for active involvement, and fostering a collaborative approach to support student success. This includes regular meetings such as scheduled parent/teacher conferences.

An AIG Advisory group will meet quarterly. This group will consist of parents, students, teachers, and administration. The team will offer opportunities, such as guest speakers and learning to further empower families to better understand gifted education strategies and how to support their child's development at home. This group will serve as a voice for the stakeholders in the district.

The CAO, AIG Coordinator, and AIG Team will conduct an annual AIG Survey in January. The survey is designed and targeted to each of the stakeholder groups in order to ensure annual evaluation, satisfaction levels, and provide an opportunity for comments/suggestions. The surveys will be distributed to administrators, district leadership, general education teachers, AIG parents, AIG students, and AIG teachers. The survey will also be available in the native language, as appropriate. The AIG Advisory Team will use the survey results to drive improvement of the AIG program.

The district will cultivate a newly created partnership with Surry Community College, Surry County Extension Services, and the Surry Health & Nutrition Center to provide summer enrichment camps located at the community college and our high school. The primary age group/target group ranges from 8-to 18. Transportation is provided for students attending local summer programs.

The high school counselor and college advisor provides various parent nights for course selection, college process, financial aid support and one-on-one parent/student sessions.

The AIG Team will establish regular, open channels for communication using monthly newsletters, parent-teacher conferences, and digital platforms, where both educators and families can share insights on the child's progress and needs.

Parents participate in the development of individualized learning plans, ensuring that goals align with both school-based and home-based expectations.

*** 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.

<p>Partnerships with Collegeboard AP courses, Surrey Community College, CCP courses and Surry Yadkin Works internships are offered to highschool students.</p> <p>The Elkin Academic Enrichment Foundation (EAEF) was founded by parents and community leaders to support academic projects within the school district. Teachers have the opportunity to apply for grants to receive materials and resources to support their classroom initiatives.</p> <p>Elkin Middle and High School partners with Surry Community College (SCC) to ensure students are aware of future learning and career paths relevant to our community.</p> <p>Elkin High School partners with SCC to offer Career and College Promise courses for qualified high school juniors and seniors.</p> <p>The local Rotary Club sponsors our high school Interact Club, introducing students to the Rotarian Service Above Self Mission Statement and opportunities for community and business involvement.</p> <p>Our Career Development Coordinator organizes trips to local businesses and seeks partnerships to provide middle school students with job-shadowing opportunities, and high school students with meaningful internships.</p> <p>Our school district partners with the University of North Carolina Chapel Hill to secure a CCAC College Advisor who works weekly with our seniors on future college application process and financial aid. This is provided through a grant funded by The Surry County Armfield Foundation and Americorp.</p> <p>The Foothills Arts Council provides after-school and summer art classes for interested students.</p>
<p>* 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.</p> <p>The Chief Academic Officer will ensure an AIG Advisory Team is created, implemented, and sustained with fidelity. The team will include parents from various grade spans and ethnic groups.</p> <p>The AIG Advisory Team is organized to ensure that parents, school staff, and community professionals come together to promote a shared decision-making process to plan and implement educational programs for gifted learners and their families. The advisory group will meet bi-annually with the AIG Department to discuss issues in gifted education, the needs of gifted learners, and questions/concerns regarding the AIG local plan. This team will assist in developing, revising and monitoring of our AIG plan. The major focus of this organization is discussing system-wide issues as opposed to individual concerns.</p>
<p>* Practice D Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>

The AIG plan is available on the district website as well as the individual schools' websites. The website is updated with the most current AIG information including contacts, mission statement, definition, goals, screening, identification, placement, procedures, program options, agenda of AIG activities, events, and calendar.

Current ECS demographics only require translations in Spanish and Vietnamese.

A brochure is provided for families outlining the programs and service options. The AIG brochure and all AIG forms are available in Spanish and Vietnamese.

All AIG correspondence to parents is translated by our full-time Parent Liaison/Interpreter as needed. This person also makes phone calls in the parents' native language. The Chief Academic Officer and school-based administration will have AIG information available at Family Literacy Nights annually.

Present AIG information to the Board of Education and principal team meetings.

The AIG Team will continue to use the local newspaper, the website, and the district marquee to share good news and student accomplishments of AIG students.

We will continue the process of sending letters to parents of students referred for testing to explain criteria, identification, and results of testing.

Ensure the timeline indicated in the DEP is followed with integrity and meetings are scheduled at the appropriate times so that parent meetings to review the DEP run smoothly.

All AIG correspondence to parents is translated by our full-time Parent Liaison/Interpreter as needed. This staff member also makes phone calls in the parents' native language.

The Chief Academic Officer and AIG Coordinator will have AIG information available at Family Literacy Nights.

*** Ideas for Strengthening the Standard**

Support the work of the AIG Parent Advisory Group in developing extra-curricular and possible summer enrichment opportunities for gifted learners.

Seek further partnerships with Institutes of Higher Education for professional development and student enrichment support.

Maintain quality and accurate publications in order to disseminate information regarding our local AIG plan to various stakeholders.

Planned Sources of Evidence

* Notes from AIG Advisory Group meetings AIG plan on the district website

* Copies of parent letters

* AIG brochures in English and Spanish Rosters of students enrolled in Career and College Promise courses	
* Rosters of students enrolled in Career and College Promise courses, Internships and Shadowing	
* Website, Social media and other forms of media	
* Attendance to community events and communication records with all stakeholders, such as IHE and civic organizations	

Documents

Document/Link

Document Template

AIG Standard 5 Additional Resources

N/A

Type

Standard 6: Program Accountability

Elkin City Schools (861) 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.

The AIG Plan for Elkin City Schools is written every three years with input from teachers, administration, parents, and students.

The Chief Academic Officer or AIG Coordinator attends Regional and State AIG Meetings to attain any necessary information/materials for writing a new plan and immediate updates.

The Chief Academic Officer, school based administration, AIG certified teachers, other staff, advisory team, and AIG Families are invited to read, and disseminate information from the district AIG plan and webpage.

A needs assessment meeting is organized and facilitated. The Needs Assessment Team, consisting of a broad spectrum of district stakeholders, reflects on what is going well, what needs attention, and how changes can be implemented.

A survey is shared with Elkin Faculty and families that includes the ECS AIG Plan.

The AIG Advisory Team reviews parent, teacher, and student electronic survey data to discuss the strengths and weaknesses of the program and set goals for the upcoming year and/or planning cycle.

The information from the electronic surveys, needs assessment team and advisory team is compiled and shared with all stakeholders.

The plan is revised based on NCDPI and district stakeholder responses. The plan is shared with all stakeholders providing further opportunities for edits. The AIG team then consolidates and finalizes the plan. The plan is presented to the Board of Education and posted on the district website.

The plan is shared with SBE/DPI for review and comment.

District and school-based administration monitor EVAAS, EOG, EOC, and Pre-ACT/ACT data to review the growth of the AIG population and ensure effectiveness and fidelity of the AIG Plan.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG Coordinator leads AIG Advisory meetings to review standards and practices that the local AIG team must focus on throughout the school year.

The Chief Academic Officer and AIG Coordinator will review progress of practices in monthly Core Team meetings with administration and directors and collaborates with them on how to improve in any area.

The Chief Academic Officer and AIG Coordinator completes all state reports and shares with district leadership.

*** 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.

Ensuring that funding is allocated to key areas such as professional development, enrichment programs, instructional materials, and student support services. The budget is developed in collaboration with AIG coordinators, school leadership, and relevant stakeholders to ensure that it addresses the academic, intellectual, and social-emotional needs of gifted students.

Once the budget is established, the district monitors its implementation through regular reviews and evaluations to ensure alignment with the AIG Plan. This includes tracking expenditures, assessing the effectiveness of funded programs, and adjusting the budget as needed to ensure that resources are being used effectively to support the goals of the AIG program.

The AIG budget for ECS is less than 5% of ADM as provided by the state and is used for salary and benefits for AIG certified staff meetings. The Chief Academic Officer collaborates with the Finance Director to seek other funding sources to support gifted programming, resources,

*** 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.

MClass data is used to analyze student growth, K-3.

NC Check In and EOG data at the elementary and middle school is gathered and documented to record growth of AIG students, as well as to screen for potential AIG candidates.

EOC data is gathered and documented to record AIG students' growth.

Pre-ACT and ACT Data is disaggregated and disseminated to English and Math teachers for the planning of instruction.

Pre-ACT and ACT data is used by the guidance department to advise students about course selection and for eligibility of Career and College Promise courses.

Copies of M Class, EOG, EOC, Pre-ACT, ACT, AP scores are kept in the student's AIG file.

AP course enrollment and scores are collected and analyzed by administration and the school-based testing coordinator, who also serves as the AP coordinator.

The AIG team and MTSS teams regularly collect and analyze student performance, demographic, and program participation data to identify patterns and gaps in the AIG program. This data helps the district and schools assess how well the program is meeting the needs of all gifted students, particularly those from

<p>underrepresented or disadvantaged groups. The district and school MTSS teams can make informed decisions about refining policies, adjusting practices, and providing targeted support to ensure equitable opportunities for all students. Additionally, this data-driven insight helps shift mindsets toward an inclusive approach, emphasizing the importance of identifying and nurturing gifted potential in every student, regardless of background.</p>
<p>* 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.</p> <p>The Chief Academic Officer and AIG Coordinator collaborates with administration and the guidance departments, as well as EL, EC, and Title I departments, to follow the progress of identified students and to monitor for potential AIG growth in students.</p> <p>AIG students are documented by the Chief Academic Officer and AIG Coordinator and records are maintained of students in underrepresented populations that are referred and identified which include...</p> <p>Guidance Counselors at the high school work with our underrepresented population(s) to encourage enrollment in the College and Career Promise courses.</p>
<p>* 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.</p> <p>The Human Resource Director is able to extract the data that identifies a teacher's current certifications on their teaching license.</p> <p>The Chief Academic Officer works with the Human Resources Director to identify and document teachers who complete professional development for local or regional AIG endorsements.</p> <p>The specifications of the NWRESA Memorandum of Understanding (MOU) is shared with interested teachers in order to define the difference between a regional endorsement and state certification.</p>
<p>* 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.</p> <p>Surveys are disseminated to gather feedback from stakeholder groups. The feedback data is reviewed and evaluated by the AIG Advisory Group, district leaders, and schoolbased administration.</p> <p>AIG teachers, counselors, and administration are available at open house nights and orientation sessions to provide opportunities for students and their parent(s) to discuss program standards and expectations in an informal setting.</p> <p>Informal feedback is gathered through daily interactions, parent/teacher conferences, and AIG Advisory Team meetings to gauge the quality and effectiveness of the program.</p>

*** Practice H**

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

All formal data collected through surveys and meetings is shared with administration and school-based teams.

The district shares AIG program evaluations with parents/guardians and the community through the district website and social media, highlighting key findings, successes, and areas for improvement.

The AIG Team will host parent meetings to discuss the results, gather feedback, and engage in dialogue about future program enhancements.

NCDPI comments for the Local AIG Plans are shared with all school stakeholders. This feedback is also shared at a local Board of Education meeting in a public forum. Hard copies are available upon request.

The local AIG Plan will be available on the district webpage and linked to each school's webpage.

*** 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.

Disseminates all data from an evaluation of the local AIG program to the public.

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Process	Procedure
Informed consent for identification	* The school-based administrator and/or AIG Coordinator sends parental notification of screening using the Cognitive Abilities Test and requires parental consent to test. Parents are notified of testing results.

<p>Informed consent for placement</p>	<p>* The AIG Coordinator works with AIG Team and classroom teachers to send parental notification of identification and placement. The administrator and classroom teacher meets with parents to discuss the child's differentiated education plan and service options. Parents are notified of their due process rights in writing upon initial placement into the AIG program and at each DEP/IDEP meeting. Parents' Due Process Procedures Regarding Academically or Intellectually Gifted Identification and Services are developed from the ECS AIG Plan</p> <p>This information is clear, concise and shared through multiple channels, such as the district website and direct communication from AIG coordinator and teachers. Parents are provided ample time to review the placement process, ask questions, and provide their consent in writing.</p> <p>Additionally, the district ensures that all forms and instructions are available in multiple languages (Spanish and Vietnamese) and accessible formats to accommodate diverse family needs.</p>
<p>Transfer procedures</p>	<p>* The school-based administrator monitors cumulative records and data for students who transfer into the LEA who are already identified as AIG to ensure that local criteria are met. If local criteria are not met, parental consent is requested to administer the Cognitive Abilities Test if current aptitude or IQ test scores are not available.</p>
<p>Reassessment procedures</p>	<p>* After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals. Screeners are administered in September and April each year beginning in the second grade.</p> <p>The AIG coordinator, AIG team, and Chief Academic Officer collaborate to review aptitude scores of all students in second grade and EOG scores of all students in grades 3-8 to screen for those students who are not yet identified but have performed well. A screener/talent pool is created based on this monitoring and/or if a student receives a 85% on the CogAT universal screener.</p> <p>If a student scores a Level 5 on an End of Grade test, they will be referred to take the Cognitive Abilities Test if not already identified as AIG.</p> <p>In grades 9-12, the referral process is based on teacher recommendations.</p> <p>The AIG coordinator and AIG Team collaborates with teachers in EC, Title I, EL to recognize students who have the potential to succeed, but who have not yet been identified. Those students are placed on a list of students to consistently monitor.</p>

Procedures to resolve disagreement

*

Should a parent have a concern or a complaint about identification, placement, service delivery, or other AIG areas which cannot be resolved through normal means, such as a conference with the administration and classroom teacher, a procedure is in place for trying to settle the conflict. The following steps should be employed in working to resolve the difficulty with each succeeding step to be pursued if the preceding one does not relieve the conflict.

1) The parent or guardian requests a conference with the AIG Coordinator to discuss the problem or Local AIG Plan, concern. The AIG Coordinator will grant the conference within five days of the request. Prior to the conference, the committee will review the student's record, including referral, identification and placement (if the student has been identified). The committee may gather additional information about the student as needed.

2) The parent or guardian makes a written request for a conference with the principal. This request must be made within thirty days of the conference with the AIG Committee. The principal will grant the conference within five school business days of the request and will respond in writing within five business school days following the conference.

3) If the grievance is still unresolved, the next step is an appeal to the superintendent. This appeal must be made within five school days after receiving the response from the principal. The superintendent will review the grievance within five school days of receipt of the appeal and will respond in writing within ten days to the parent/guardian and principal.

4) An appeal to the Elkin City Board of Education may be filed within ten school days following the response from the superintendent. The Board of Education will offer a final written decision within thirty days.

5) Should a parent wish to petition the administrative law judge for a contested case hearing, the State Level Grievance Procedure is as follows:

a) The parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to 1) whether the LEA improperly failed to identify the child as academically and/or intellectually gifted, or 2) whether the local plan has been implemented appropriately in regard to the child.

b) Following a 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 becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*** Ideas for Strengthening the Standard**

With changes in district leadership, continue to ensure there is an active AIG Advisory that meets on a regular basis committed to the implementation of the Local AIG Plan

Continue to partner with NWRESA on local AIG endorsement. This is not only valuable training, but assists us locally as teachers transfer among local PSUs.

Lead the AIG Advisory in a PLC model - disaggregating both implementation data (AIG Plan) and Student Outcome Data (AIG Students)

Approach the AIG Plan much like school improvement planning - identify the primary goals & indicators each year the advisory team is focused on achieving with data to support

Planned Sources of Evidence

* Agendas & Notes from Regional & State AIG Meetings	
* Needs Assessment Data	
* Stakeholder Survey Feedback (Parents/Students/Teachers/Community Partners)	
* Agendas/Minutes from AIG Advisory Meeting	
* AIG Plan Comments from NCDPI	
* Links to Webpages	
* AP course rosters & student scores	
* District AIG subgroup data (EOG/EOC) - Year-to-Year growth & proficiency	

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		ECS AIG Plan 2025-2028 - Presentation to BOE May 19 2025

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/19/2025 

AIG Related Documents

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template  ECS BoE AIG Plan Approval May 19 2025
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
AIG Standard 2 Additional Resources	N/A
AIG Standard 3 Additional Resources	N/A
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A
	ECS AIG Plan 2025-2028 - Presentation to BOE May 19 2025 

Glossary

Elkin City Schools (861) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition