

Overview: Mission/Vision Statement and Funding

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Gates County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

\* Mission and/or Vision Statement(s)

Mission Statement: Gates County Schools will work collaboratively with all stakeholders to provide a nurturing, educational environment that empowers students to be college and career ready through the utilization

of technology and 21st century skills. The Gates County Schools community is committed to inspiring all students to reach their maximum potential in becoming productive citizens.

Vision Statement: As a result of equitable screening, identification, and collaboration of all stakeholders, Gates County Schools Academically or Intellectually Gifted Program will provide challenging, stimulating, and innovative opportunities for advanced students inside and outside of the regular classroom setting. Students will gain valuable 21st century learning skills that will enable them to compete with other students from across the nation as well as become leaders both in their schools and communities.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 85,488.00	* \$ 0.00	* \$ 0.00	* \$ 5,000.00

Standard 1: Student Identification

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

The goal of the LEA (Local Education Agency - Gates County Schools) AIG (Academically or Intellectually Gifted) program is to identify gifted students and serve them by providing access, exposure, and opportunities for our higher-level thinkers.

The LEA may use traditional and non-traditional tools in order to identify students for the local AIG program. The following tools may be used during the screening process:

- Aptitude testing, such as the CogAT (Cognitive Abilities Test)
- Achievement testing, such as state standardized testing (NC End of Grade and End of Course testing)

Aptitude testing occurs annually at the 3rd grade and 6th grade levels, for all new enrollments in grades 4 through 8, and for any students in grades 9-12 who opt-in. Referrals for aptitude testing can be made by students, parents/guardians, or staff. The referral process is open all year, however, students may only be tested during the annual window. Achievement testing and state standardized scores are analyzed once a year at the 3rd-11th grade levels.

In order to identify students for the local AIG program, the LEA may use the following tools during the referral process:

- Student portfolios, which include historical testing data, teacher letters of support, and student work samples
- Student observation forms and checklists

Referrals to the portfolio process can be made by students, parents/guardians, and staff. The referral process is open all year.

**\* Practice B**

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

According to the GCS (Gates County Schools) Entrance Criteria for AIG Identification and Placement document, each pathway to identification consists of a different combination of qualitative (qualities; characteristics) and quantitative (numerical) data. These pathways provide multiple opportunities for students at all grade levels to be identified. All eligibility criteria are reviewed annually for potential candidates. All criteria for identification are established based on local student achievement data and demographics.

**Identification Pathways for Grades K-2**

Before identification can occur, it is required that the K-2 student must score = 98% on a standardized IQ test. It is the responsibility of the parent/guardian to have this testing administered by a licensed psychologist. These criteria are in correlation with North Carolina's Early Entrance to Kindergarten requirements.

Pathway 1: Academically Gifted in Reading (AR)

- Standardized Reading achievement test score < 98%

Pathway 2: Academically Gifted in Math (AM)

- Standardized Math achievement test score < 98%

Pathway 3: Academically Gifted (AG).

- Standardized Reading AND Math achievement test score < 98%

Pathway 4: Intellectually Gifted (IG).

- Aptitude test score < 98%

Pathway 5: Academically and Intellectually Gifted (AIG).

- Aptitude test score < 98% AND Standardized Reading and/or Math achievement test score < 98%

**Identification Pathways for Grades 3-8**

Pathway 1: Academically Gifted in Reading (AR).

- Reading EOG score < 90% OR Approved portfolio submission

Pathway 2: Academically Gifted in Math (AM).

- Math EOG score < 90% OR Approved portfolio submission

Pathway 3: Academically Gifted (AG).

- Reading and Math EOG score < 90% OR Approved portfolio submission

Pathway 4: Intellectually Gifted (IG).

- CogAT score < 90% (any battery)

Pathway 5: Academically and Intellectually Gifted (AIG).

- CogAT score < 90% AND Reading and/or Math EOG < 90%

*Important Notes Regarding Identification in Grades 3-8*

- Reading and Math EOG scores are reviewed annually for students in grades 3-8.
- A CogAT screening is held annually for students in grade 3.
- A CogAT screening is held annually for students in grade 6, and all new enrollments who opt-in.
- Parent, teacher, and student requests for testing and portfolio consideration in grades 3-8 are honored.
- In order to participate in the portfolio process, a student must be enrolled in grade 3 or higher. There are different policies and procedures for students in grades K-2.
- A student must participate in at least one CogAT screening (or similar testing administration) in order to be referred to the portfolio process.

### **Identification Pathways for Grades 9-12**

#### Pathway 1: Academically Gifted in Reading (AR)

- Standardized Reading achievement test score < 90% OR Approved portfolio submission

#### Pathway 2: Academically Gifted in Math (AM)

- Standardized Math achievement test score < 90% OR Approved portfolio submission

#### Pathway 3: Academically Gifted (AG)

- Standardized Reading and Math achievement score < 90% OR Approved portfolio submission

#### Pathway 4: Intellectually Gifted (IG)

- CogAT score < 90% (any battery)

#### Pathway 5: Academically and Intellectually Gifted (AIG)

- CogAT score < 90% AND Standardized Reading and/or Math achievement test score < 90%

### *Important Notes Regarding Identification in Grades 9-12*

- Reading and Math EOC scores are reviewed annually for students in grades 9-12.
- Parent, teacher, and student requests for testing and portfolio consideration in grades 9-12 are honored. Even though formal CogAt screenings are not held at the high school, students may request testing.
- A student must participate in at least one CogAT screening (or similar testing administration) in order to be referred to the portfolio process.

### **Talent Development Programming**

All students in grades K-12 will be served accordingly through the local Talent Development Program until they are potentially identified. There is a process for intentional screening and follow up with students who have participated in the district's Talent Development Program, including purposeful monitoring of EOG scores and CogAT screening at the 3rd and 6th grade levels.

### Criteria for Grades K-2 Talent Development Program

While all students are eligible for the K-2 Talent Development Program, additional considerations will be determined through a review of the following data and/or artifacts:

- Reading and/or Math achievement test scores
- Aptitude test scores
- Reading and/or Math performance task work samples
- Observable student behavior/student interest forms and checklists
- Student work samples
- Teacher/staff recommendation

### Criteria for Grades 3-8 Talent Development Program

Students must meet at least one of the following criteria:

- Reading EOG score 85-89%
- Math EOG score 85-89%
- CogAT score 85-89% (any battery)

Criteria for Grades 9-12 Talent Development Program

Students must meet at least one of the following criteria:

- Standardized Reading achievement test score 85-89%
- Standardized Math achievement test score 85-89%
- CogAT score 85-89% (any battery)

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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	* Standardized Reading achievement test score < 98%	* Standardized Math achievement test score < 98%	* Standardized Reading AND Math achievement test score < 98%	* Aptitude test score < 98%	* Aptitude test score < 98% AND Standardized Reading and/or Math achievement test score < 98%



3-5	* Reading EOG score < 90% OR Approved portfolio submission	* Math EOG score < 90% OR Approved portfolio submission	* Reading and Math EOG score < 90% OR Approved portfolio submission	* CogAT score < 90% (any battery)	* CogAT score < 90% AND Reading and/or Math EOG = 90%
6-8	* Reading EOG score < 90% OR Approved portfolio submission	* Math EOG score < 90% OR Approved portfolio submission	* Reading and Math EOG score < 90% OR Approved portfolio submission	* CogAT score < 90% (any battery)	* CogAT score < 90% AND Reading and/or Math EOG < 90%
9-12	* Standardized Reading achievement test score < 90% OR Approved portfolio submission	* Standardized Math achievement test score < 90% OR Approved portfolio submission	* Standardized Reading and Math achievement score < 90% OR Approved portfolio submission	* CogAT score < 90% (any battery)	* CogAT score < 90% AND Standardized Reading and/or Math achievement test score < 90%

**\* Practice C**

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

The LEA's District Lead AIG Teacher analyzes local sub-group data annually for underrepresentation and the potential need to enhance equitable screening, referral, and identification procedures.

The multiple pathways for identification allow equitable access for our locally underrepresented populations (Asian, Black, Hispanic, Multiracial, Native American/Alaskan Native, Pacific Islander, IG, AIG, highly gifted, and twice exceptional). The measurements within each pathway are reviewed by multiple stakeholders and found to be

appropriate to our local demographics. If needed, the following non-traditional measures are used to gain additional information and to respond to under-represented gifted populations:

- Student portfolios (per student, parent/guardian, staff referral), which include historical testing data, teacher letters of support, and student work samples
- Student observation forms and checklists

The AIG District Lead Teacher maintains communication with classroom teachers, EC (Exceptional Children) teachers, EL (English Learners) teachers, school social workers, school counselors, school psychologists, and those in other specialty areas to address the ongoing needs of our underrepresented gifted populations.

Professional development is presented annually to all staff to increase understanding of giftedness and to address misconceptions of various subgroups, including our underrepresented gifted populations.

**\* Practice D**

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

All identification criteria and documentation are consistent at the elementary school level. Identification and documentation are modified at the middle and high school level to accommodate the different services provided at the school itself.

The AIG District Lead Teacher develops the screening plan and facilitates its administration within each school. Consistent testing instruments, plans, training, and documents are used for all screenings, as well as for any additional testing needed to gather information for identification.

**\* Practice E**

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

The AIG District Lead Teacher communicates information regarding the screening, referral, and identification processes to parents/guardians, students, and the community in a variety of ways. Information is presented as

requested at monthly Board of Education and Advisory Board meetings. Open interest meetings and one-on-one conferences are held twice a year for parents/guardians, students, and community members to discuss referral and identification processes. The GCS Entrance Criteria for AIG Identification and Placement document and the GCS Academically or Intellectually Gifted Program: A Parent Guide are distributed at the request of the stakeholder at all meetings, as well as on the county AIG website. Emails and other electronic messages, letters, and phone calls with current information about the screening and identification procedures are sent out, as warranted.

If the need arises, there will be an interpreter provided during EL parent meetings and/or gatherings to distribute materials regarding AIG in the students' native language. All written materials will be translated into students' native language.

In addition to the methods listed above, The AIG District Lead Teacher communicates this information to school personnel as requested at monthly PLC (Professional Learning Communities), grade-level, staff, principal, Board of Education meetings, professional development, and test training.

**\* Practice F**

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

The AIG District Lead Teacher gathers, analyzes, and maintains hard and soft copies of all documentation/evidence to support each step of the identification process including:

- Annual CogAT screening results for grades 3 and 6, as well as for new enrollments
- Achievement test scores
- Student, parent/guardian, and staff referrals
- Student portfolio data including historical testing data, teacher letters of support, and student work samples
- Talent development records
- DEPs (Differentiated Education Plans)

- Any additional information collected to support identification (additional test scores, observation forms, checklists, etc.)





All documentation is kept in student records and/or PowerSchool and is reviewed with students and parents/guardians a minimum of once a year. Parents/guardians are invited to conference with the AIG District Lead teacher to review identification and service options. Conferences may take place in person, over the phone, or through a digital platform.

**\* Ideas for Strengthening the Standard**

- Organize leadership and a service schedule for Talent Development Program (especially K-2)
- Develop referral and/or identification documents for Talent Development Program at all grade levels
- Establish documents for atypical standardized evidence such as behavior checklists, interviews, observation tools, etc.
- Document local sub-group data analysis to track underrepresentation
- Create a documented partnership with EC and EL teachers, school social workers, school counselors, school psychologists, and those in other specialty areas to provide additional opportunities for underrepresented populations to show their strengths
- Update professional development on expanding understanding of giftedness and address misperceptions of various subgroups
- Update Local AIG Program Brochure
- Organize interest meetings for stakeholders (beginning and end of the year)
- Update Advisory Board and maintain routine meetings
- Update the AIG brochure including an extra-curricular resource guide, acceleration guide, quick guide, and FAQ section

**Planned Sources of Evidence**

- \* Gates County Schools Entrance Criteria for AIG Identification and Placement document North Carolina's Early Entrance to Kindergarten requirements District AIG Screening plan
- \* GCS Academically or Intellectually Gifted Program: A Parent Guide Head counts and AIG sub-group data Student, parent/guardian, and staff referrals
- \* Student portfolio data including historical testing data, teacher letters of support, and student work samples Talent development records
- \* Any additional information collected to support identification (additional test scores, observation forms, checklists, etc.)
- \* Emails, letters, electronic messages, documentation of all-calls, GCS AIG website Professional development documentation and artifacts Meeting agendas and minutes DEPs

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#">GCS Entrance Criteria for AIG ID and Placement (K-12)</a>.</li> <li> <a href="#">GCS AIG Portfolio Process FAQ</a></li> <li> <a href="#">NC State Board Policy and Standards for Early Admission to Kindergarten</a></li> <li> <a href="#">GCS Academically or Intellectually Parent Guide</a></li> </ul>



Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

The LEA (Gates County Schools) delivers a variety of services to meet the academic and intellectual needs of gifted students across the K-12 band.

**Services for Grades K-5**

The AIG (Academically or Intellectually Gifted) District Lead Teacher offers direct pull-out services to all identified K-5 students for approximately 45 minutes a week. These pull-out services include lessons from professionally published AIG curriculum, STEM (Science, Technology, Engineering, and Mathematics) activities, Problem and/or Project Based Learning and other engaging and enriching activities. These services encourage critical and creative thinking, collaboration, communication, leadership, and problem solving.

All identified students in grades K-5 receive differentiation within the regular classroom (provided by the regular education teacher) in order to provide engaging experiences and meet their advanced needs. Social-emotional learning opportunities are also provided to all identified students in K-5 by the school level guidance counselor, school social worker, and/or AIG District Lead Teacher as well. Supporters such as the AIG District Lead Teacher,

regular education teachers, and other staff members sponsor a variety of clubs, competitions, and field trips open to the AIG population. In addition, all AIG students are eligible for additional services aligned to their specific area of identification, which are listed below:

Academically Gifted in Reading (AR), Math (AM), or both (AG):

- Cluster grouping and/or curriculum compacting with the acceleration provided by the Math and/or ELA regular education teacher
- Literacy-based services (reading buddies, literature circles, guided reading, Accelerated Reader, sight word challenges) provided by the regular classroom teacher
- Intervention and enrichment blocks aligned to Math and/or ELA, provided by the regular classroom teacher and/or the AIG District Lead Teacher

Intellectually Gifted (IG):

- Interest-based learning stations and enrichment blocks provided by the regular classroom teacher and/or the AIG District Lead Teacher

Academically and Intellectually Gifted (AIG):

- Cluster grouping and/or curriculum compacting with the acceleration provided by the Math and/or ELA regular education teacher
- Literacy-based services (reading buddies, literature circles, guided reading, Accelerated Reader, sight word challenges) provided by the regular classroom teacher
- Intervention and enrichment blocks aligned to Math and/or ELA, provided by the regular classroom teacher and/or the AIG District Lead Teacher
- Interest-based learning stations and enrichment blocks provided by the regular classroom teacher and/or the AIG District Lead Teacher

**Services for Grades 6-8**



The AIG District Lead Teacher offers direct pull-out services to all identified 6-8 students. These pull-out services include lessons from professionally published AIG curriculum, STEM (Science, Technology, Engineering, and Mathematics) activities, Problem and/or Project Based Learning, Socratic seminars, independent studies, and other engaging and enriching activities. These services encourage critical and creative thinking, collaboration, communication, leadership, and problem solving.

All identified students in grades 6-8 receive differentiation within the regular classroom (provided by the regular education teacher) in order to provide engaging experiences and meet their advanced needs. Social-emotional learning opportunities are also provided to all identified students in 6-8 by the school level guidance counselor, school social worker, and/or AIG District Lead Teacher. Supporters such as the AIG District Lead Teacher, regular education teachers, and other staff members sponsor a variety of clubs, competitions, and field trips open to the AIG population. In addition, all AIG students are eligible for additional services aligned to their specific area of identification, which are listed below:

Academically Gifted in Reading (AR), Math (AM), or both (AG):

- Acceleration opportunities provided by the Math and/or ELA regular education teacher including Honors classes, subject placement above grade level, cluster grouping, and/or curriculum compacting
- Dual enrollment opportunities provided by the LEA in partnership with North Carolina Virtual Public School
- Literacy-based services (literature circles, book clubs) provided by the regular classroom teacher
- Intervention and enrichment blocks aligned to Math and/or ELA, provided by the regular classroom teacher and/or the AIG District Lead Teacher

Intellectually Gifted (IG):

- Interest-based learning stations and enrichment blocks provided by the regular classroom teacher and/or the AIG District Lead Teacher

Academically and Intellectually Gifted (AIG):

- Acceleration opportunities provided by the Math and/or ELA regular education teacher including Honors classes, subject placement above grade level, cluster grouping, and/or curriculum compacting

- Dual enrollment opportunities provided by the LEA in partnership with North Carolina Virtual Public School
- Literacy-based services (literature circles, book clubs) provided by the regular classroom teacher
- Intervention and enrichment blocks aligned to Math and/or ELA, provided by the regular classroom teacher and/or the AIG District Lead Teacher
- Interest-based learning stations and enrichment blocks provided by the regular classroom teacher and/or the AIG District Lead Teacher

**Services for Grades 9-12**

All identified students in grades 9-12 are eligible for monthly academic counseling services provided by the AIG District Lead Teacher. These services include future ready skills, college and career prep skills, academic opportunities, Social-emotional learning opportunities, and more.

All identified students in grades 9-12 receive differentiation within the regular classroom (provided by the regular education teacher) in order to provide engaging experiences and meet their advanced needs. Social-emotional learning opportunities are also provided to all identified students in grades 9-12 by the school level guidance counselor and/or school social worker. Supporters such as the AIG District Lead Teacher, regular education teachers, and other staff members sponsor a variety of clubs, competitions, and field trips open to the AIG population. In addition, all AIG students are eligible for additional services aligned to their specific area of identification, which are listed below:

Academically Gifted in Reading (AR), Math (AM), or both (AG):

- Acceleration opportunities provided by the Math and/or ELA regular education teacher including Honors and Advanced Placement classes, subject placement above grade level, cluster grouping, and/or curriculum compacting
- Dual enrollment opportunities provided by the GCHS in partnership with North Carolina Virtual Public School, North Carolina School of Science and Math, and College of the Albemarle
- Literacy-based services (literature circles, book clubs) provided by the regular classroom teacher

- Intervention and enrichment blocks aligned to Math and/or ELA, provided by the regular classroom teacher and/or the AIG District Lead Teacher

Intellectually Gifted (IG):

- STEM (Science, Technology, Engineering, and Mathematics), Problem and/or Project Based Learning, debates, seminars, independent studies, research and other interest-based enrichment blocks provided by the regular classroom teacher and/or the AIG District Lead Teacher

Academically and Intellectually Gifted (AIG):

- Acceleration opportunities provided by the Math and/or ELA regular education teacher including Honors and Advanced Placement classes, subject placement above grade level, cluster grouping, and/or curriculum compacting
- Dual enrollment opportunities provided by the GCHS in partnership with North Carolina Virtual Public School, North Carolina School of Science and Math, and College of the Albemarle
- Literacy-based services (literature circles, book clubs) provided by the regular classroom teacher
- Intervention and enrichment blocks aligned to Math and/or ELA, provided by the regular classroom teacher and/or the AIG District Lead TeacherSTEM (Science, Technology, Engineering, and Mathematics), Problem and/or Project Based Learning, debates, seminars, independent studies, research and other interest-based enrichment blocks provided by the regular classroom teacher and/or the AIG District Lead Teacher



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**\* Practice B**

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

The AIG District Lead Teacher supports the social and emotional needs of gifted learners by incorporating Social-emotional learning curriculum into the AIG pull-out services and counseling services for students in grades K-12.

The AIG District Lead Teacher collaborates with the school counselor(s) at each school to both prepare and reflect on this curriculum. Partnerships with classroom teachers, administrators, Curriculum and Instruction teams, Student Services teams, and Exceptional Children's departments are maintained to explore ways that this curriculum can be incorporated in a variety of effective settings at school.

The AIG District Lead Teacher maintains communication with parents and guardians in regards to the social and emotional needs of their gifted learner(s), including what they have been discussing through the social-emotional learning curriculum and any new concerns that may arise in or outside of school.

All stakeholders are given information on ways to encourage social-emotional learning at home and in school, as well as what to look and listen for, sample lessons, coping strategies, etc.

**\* Practice C**

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

The AIG District Lead Teacher communicates and collaborates with instructional departments at each school to ensure that gifted curriculum and services are integrated with daily curriculum and that resources are available for students to be adequately served. The AIG District Lead Teacher routinely meets with administration and staff to advocate for and discuss the needs of AIG students within the school. At this time local policies, procedures, and services are reviewed and changes are made if necessary.

**\* Practice D**

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

There are specific procedures in place to group advanced students in a way that will support their achievement and growth.

Reading and Math Intervention Groups, Enrichment Groups, and Small Group Settings: Classroom teachers,

administrators, data managers, and other necessary staff analyze data from a variety of assessments to determine student need. Students may be grouped using data from assessments that include (but are not limited to):

- Elementary level: Third Grade BOG (Beginning of Grade testing) and EOG (End of Grade testing) data, NC Check-Ins, benchmark data, STAR Reader/STAR Math, mClass DIBELS 8, RTA (Read to Achieve), iReady Diagnostic and Progress Monitoring data, class averages, word study, other formal/informal assessment tools
- Middle School level: EOG and NCFE (North Carolina Final Exam testing) data, NC Check-Ins, benchmark data, iReady Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools
- High School level: EOC (End of Course testing) and NCFE data, NC Check-Ins, benchmark data, IXL Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools

Student achievement data is analyzed before and after grouping practices to determine the effectiveness of student groups.

Honors/Advanced Placement classes: Classroom teachers work with data managers and other necessary staff to compile recommendations based on a variety of factors including (but not limited to):

- Middle School level: EOG data, EVAAS (Education Value-Added Assessment System) data, class averages
- High School level: EOC and NCFE data, EVAAS data, class averages

If a student does not meet the qualifications to enroll in an Honors or Advanced Placement class a parent may request a waiver to enroll them in that class (space permitting).

Administration, classroom teachers, data managers, and other staff review these practices annually to determine if changes need to be made.

**\* 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.

The AIG District Lead Teacher communicates with teachers, school administrators, and support staff in regards to the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan through the following ways:

- Monthly updates to the GCS (Gates County Schools) AIG website
- Monthly presentations at PLCs (Professional Learning Communities), grade-level, staff, principal, and Board of Education meetings or as requested
- The creation and distribution of the GCS Academically or Intellectually Gifted Parent Guide including a quick guide and FAQ section
- The creation and distribution of a PowerPoint at professional development and on the GCS AIG website
- Correspondence via email and other electronic messages, letters, and phone calls

**\* Practice F**

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

The AIG District Lead Teacher ensures teachers are aware of student identification and services at all grade levels by making the following information readily accessible:

- Student name, area(s) of identification, and criteria met to warrant identification
- Service options available to the student
- Strategies for serving students within the regular classroom

The AIG District Lead Teacher provides pull-out/counseling services and maintains physical and electronic documentation for all gifted students in grades K-12. Administration, teachers, counselors, data personnel, and other staff serve as partners to ensure that student transitions from elementary to middle school and middle to high school are as seamless and effective as possible.

**\* 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.

All acceleration opportunities and corresponding criteria are made available on the GCS AIG website and in the GCS Academically or Intellectually Gifted Parent Guide. There are specific procedures in place to provide acceleration to advanced students in a way that will support their achievement and growth. These procedures include but are not limited to the following:

Early Admission into Kindergarten (Must meet all criteria according to the North Carolina Board of Education Standards):

- A minimum score of 98th percentile on a standard individual test of intelligence
- A minimum score of 98th percentile on a standard test of achievement in reading/math
- Ability to perform tasks well above age peers, along with work samples (the principal may also require an informal reading assessment)
- Demonstration of social and developmental maturity, along with two recommendation letters with specific documentation of physical and social maturity
- Informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations
- Final review and decision made at principal's discretion

Grade Acceleration and Curriculum Compacting: According to GCS Policy Code 3420-J (Student Promotion and Accountability - Acceleration), "Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types or educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options." A parent/guardian, teacher/staff member, or student may request a review for grade acceleration or the need to compact curriculum. At that time, administration works with the AIG District Lead Teacher, classroom teacher(s), and

other necessary staff to analyze related EOG/EOC/NCFE or any other related achievement data; ability testing data; class averages; and any other necessary formal/informal data in order to make a decision.

CMS Advanced Math Pathway: A student must score a Level 5 on their 7th grade Math EOG and have written consent from their parent/guardian in order to be eligible to take Math 1 as an 8th grade student. The Advanced Math Pathway services may vary from year to year depending upon student population, teacher availability, and scheduling.

CMS Advanced Science Pathway\_(8th grade Earth/Environmental Science): Rising 8th grade students must score within a predetermined range (determined by an Advisory Board and is subject to change) on the Earth/Environmental placement test and have written consent from their parent/guardian in order to be eligible to take the 8th grade Earth/Environmental Science class. Students will do this with the understanding that they must take 8th grade Science and Earth/Environmental Science as one combined class during the academic school year. The Advanced Science Pathway services may vary from year to year depending upon student population, teacher availability, and scheduling.

CCP\_(Career and College Promise): According to the GCS Policy Code 3101-A (Dual Enrollment – Career and College Promise) and the NC Community Colleges Career and College Promise Reference Manual, a student must meet all criteria:

- Be a high school Junior or Senior and Have an unweighted, cumulative GPA of 2.8 on high school courses; or demonstrate college readiness in English, reading and mathematics on an approved assessment
- Be a high school Freshman or Sophomore and:
  - Be identified as gifted by local AIG plan in English/reading and math; and
  - Demonstrate college readiness in English, reading and mathematics on an approved assessment and
  - Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator and
  - Receive approval of college president or the college’s chief student development administrator or the college’s chief academic officer; and
  - Receive written consent of the student’s parent/guardian; and



- Receive academic advising prior to enrollment in the program.
- Be a high school Freshman or Sophomore and:
  - Be identified as academically or intellectually gifted in English, reading and math on an aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on an aptitude and an achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurements; and
  - Demonstrate college readiness in English, reading and mathematics on an approved assessment and
  - Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and recommendation of AIG Coordinator and
  - Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; and
  - Receive written consent of the student's parent/guardian; and
  - Receive academic advising prior to enrollment in the program.

To maintain eligibility for continued enrollment, a student must:

- Continue to make progress toward high school graduation, and
- Maintain a 2.0 GPA in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

North Carolina School of Science and Math Online Courses: Must apply and be accepted to NCSSM

Internships through the CTE (Career and Technical Education) Program (must meet all criteria according to Gates County High School Curriculum Guide):

- Must be a senior
- Must have completed a minimum of 2 courses in a CTE pathway with one course being a completer course

- Career Development Coordinator approval

Job shadowing through the CTE Program:

- Must be a junior or a senior
- If not choosing to partner with the local Chamber of Commerce, must obtain Career Development Coordinator approval

CDM (Credit by Demonstrated Mastery): According to the GCS (Local Education Agency) Policy Code 3420-G (Student Promotion and Accountability – Credit by Demonstrated Mastery), "The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn Credit by Demonstrated Mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent." The LEA follows the CDM guidelines established by NCDPI (North Carolina Department of Public Instruction), which states that "Students shall demonstrate mastery through a multiphase assessment, consisting of (Phase 1) A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and (Phase 2) An artifact which requires the student to apply knowledge and skills relevant to the content standards. While the CDM process is open to all students, it is not designed for whole groups of students. Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students." The LEA also abides by the NCDPI CDM Implementation Resources, including the CDM Implementation Guide and the CDM Procedural Guide from Accountability Services.

**\* Practice H**

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

The LEA promotes equity through intentional strategies to broaden access to talent development and advanced learning opportunities for underrepresented AIG populations. The AIG District Lead Teacher collaborates with district leadership and other instructional staff to evaluate data (including student achievement and talent development data) and brainstorm ways to cultivate potential and provide advanced learning options that reflect equity and excellence in gifted education.

The intentional multiple pathways for entrance into the local AIG Program, student portfolios, and nonverbal testing are all ways that we purposefully provide avenues for our under-represented populations, as well as appeal to a variety of strengths in our diverse learners.

Each school offers enrichment and intervention periods for students to cultivate their own personal talents. Students are both assigned to groups according to student need (established through student achievement data) and given the opportunity to select groups of their own personal interest. Many of these enrichment groups offer advanced learning options, such as academic based clubs including robotics, math club, book club, drone club, and more. Students at the high school level are also provided opportunities to participate in job shadowing and internships. Mentorship programs exist at all schools in the LEA.

Talent development opportunities are informed through feedback, data collection, and communication amongst staff. Students are given the opportunity to provide feedback on enrichment and club offerings at each school. The AIG District Lead Teacher, Instructional Support Coaches, and administration collaborate with EC (Exceptional Children), EL (English Language), Title 1, and other teachers with a specialized student focus to synergize efforts for effective programming.

**\* Practice I**

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

The LEA provides opportunities to foster academic and intellectual interest to enrich the services of AIG students.

The LEA seeks, establishes, and maintains partnerships with local colleges and universities. Students gain exposure by traveling to and/or attending sessions that are brought to our area by these institutions. Some examples include Elizabeth City State University's MSEN (Math, Science, and Engineering Network), The Gates on the Go partnership with East Carolina University, and the Saunders Science Scholars partnership with the University of North Carolina. The LEA also maintains partnerships with community-based organizations such as 4-H, Merchant's Millpond, and more.

Each school fosters talent development and student leadership opportunities through a variety of clubs and competitions. Students can be nominated or choose to participate in these activities. Examples include 4-H, Battle of the Books, Science Olympiad, BETA Club, SGA (Student Government Association), HOSA (Health Occupation Students of America), Playmakers, and more.

Learning opportunities are encouraged at community, student, and parent nights, as well. Students, their families, and the community are invited to explore talents and experiences at events sponsored by AIG, Title 1, EL (English Language Learners), STEM, Arts Night, and more.

Each school offers enrichment and intervention periods for students to cultivate their own personal talents. Students are both assigned to groups according to student need (established through student achievement data) and given the opportunity to select groups of their own personal interest.

Information about extra-curricular activities including descriptions, timelines, and contact information is shared through phone calls, letters, and posts on the GCS AIG website as well as individual school websites.

**\* Ideas for Strengthening the Standard**

- Create a Gates County Schools AIG Definitions and Services document
- Update the AIG brochure including an extra-curricular resource guide, acceleration guide, quick guide, and FAQ section
- Summer Bridge programs for 5th/6th and 8th/9th grade
- Create Professional Development about supporting the social and emotional development/needs of AIG students (at home and in school - what to look and listen for, sample lessons, coping strategies)
- Updated social-emotional learning curriculum and partnerships with classroom teachers, administrators, Curriculum and Instruction teams, Student Services teams, Exceptional Children's departments, and parents
- Periodic meetings with principals to ensure that AIG needs are being met at each school
- Virtual events (AIG nights, etc.)





**Planned Sources of Evidence**

\* GCS AIG website Emails, letters, electronic messages, documentation of all-calls, GCS AIG website Professional development documentation and artifacts Meeting agendas and minutes DEPs

\* GCS Academically or Intellectually Gifted Program: A Parent Guide Student achievement data Flexible grouping data, including student rosters Policy Manuals for Gates County Schools, CCP, and CTE

\* Documentation of community, student, and parent nights Social-emotional learning curriculum North Carolina's Early Entrance to Kindergarten requirements Student portfolio information

## Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	<a href="#"> <u>GCS Academically or Intellectually Parent Guide</u></a> <a href="#"> <u>NC State Board Policy and Standards for Early Admission to Kindergarten</u></a> <a href="#"> <u>Gates County Schools Policy Manual</u></a> <a href="#"> <u>GCS AIG Portfolio Process FAQ</u></a>

Standard 3: Differentiated Curriculum and Instruction

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

The LEA (Local Education Agency - Gates County Schools) sets an expectation for all instructional staff to differentiate for the AIG (Academically or Intellectually Gifted) population in all grade levels and multiple content areas.

The LEA uses the NCSCOS (North Carolina Standard Course of Study) as an entry point for differentiation, primarily through unpacking documents, scaffolds, and other curriculum resources provided by NCDPI (North Carolina Department of Education). Alignment to the NCSCOS as well as differentiating in order to reach all learners both appear on the North Carolina Teacher Evaluation Process, in which teachers are observed and evaluated annually. Staff uses a variety of data (formal and informal assessments, interest inventories, etc.) to cluster-group and/or flexibly group students by similar needs, abilities, interests, etc. The LEA provides opportunities that enrich, extend, and accelerate the NCSCOS and address student needs throughout the day.

Administration, the District Lead AIG Teacher, Instructional coaches, and other staff meet monthly to develop and reflect on curriculum connected to the NCSCOS. All stakeholders confirm that this curriculum allows for successful differentiation, extension, and enrichment opportunities for all students at all grade levels. The LEA supports instructional staff in differentiating the NCSCOS by:

- Providing common planning opportunities for Administration, the District Lead AIG Teacher, Curriculum and Instructional coaches
- Providing common planning opportunities District Lead AIG Teacher and regular education teachers (vertical, horizontal, and PLC - Professional Learning Community - planning)
- Providing coaching opportunities and instructional resources for K–12 classroom teachers and other staff
- Providing ongoing PD (professional development)

**\* Practice B**

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

The LEA encourages the use of student interest to offer additional courses, enrichment activities, and/or independent projects. These tools, strategies, and/or resources include:

- Cluster grouping in regards to interests
- Independent studies and projects
- Student-taught lessons and topics
- Interest inventories and learning style surveys
- Alternate assessments including contracts, choice boards, learning menus, etc.
- Clubs, competitions, and field trips/virtual field trips; some supported by partnerships with local organizations, business, and colleges
- Interest based enrichment blocks
- Interest based learning centers/stations

- 1:1 technology (when available)
- Self-paced, technology-based math and reading enrichment programs
- Internships and job shadowing

Grade-level teams, subject-area teams, PLCs (Professional Learning Communities) are used to provide support to classroom teachers in employing diverse and effective instructional practices. The AIG District Lead Teacher and instructional staff communicate to consider student strengths and/or areas of identification when selecting strategies to meet student needs. These strategies include:

- Cluster grouping in regards to needs and abilities
- The Kaplan Depth and Complexity Model, Bloom's Taxonomy, and other thinking frameworks
- Intervention blocks; Before, during, and after-school tutoring
- Learning centers/stations
- Project based and problem based learning
- Seminars, debates, and discussions
- Tiered units, lessons, and projects
- Acceleration opportunities such as Honors/Advanced Placement classes, dual enrollment, subject acceleration above grade level, and curriculum compacting

**\* Practice C**

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

The LEA uses evidence-based instructional resources that support the needs of advanced learners. The AIG District Lead Teacher and instructional staff has access to a wide variety of AIG and social-emotional learning curriculum including publications from William & Mary, Prufrock Press, and state/national gifted organizations such as NAGC



(National Association for Gifted Children) and NCAGT (North Carolina Associated for Gifted and Talented). The AIG District Lead Teacher is allowed time each week to research and identify additional resources to support gifted programming, as well as plan the implementation of those resources.

The AIG District Lead Teacher partners with instructional staff during horizontal and vertical planning to develop curriculum maps/units/guides that implement evidence-based instructional resources to support the needs of gifted learners. If needed, professional development is offered by the AIG District Lead Teacher, instructional staff, or other professional source.

The AIG District Lead Teacher maintains a resource library to support classroom teachers and other staff in the development of differentiated lessons for advanced learners. A variety of books, curriculum units, lessons, articles from professional journals, access to previous professional development, as well as other resources are housed in the office of the AIG District Lead Teacher and/or available online through school-wide and county-wide Shared Google Drives and the GCS (Gates County Schools) AIG website. All resources are easy to access and available at the request of the AIG District Lead Teacher.

**\* Practice D**

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

The AIG District Lead Teacher and other instructional staff collaborate to develop curriculum units that incorporate future ready thinking skills (critical thinking, communication, collaboration, creativity, curiosity, and leadership) across all grade levels and content areas.

The LEA fosters the development of future-ready skills in gifted learners through a variety of experiences. Critical thinking skills are developed within advanced programming options, including Honors and Advanced Placement courses, the Advanced Math and Science Pathways (see Standard 2g), subject placement above grade level, cluster grouping, and/or curriculum compacting. Students experience applied learning through real-world contexts such as drone teams and other STEM experiences, HOSA (Health Occupation Students of America), BETA, ModelUN, SGA (Student Government Association), Flag Patrol, 4-H, as well as other clubs and competitions sponsored by the LEA.

Partnerships with local organizations and institutions of higher education offer students direct access to future-ready skills. Students gain exposure to real-world scenarios by traveling to and/or attending sessions that are brought to our

area by these institutions, including Elizabeth City State University's MSEN (Math, Science, and Engineering Network), The GOTG partnership with East Carolina University, and the Saunders Science Scholars partnership with the University of North Carolina. Students participate in community service learning projects through partnerships with FFA, BETA, 4-H, Merchant's Millpond, and more. Mentoring, job shadowing, internships and/or apprenticeships are available to students through the LEA's CTE (Career and Technical Education) program and a partnership with the local Chamber of Commerce, as well as directly through school-based mentoring programs.

Students are given the opportunity to develop future-ready skills through critical discussions and dialogue with like-minded peers. Seminars, discussions, and debates are often facilitated in AIG pull-outs as well as through advanced programming options. Book talks and literature circles are often offered through AIG pull-outs, advanced programming, and interest based enrichment blocks. A variety of clubs and competitions also offer exposure to like-minded conversations, including Science Olympiad, BETA, SGA, HOSA, FFA, Playmakers, ModelUN, and more.

**\* Practice E**

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

The LEA uses assessments that are aligned with district curriculum resources and ensures those assessments measure a range of students' needs and abilities. Some of these assessments include: BOG (Beginning of Grade)/EOG (End of Grade)/ EOC (End of Course)/NCFE (North Carolina Final Exam) testing, NC Check-Ins, benchmark testing, STAR Reader/STAR Math, mClass DIBELS 8, RTA (Read to Achieve), IXL and iReady Diagnostic and Progress Monitoring, and other formal/informal assessment tools such as questioning, graphic organizers, rubrics, and assessment materials that are included with curriculum.

Teachers attend training on how to effectively assess students and analyze data. A variety of data teams exist at each school and amongst multiple schools (grade-level, subject-area, PLCs - Professional Learning Communities) so that staff can analyze and discuss data in order to enable all students to reach their potential. Likewise, stakeholders participate in unbiased effective analysis conversations when analyzing data for growth and other signs of effectiveness. Data conversations occur monthly at each school, as well as monthly amongst instructional coaches and administration.

Pre-assessments and diagnostics aligned with curriculum and instruction are utilized to match instruction with student needs, drive curricular decisions, and create flexible groups. The AIG District Lead Teacher collaborates with

instructional coaches, classroom teachers, and administrators to determine the best flexible grouping arrangements for advanced students based on readiness, interest, and/or learning profile.

Research-based tools and assessments are used to create flexible groups. Student achievement data including existing local and statewide assessment data (listed above) are monitored to determine the effectiveness of student grouping practices. Students may be grouped using data from assessments that include (but are not limited to):

- Elementary level: Third Grade BOG/EOG data, NC Check-Ins, benchmark data, STAR Reader/STAR Math, mClass DIBELS 8, RTA (Read to Achieve), iReady Diagnostic and Progress Monitoring data, class averages, word study, other formal/informal assessment tools
- Middle School level: EOG/NCFE data, NC Check-Ins, benchmark data, iReady Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools
- High School level: EOC (End of Course testing) and NCFE (North Carolina Final Exam testing) data, NC Check-Ins, benchmark data, IXL Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools

In addition to local and statewide assessment data, other research-based tools and assessments are also used to determine how to differentiate curriculum and instruction for students. A variety of subject areas are differentiated for acceleration, enrichment, and extension using independent studies; interest inventories; learning style surveys; student contracts, choice boards, learning menus; learning centers; self-paced, technology-based math and reading enrichment programs; The Kaplan Depth and Complexity Model, Bloom's Taxonomy, and other thinking frameworks; project based and problem based learning, seminars, debates, and discussions; tiered units, lessons, and projects; curriculum compacting and more.

Student assessment data, as well as progress toward academic goals, attendance, behavior, and social-emotional needs are kept in student records and/or PowerSchool. This information is reviewed during monthly data team and MTSS (multi-tiered system of supports) meetings to consider each student and their needs as a whole.

**\* Practice F**

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

The AIG District Lead Teacher supports the social and emotional needs of gifted learners by incorporating social-emotional learning curriculum into the AIG pull-out services and counseling services for students in grades K-12. The AIG District Lead Teacher partners with the following stakeholders in regards to the social and emotional needs of gifted learners:

- Guidance Counselors
- Social Workers
- Curriculum and Instruction teams
- Student Services teams
- Exceptional Children's departments
- AIG Advisory Board
- Teachers and administrators
- Parents and guardians

These partnerships include the preparation, administration, and reflection on the following social and emotional curriculum and/or instructional practices:

- Personal identification with real and fictional characters through the use of Bibliotherapy
- Acquisition of leadership skills, cooperation, and problem solving skills with others through the use of student groups, clubs, and activities
- Exploration of conflict management curriculum
- Whole group social-emotional learning instruction through guidance interventions within classroom settings
- Individualized social-emotional learning instruction through guidance-lead independent and small student groups
- The forming of healthy partnerships and through mentoring and buddy programs

- Reinforcement of making healthy choices during programs such as Red Ribbon Week, bullying prevention, Student of the Month, etc.

Resources to support the social and emotional needs of gifted learners are available on the GCS AIG website as well as accessible through the AIG District Lead Teacher.

**\* Practice G**

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

The District Lead AIG Teacher, regular education teachers, and other instructional staff develop and/or use evidence-based curriculum and resources to cultivate the potential of all K-3 students. These curricular resources are aligned with the NCSCOS.

Differentiated strategies that are used to foster creativity, curiosity, critical thinking, as well as other future-ready skills for all K-3 students include:

- Cluster grouping by need, abilities, and interests
- Interest based tools and strategies such as interest inventories, learning style surveys, contracts, choice boards, learning menus, learning centers/stations, and independent studies and projects
- Technology based instruction such as 1:1 technology (when available) and self-paced, technology-based math and reading enrichment programs
- Project based and problem based learning
- Tiered units, lessons, and projects

Each school offers intervention and enrichment blocks for students to cultivate their own personal talents. Students are both assigned to groups according to student need (established through achievement data) and given the opportunity to select groups of their own personal interest. All K-3 students are observed for talent development efforts during enrichment blocks and other times in which students can showcase their natural strengths and potential using the strategies listed above.

Talent development and learning opportunities are encouraged at community, student, and parent nights. Students, their families, and the community are invited to explore talents and experiences at events sponsored by AIG, Title 1, EL (English Language Learners), STEM, Arts Night, and more.

**\* Practice H**

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

The District Lead AIG Teacher works with classroom teachers as well as the Curriculum and Instruction department to ensure that differentiated curriculum is developed and/or implemented and supported by all instructional staff. Relevant units, lessons, and strategies are made available for all instructional staff to use. In order to safeguard time to meet, collaboration amongst the District Lead AIG Teacher, instruction staff, and all other staff occurs at any of the following times:

- Vertical, departmental, grade-level, and school-wide team meetings
- PLC's (Professional Learning Communities)
- County-wide professional development sessions
- AIG and EC (Exceptional Children) joint-meetings

**\* Practice I**

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

All K-12 students in the AIG program have a DEP (Differentiated Education Plan) that articulates the differentiated and individualized services made available throughout the year in order to meet their advanced needs.

The AIG District Lead Teacher gathers, analyzes, and maintains hard and soft copies of all documentation/evidence to support each step of the initial DEP creation including:

- CogAT (Test of Cognitive Abilities) screening results
- Achievement test scores
- Student, parent/guardian, and staff referrals
- Student portfolio data including historical testing data, teacher letters of support, and student work samples
- Talent development records
- Any additional information collected to support DEP creation (class averages, additional test scores, observation forms, checklists, etc.)

All documentation is kept in student records and/or PowerSchool and is reviewed with students and parents/guardians a minimum of once a year. Parents/guardians are invited to conference with the AIG District Lead teacher to review identification and service options, ensure effective programming, provide a continuum of services, and support school transitions. Conferences may take place in person, over the phone, or through a digital platform.

**\* Ideas for Strengthening the Standard**

- Updated professional development on Kaplan Depth and Complexity icons
- Updated professional development on effectively assessing students and analyzing data
- AIG presence in MTSS at each school
- Coaching opportunities for K-12 classroom teachers and staff
- Enhanced support for twice-exceptional students through AIG/EC collaboration

- Enhanced partnerships to support social-emotional learning

- Utilize guiding questions to assist with reflecting on differentiation for gifted learners: Are gifted students able to accelerate when needed? Do gifted students have regular opportunities to expand upon their areas of interest and strengths? Are gifted students encouraged to extend learning beyond the basic level of understanding? Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

### Planned Sources of Evidence



\* NCSCOS (North Carolina Standard Course of Study) NCDPI unpacking documents, scaffolds, and other curriculum resources North Carolina Teacher Evaluation Process

\* Flexible grouping data, including student rosters/schedules All meeting minutes Student achievement data and artifacts AIG and social-emotional learning curriculum Meeting agendas and minutes

\* Student achievement data and artifacts AIG and social-emotional learning curriculum Meeting agendas and minutes Professional development documentation and artifacts

\* Documentation of club activities and community/student/parent nights Curriculum units, guides, maps, pacing guides, and lesson plans All DEP documentation GCS AIG website

\* Student portfolio data including historical testing data, teacher letters of support, and student work samples

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	<a href="#"> <u>GCS Differentiated Education Plan (DEP) Explanation Sheet</u></a> <a href="#"> <u>GCS AIG Portfolio Process FAQ</u></a>



Standard 4: Personnel and Professional Development

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 LEA (Local Education Agency - Gates County Schools) AIG (Academically or Intellectually Gifted) District Lead Teacher, an AIG-licensed educator, works along with an Advisory Board as well as other district leaders to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The AIG District Lead Teacher attends/participates in regional AIG leaders meetings and other PLCs (Professional Learning Communities) each month in order to learn/advocate for gifted children in the local program and across the state.

The AIG District Lead Teacher's responsibilities include but are not limited to the following duties:

- Overseeing the screening, referral, and identification processes at the district level
- Maintaining documentation of student identification evidence and services provided
- Providing leadership at all levels for the needs of AIG learners
- Monitoring implementation of program services and staff

- Participating in professional development opportunities, including regional, statewide, and other national meetings to support gifted programs
- Developing, monitoring, and evaluating the local AIG plan
- Providing professional development and resources to engage AIG specialists and other instructional staff in continued adult learning regarding gifted and advanced students
- Developing partnerships with and communication strategies for families and the community to support the AIG program

**\* Practice B**

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

In order to meet the intellectual, social, and emotional needs of the LEA's gifted population, the AIG District Lead Teacher (an AIG-licensed educator) directly provides routine pull-out services to all K-8 AIG students and routine counseling services to all 9-12 AIG students. In addition, there are AIG-licensed classroom teachers, as well as other specialists and staff at each school who work collaboratively with the AIG District Lead Teacher to enhance curriculum for advanced learners and sponsor a variety of clubs, competitions, and other enriching activities.

The AIG District Lead Teacher provides services and resources to teachers, staff, and families. The assistance of district staff and specialists is enlisted when needed. Through a variety of professional development sessions, the AIG District Lead Teacher provides opportunities for staff to collaborate in order to learn how to meet the needs of gifted and advanced learners, review current literature and best practices regarding gifted learners, and familiarize themselves with statewide initiatives to support gifted programs and advanced learners.

The AIG District Lead Teacher represents, provides information about, and advocates for gifted students through collaboration with school-level leadership at a variety of monthly meetings, including Instructional Coaches meetings, MTSS (Multi-tiered Systems of Support), SIT (School Improvement Team), horizontal and/or vertical planning sessions amongst teachers and/or schools, and more.

**\* 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.

The AIG District Lead Teacher seeks to create, provide, recruit, and/or schedule personalized AIG professional development opportunities to speak directly to the needs of classroom teachers, instructional specialists, student services personnel, school administrators, and other staff. Opportunities are provided for the AIG District Lead Teacher to collaborate with other instructional staff to present professional development, model instruction, and coach teachers.

In order to support AIG students effectively, each stakeholder is expected to know how to recognize and nurture talent, differentiate instruction, and provide for the additional needs of gifted students, including social-emotional needs. Stakeholders should also be familiar with the policies of the local AIG program and able to identify common misconceptions associated with gifted learners. If a staff member is unable to do these things, they are expected to attend a professional development session to learn more about the local program and gifted learners.

All personnel involved in AIG programs and services maintain specific and appropriate professional development requirements including:

- Attendance at the professional development (and time to work)
- Documentation of implementation (lesson plans, slideshows, etc.)
- Student products

Resources and tools aligned with the LEA's expectations to support the needs of AIG students are provided to all staff through online modules and at a variety of face to face meetings and other settings. Staff is surveyed annually to both evaluate the effectiveness and determine new and/or additional professional development. Data is collected to drive the direction of future AIG professional development opportunities. The AIG District Lead Teacher collaborates with other AIG-licensed educators to review and revise professional development opportunities and experiences.

All staff have the opportunity to earn AIG add-on licensure through the AIG Praxis exam or coursework through the University of North Carolina at Pembroke, the Barton-College Cohort, or another program of their choice. Partial financial support may be offered if the funds are available. Upon completion, teachers who have met the local

requirements for AIG add-on licensure are recognized for their endeavors at a Board of Education meeting and may be offered opportunities to lead gifted students in a variety of capacities.

**\* 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.

In order to ensure an effective service delivery match, the LEA provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

There are specific procedures in place to cluster-group advanced students with students of similar ability levels to support their achievement and growth. Classroom teachers, administrators, data managers, and other necessary staff analyze data from a variety of assessments to determine student need. Students may be grouped using data from assessments that include (but are not limited to):

- Elementary level: Third Grade BOG (Beginning of Grade testing) and EOG (End of Grade testing) data, NC Check-Ins, benchmark data, STAR Reader/STAR Math, mClass DIBELS 8, RTA (Read to Achieve), iReady Diagnostic and Progress Monitoring data, class averages, word study, other formal/informal assessment tools
- Middle School level: EVAAS (Education Value-Added Assessment System) data, EOG and NCFE (North Carolina Final Exam testing) data, NC Check-Ins, benchmark data, iReady Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment
- High School level: EVAAS, EOC (End of Course testing) and NCFE data, NC Check-Ins, benchmark data, IXL Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools

Students in grades 6-12 are also cluster-grouped into Honors and Advanced Placement classes using the indicators listed above. If a student does not meet the qualifications to enroll in an honors or Advanced Placement class, a parent may request a waiver to enroll them in that class (space permitting). Student achievement data is analyzed before and after grouping practices to determine the effectiveness of student groups.

Administration, classroom teachers, data managers, and other staff review these practices annually to determine if changes need to be made.

**\* Practice E**

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

The AIG District Lead Teacher works with district leadership to recruit teachers of diverse backgrounds who are AIG licensed or may be interested in obtaining an AIG add-on licensure. The LEA encourages the pursuit of AIG add-on licensure by offering annual informational sessions, in which the AIG District Lead Teacher can respond to the questions/needs of staff.

The LEA partners with the IHE (Institutions of Higher Education) community to provide coursework for teachers and support staff to earn an AIG add-on license. Staff have the opportunity to complete coursework through the University of North Carolina at Pembroke, Barton-College Cohort, or another program of their choice. Staff also have the opportunity to take the AIG Praxis exam to attain an AIG add-on licensure. The LEA provides annual professional development as well as seeks out partnerships with other LEAs, IHEs, and other groups in order to support teachers in securing licensure through coursework and more specifically, the AIG Praxis exam.

The AIG District Lead Teacher collaborates with district leadership to advocate for the potential reimbursement of staff pursuing an AIG add-on licensure. All staff must pay for coursework or the AIG Praxis exam in full at the time of enrollment. If funds are available, partial financial reimbursement may be offered to teachers who make a grade of “C” or higher in coursework or pass their AIG Praxis exam.

**\* Practice F**

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

The LEA identifies and responds to the needs of the district personnel with regards to realizing equity and excellence in gifted education. The AIG District Lead Teacher uses NCDPI’s (North Carolina Department of Public Instruction) Call to Action and Guidebook as a resource to establish and support goals including changing mindset, policies, and practices to better realize equity and excellence in gifted education.

In order to assess needs, feedback is collected through surveys and resources created by/modified from NCDPI and other trusted organizations. Student enrollment and achievement data is also gathered and analyzed twice a year. In order to respond to the needs of the LEA, the AIG District Lead Teacher partners with district leadership to implement a plan for providing professional learning opportunities to meet district needs regarding equity and excellence in gifted education.

The AIG District Lead Teacher serves on the district Race and Ethnic Advisory Board, as well as the Parent and Community Engagement Team and other instructional committees. The AIG District Lead Teacher uses these collaborative opportunities to promote equity and excellence throughout the LEA) collaborate and plan professional development.

**\* 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.

The goal of the local AIG program is to identify gifted students and serve them by providing access, exposure, and opportunities for our higher-level thinkers. The AIG District Lead Teacher partners with district leadership and administration to plan professional development that aligns with this goal. The AIG District Lead Teacher serves on a variety of district committees (School Improvement Team, Race and Ethnic Advisory Board, Parent and Community Engagement Team, etc.), as well as an Instructional Support Coach for the LEA. This collaboration ensures that best practices for gifted learners are being integrated across professional development and that the needs of AIG students are being considered as the LEA discusses its vision, mission, and priorities. Local AIG professional development offerings are also aligned to each school's unique School Improvement Plan.

The goals of the local AIG program (to recognize, identify, and serve) are clearly communicated and integrated into various professional development opportunities, all of which are intentionally planned, comprehensive, and current in nature. Opportunities include local professional development on the following:

- Identification 101 (Screening, referral, and identification procedures as well as service options)
- AIG Portfolio Process (a deeper dive into identification via the portfolio process and its required components)

- Expanding the understanding of giftedness (Common characteristics, misconceptions, and social/emotional needs of AIG students)
- Strategies to implement gifted curriculum in the regular classroom (Rigor, differentiation, curriculum compacting, etc.)
- NCDPI's Booster Shot series
- Equity and excellence in gifted education (NCDPI's Call to Action and Guidebook)

AIG professional development offerings occur on district-wide professional development days, on early release days, and during PLCs (Professional Learning Communities). The AIG District Lead Teacher provides opportunities for classroom teachers and staff to plan, implement, and refine applications of their professional development learning. Staff is expected to apply learning to their lesson plans, instructional materials, and student products/assignments, as well as produce documentation of professional development implementation (lesson plans, PowerPoint, student products, and any other related artifacts). All past professional developments are archived and available on the GCS (Gates County Schools) AIG website.

**\* Ideas for Strengthening the Standard**

- Tools to monitor the implementation of AIG program services/differentiation strategies in the regular classroom
- Strategies for developing/strengthening partnerships with families/community in order to support the AIG program
- Hire a K-2 Talent Development Coordinator and 9-12 AIG Counselor; host AIG PLC (Professional Learning Communities) meetings
- AIG presence at MTSS meetings
- Provide opportunities to collaborate with other instructional staff to present professional development, model instruction, and coach teachers

- Update professional development on: Tools and resources to support the social and emotional needs of AIG students; NCDPI Booster Shots; Equity and Excellence in gifted education
- Staff surveys to determine new and/or additional professional development
- Strategies to promote add-on licensure program and Praxis modules; offer an annual informational session for teachers pursuing AIG licensure (coursework or Praxis)
- Implement NCDPI's (North Carolina Department of Public Instruction) Call to Action and Guidebook
- Update Advisory Board and maintain routine meetings

**Planned Sources of Evidence**

- \* Documentation of LEA's referral and identification processes; Local AIG plan School Improvement Plans and documentation of district initiatives Meeting agendas and minutes
- \* Documentation of AIG lessons, activities, and social/emotional curriculum Teacher PDP and other evidences of leadership roles in gifted clubs, competitions, and other activities
- \* Criterion for placing students in advanced classes Gallery of differentiation strategies linked to the GCS AIG website Classroom teacher data sheets
- \* Survey data to drive the direction of future AIG professional development opportunities AIG licensure lists from Human Resources
- \* All NCDPI resources, including surveys, local planning documents, and Call to Action and Guidebook Flexible grouping data, including student rosters/schedules Student achievement data and artifacts
- \* Professional development documentation and artifacts Documentation of club activities and community/student/parent nights Curriculum units, guides, maps, pacing guides, and lesson plans
- \* All DEP documentation GCS AIG website Emails, letters, electronic messages, documentation of all-calls, GCS AIG website



## Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <a href="#">GCS Differentiated Education Plan (DEP) Explanation Sheet</a>

Standard 5: Partnerships

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 LEA (Local Education Agency - Gates County Schools) AIG (Academically or Intellectually Gifted) District Lead Teacher encourages partnerships from parents and community stakeholders to brainstorm ways to support programming and services for gifted learners.

The AIG District Lead Teacher works with a variety of stakeholders to organize community events and enrichment activities to increase family involvement, partnerships, and engagement of the local AIG population. These family and community events include open houses, family guest speakers, AIG Night, Title 1 Night, Family Fun Night, Arts Night; STEM events such as Gates on the Go, Saunders Science Scholars; and academic competitions.

The AIG District Lead Teacher regularly communicates clear and concise information to parents and other community stakeholders through face to face and virtual meetings, emails, phone calls, school/district websites, messaging services, and letters. These means of communication provide all stakeholders the chance to learn about the needs of gifted students, share how they would like to be involved with the local gifted program, address current issues or concerns, ask questions, and volunteer support for the local gifted program.

The AIG District Lead Teacher serves on a variety of committees within the LEA (Race and Ethnic Advisory Board, Parent and Community Engagement Team, School Improvement Team, etc.) in which there is active collaboration to share successes and seek ways to increase parent engagement.

Through collaboration, the LEA and AIG District Lead Teacher strives to form strong partnerships with families of ELL students to help overcome any language barriers that may impede participation in educational opportunities through the AIG program. All information is made available in another native language and translators are also provided, if needed.

**\* Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The AIG District Lead Teacher serves on a variety of committees within the LEA (Race and Ethnic Advisory Board, Parent and Community Engagement Team, School Improvement Team, etc.) in which there is active collaboration to share successes and seek ways to increase community partnerships. The AIG District Lead Teacher collaborates with administration and other district leadership to maintain contact with local businesses and organizations to have an impact on the local AIG population.

The LEA maintains partnerships and programs stemming from local educational organizations, such as MSEN (Math/Science Education Network) sponsored by Elizabeth City State University, Saunders Science Scholars in partnership with the University of North Carolina, Gates on the Go in partnership with East Carolina University, and so on. In addition, local institutions of higher education support gifted programming by providing access to CCP (College and Career Promise), NCVPS (North Carolina Virtual Public Schools), NCSSM (North Carolina School of Science and Math Online), and a variety of internships, guest speakers, mentorships, and other programs.

The LEA collaborates with a variety of organizations (such as those listed above) to provide professional development aligned with the gifted population. The LEA highlights AIG student achievement by hosting and inviting members of the community, students, and the parents and families of AIG students to AIG nights. In addition, there are many opportunities for K-12 students to foster their academic and intellectual interests through clubs, competitions, service projects, trips, career days, community guest speakers, and more. Students have the opportunity to showcase the fruits of their efforts through events such as programs, displays, and competitions. The LEA is constantly in pursuit of community stakeholders to contribute to these events.

**\* Practice C**

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

The LEA utilizes a diverse and inclusive Advisory Board composed of the AIG District Lead Teacher, administration, classroom teachers and other district staff, Board of Education members, and parents and family members of gifted students. This group is established through volunteer support and also open to business representatives and other community volunteers. The local Advisory Board is ethnically diverse and representative of local demographics. The Advisory Board collaborates twice a year to review the local AIG plan (reading for understanding and making suggestions for improved programming), monitor its effectiveness over the three year implementation period, and revise the AIG plan as needed. The Advisory Board follows a timeline, self-assessment materials, and other local plan development resources developed by NCDPI (North Carolina Department of Public Instruction) to ensure that plan development is timely, effective, and reflects the goals of the local AIG program.

The Advisory Board also gathers support and input for AIG programming, advocates for AIG at Board of Education meetings, Principal's meetings, staff meetings, etc. and volunteers and/or participates at AIG events.

**\* Practice D**

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

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

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

Information about the local AIG plan, program and services, policies relating to gifted education, and opportunities for gifted students is shared with all stakeholders throughout the school year. Students and their families, staff, and members of the community receive this information through face to face and virtual meetings, emails, phone calls,

school/district websites, messaging services, and letters. Information about the AIG plan is also shared with stakeholders at pre-existing meetings such as monthly Board of Education, PTA, Advisory Board, staff/principals/instructional coaches meetings, etc.

All stakeholders are guided to school and district websites (including the Gates County Schools AIG website) for a copy of the local AIG plan. Also included on the LEA's websites and made available at meetings and events is the GCS Academically or Intellectually Gifted Parent Guide, which outlines the process of identification, services, as well as policies and procedures for the local program. A glossary of important terms is always made available. The GCS AIG website also contains powerpoints on identification, services, and other literature related to the local AIG program for families to access.

In addition to the information above, stakeholders are notified about events, speakers, camps, and other opportunities as well as mentorships, job shadowing, and internships (sponsored by the local CTE - Career and Technical Education - program). Information about extra-curricular activities and opportunities including descriptions, timelines, and contact information is shared through face to face and virtual meetings, emails, phone calls, messaging services, letters and/or posts on the GCS AIG website as well as individual school websites. All information is made available in another native language and translators are also provided, if needed, in order to overcome any language barriers.

**\* Ideas for Strengthening the Standard**

- Continue to organize AIG nights
- Make AIG a presence at open houses and other school nights (Title I, etc.)
- Strategies for developing/strengthening partnerships with families/community in order to support the AIG program
- Update Advisory Board and maintain routine meetings - include parents
- Administer parent surveys (NCDPI provides these)
- Link County AIG plan to all school pages

## Planned Sources of Evidence

- \* Emails, letters, electronic messages, documentation of all-calls, GCS AIG website Meeting agendas and minutes Local AIG planning tools (provided by NCDPI) and all other Advisory Board tools
- \* Documentation of community, student, and parent nights Documentation of partnerships with institutions of higher education, as well as criteria for student participation in these activities
- \* Professional development documentation and artifacts GCS Academically or Intellectually Gifted Parent Guide

## Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <a href="#">GCS Academically or Intellectually Parent Guide</a>

Standard 6: Program Accountability

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

The LEA (Local Education Agency – Gates County Schools) utilizes a diverse and inclusive Advisory Board composed of the AIG (Academically or Intellectually Gifted) District Lead Teacher, administration, classroom teachers and other district staff, Board of Education members, and parents and family members of gifted students.

The Advisory Board collaborates to lead the development, gather feedback, and review the local AIG plan. The Advisory Board follows a timeline, self-assessment materials, and other local plan development resources developed by NCDPI (North Carolina Department of Public Instruction) to ensure that plan development is timely, effective, and reflects the goals of the local AIG program.

The local AIG plan is in accordance with state legislation and the State Board of Education policy (N.C.G.S. 115C-150.5-8 {Article 9B}). The local AIG plan is approved by the Board of Education and is sent to the State Board of Education and North Carolina Department of Public Instruction for review and comment.

**\* 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 District Lead Teacher monitors the implementation of the local AIG program and plan through use of a variety of resources. Internal project management tools supplied by NCDPI (North Carolina Department of Public Instruction), including a plan revision calendar, local planning document, self-assessment tool, unpacking documents, standard-specific resources, and final submission checklists are utilized every three-year revision cycle. These resources ensure that our plan and vision are in accordance with NCDPI.

The AIG District Lead Teacher reviews a self-prepared annual checklist to ensure that the LEA's practices are in accordance with the local AIG plan goals. A review of survey data administered annually to AIG students/parents/families and district staff is administered by the AIG District Lead Teacher and Advisory Board to analyze feedback from all impacted stakeholders and also to ensure that the needs of our gifted learners are being met.

Local plan expectations, along with current legislation and state policies, are communicated annually to students, families, and district staff. This communication is documented for an annual review and reflection of its effectiveness. Information about progress towards AIG goals and plan implementation is reported back to local stakeholders through an annual update presented at a Board of Education meeting. Access to this information will also be made available on the GCS (Gates County Schools) AIG website.

**\* 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 District Lead Teacher works with the Superintendent, Assistant Superintendent, and Chief Financial Officer to thoughtfully develop and monitor a budget that supports the local AIG program and address its needs in accordance with state policy. The goals outlined in the local AIG plan are represented in the creation of the local AIG budget.

The AIG District Lead Teacher manages the AIG budget and forms clear connections between the goals of the local AIG plan/program and the budget. The AIG District Lead Teacher prioritizes people, resources, and professional development based on program needs, cost efficiency, and student needs. Resources are frequently used from within the district in order to keep the expenditure of money manageable.

The AIG District Lead Teacher advocates for other funding sources through collaboration with the LEA Title I Director



and Chief Financial Director to secure federal and local monies for program needs outside of the AIG budget. A network of business partnerships is built with local businesses in order to meet the needs of the local AIG program and its learners.

The Assistant Superintendent, Chief Financial Officer, and AIG District Lead Teacher monitor the local program budget. A monthly review of budget lines occurs at the district level to ensure that money is in place and the necessary transactions and adjustments are being made.

**\* Practice D**

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

The AIG District Lead Teacher maintains an AIG Data Dashboard for students at all levels. In addition to demographic information, the AIG Data Dashboard encompasses student growth and achievement data, which may include but is not limited to:

- EOG (End of Grade) data
- EOC (End of Course) data
- Level 5 Math EOG/EOC data
- Advanced Placement data
- CogAT data

Other information that may be included in the AIG Data Dashboard are:

- Testing data including BOY (Beginning of Year), MOY (Middle of Year), benchmarks, midterms, diagnostic testing, and NC Check-Ins
- PSAT, SAT, Pre-ACT and ACT data

- Drop out data

This data is analyzed annually to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

**\* Practice E**

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

The AIG District Lead Teacher maintains and analyzes multiple data sources within Powerschool and the AIG Data Dashboard that focus on the referral, identification, services, and retention of students within the local AIG program. This information may include but is not limited to:

- EOG/EOC achievement data
- CogAT testing data
- Student portfolios (teacher referrals, work samples, and historical testing data)
- Student service information and attendance
- Student retention data

The AIG District Lead Teacher regularly monitors and analyzes this information to ensure that racial, ethnic, economic, or other demographic factors such as exceptionalities and language differences do not reduce the likelihood of access to and participation in the local gifted program.

The 2021-2022 demographic data for the local gifted program appears below. Please note that dashes (---) appear for populations in which the number of students is less than ten.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	9.57%	---	---	---	---	17.13%
<b>Male</b>	---	<5%	---	---	---	---	16.15%
<b>Total</b>	---	7.11%	---	---	16.84%	---	16.63%

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

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**\* Practice F**

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

The AIG District Lead Teacher partners with Human Resources to maintain the documentation of credentials, licensure, completion of professional development, and any other opportunities that are relevant to AIG leadership and instruction. The AIG District Lead teacher shares this information with administrators and other district staff when collaborating and discussing how to support the needs and goals of the local AIG plan.

**\* Practice G**

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

In order to monitor the implementation and effectiveness of the local AIG program, feedback is collected from AIG students and their parents/guardians and families, the Advisory Board, as well as other district staff through a variety of methods including:

- Utilization of NCDPI self-assessment tools and other internal project management tools
- Administration of annual surveys created by or modified from NCDPI
- Analysis of annual and semi-annual student achievement data
- Documentation of monthly meeting minutes

Data are collected annually and at each level in order to ensure equity and consistency amongst schools.

**\* Practice H**

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

The local AIG Plan undergoes a revision cycle every three years. Multiple sources of data are analyzed in order to evaluate the local AIG program and revise areas that need improvement including:

- AIG Data Dashboard
- Stakeholder feedback
- Conversations with the Advisory Board and other district staff
- Budget data
- Goals of the current local AIG Plan and progress towards those goals

The AIG District Lead Teacher and Advisory Board reviews all feedback and evaluates the district plan in order to make strategic changes as necessary. All changes to the local AIG Plan are reviewed and approved by the local Board of Education, then sent to NCDPI.

A change to the local plan can be made mid-cycle if warranted by Interim Reports and legislative and/or policy updates by NCDPI.

**\* Practice I**

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

The AIG District Lead Teacher communicates summary data and all additional information from the local AIG plan's evaluation to students, parents and families, the members of the community, stakeholders involved in the writing process, as well as teachers and other district staff. Information regarding local goals and accomplishments, child count data, demographics, achievement data, and more is disseminated annually in the following ways:

- Announced at Board of Education, PLC (Professional Learning Communities), grade-level, staff, and/or principal meetings
- Communicates to the AIG Advisory Board and other stakeholders through meetings, email and/or other electronic messages, letters, and phone calls
- Documented for access at open interest meetings and one-on-one conferences, as well as on the GCS AIG website
- Presented through professional development to district staff

The AIG District Lead Teacher adheres to FERPA regulation and protects confidentiality when sharing out any student data or other confidential feedback during the program evaluation.

**\* Practice J**

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

All policies, procedures, and practices used within the district (including all forms for consent, identification, and services) are clear, equitable, and made available in another native language if needed. The AIG District Lead Teacher passes out a letter to parents/guardians in order to gain informed consent for assessment and potential identification. If a student qualifies for the local AIG program, parents/guardians receive a letter containing

information about placement and services. If an identified student transfers from another school, the student will automatically be placed into the program using the placement from their previous school. Placement will be revisited using historical testing data at the end of the school year. A student who qualifies in the 85-89% in any area of CogAT or EOG/EOC testing will be eligible for retesting using a different instrument, consideration for placement via the portfolio process, or talent development services. Students as well as their parents/guardians will receive a letter outlining their options, as well as a place to provide consent to move forward.

The LEA has documented processes to resolve disagreements for students and parents that are clear and aligned with Article 9B and other district procedures. A clear outline of AIG student rights appears in the GCS Academically or Intellectually Gifted Parent Guide. When there is a disagreement, the processes outlined in the County Policy Code 1740/4010: Student and Parent Grievance Procedure are followed, as well as the processed outlined in the AIG Dispute Resolution Procedure, which is listed below:

**AIG DISPUTE RESOLUTION PROCEDURE:**

According to Article 9B of Chapter 115C of the General Statutes, the Gates County Schools will follow these procedures for resolving disagreements between parents or guardians and the Board when a child is not identified as an Academically or Intellectually Gifted student or concerning the appropriateness of services offered to the Academically or Intellectually Gifted student:

1. The parent should first attempt to meet with the district/school level AIG facilitator to discuss the concern. The parent must request this meeting within five (5) calendar days of learning of the basis for the concern. If this does not resolve the concern, the parent should then request a meeting with the principal to discuss how the concerns may be resolved. The request must be submitted in writing to the principal within five (5) calendar days of receiving the response of the school level AIG facilitation.
2. If a resolution cannot be reached at the school level, the parent should then request that the District AIG director review the matter and propose a resolution to the issue. This request must be submitted in writing within five (5) days of receiving the principal's response to the concern.
3. If the disagreement cannot be resolved by the AIG director, the parent should request (in writing) a review of the case by the superintendent. The written request should describe the basis of the disagreement and the resolution sought by the parent. This request must be submitted in writing to the superintendent within five (5) calendar days of receiving the AIG director's response to the concern.

4. If the Superintendent cannot resolve the issue, the parent may request that the Board review the Superintendent's decision. The parent's request must be submitted in writing to the superintendent within ten (10) calendar days of the parent or guardian's receipt of the Superintendent's written decision regarding the matter. If the superintendent fails to provide the parent or guardian with a written decision within fifteen days of when the parent submitted the written request to the Superintendent, the parent or guardian need not wait further for a decision from the superintendent before requesting Board review of the matter.

5. The Board's decision is subject to review by the Office of Administrative Hearings as provided in Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the Board improperly failed to identify the child as an academically or intellectually gifted student or (ii) whether the local plan developed under N.C.G.S. 115C-150.7 has been implemented appropriately with regard to the child.



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#### \* Ideas for Strengthening the Standard

- Update Advisory Board and maintain routine meetings
- Strategies to monitor the implementation of the local AIG program/plan through use of a variety of resources; Create a self-prepared annual checklist to ensure that the LEA's practices are in accordance with the local AIG plan goals
- Ensure needs are being met by administering surveys to AIG students/parents/families and district staff and review data; analyze feedback collected through program monitoring methods and tools
- Analyze AIG Data Dashboard, attendance, and retention data annually to recognize patterns and trends over time
- Present annually Board of Education meeting with updates on progress towards AIG goals and plan; should be accessible on the GCS AIG website
- Include FERPA regulations in all literature that is handed out

- Strengthen partnership with Human Resources to maintain the documentation of credentials, licensure, completion of professional development, and any other opportunities that are relevant to AIG leadership and instruction

### Planned Sources of Evidence

- \* Local AIG plan Self-created checklists Meeting agendas and minutes Surveys and data AIG budget Meeting agendas and minutes
- \* NCDPI local plan development tools including plan revision calendar, local planning document, self-assessment tool, unpacking documents, standard-specific resources, and final submission checklists
- \* Surveys and data AIG budget Meeting agendas and minutes Documentation of all communication with students/parents/families and district staff AIG Data Dashboard
- \* Student demographic, retention, attendance, drop out, and aptitude/achievement data AIG licensure lists from Human Resources Article 9B GCS Academically or Intellectually Gifted Parent Guide

### Documents


Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<a href="#"> <u>GCS AIG Portfolio Process FAQ</u></a> <a href="#"> <u>Article 9B</u></a> <a href="#"> <u>GCS Academically or Intellectually Parent Guide</u></a> <a href="#"> <u>Gates County Schools Policy Manual</u></a>



Local Board of Education Approval



**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

03/07/2022 

Original Application Submission Date: 04/11/2022













**Documents**

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

AIG Related Documents

**Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>	<a href="#">Local AIG Plan Board Approval Document</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	<a href="#">GCS Entrance Criteria for AIG ID and Placement (K-12)</a> , <a href="#">GCS AIG Portfolio Process FAQ</a> , <a href="#">NC State Board Policy and Standards for Early Admission to Kindergarten</a> , <a href="#">GCS Academically or Intellectually Parent Guide</a> , <a href="#">GCS Differentiated Education Plan (DEP) Explanation Sheet</a>

<p>AIG Standard 2 Additional Resources</p>	<p>N/A</p>	<p> <a href="#">GCS Academically or Intellectually Parent Guide</a></p> <p> <a href="#">NC State Board Policy and Standards for Early Admission to Kindergarten</a></p> <p> <a href="#">Gates County Schools Policy Manual</a></p> <p> <a href="#">GCS AIG Portfolio Process FAQ</a></p>
<p>AIG Standard 3 Additional Resources</p>	<p>N/A</p>	<p> <a href="#">GCS Differentiated Education Plan (DEP) Explanation Sheet</a></p> <p> <a href="#">GCS AIG Portfolio Process FAQ</a></p>
<p>AIG Standard 4 Additional Resources</p>	<p>N/A</p>	<p> <a href="#">GCS Differentiated Education Plan (DEP) Explanation Sheet</a></p>
<p>AIG Standard 5 Additional Resources</p>	<p>N/A</p>	<p> <a href="#">GCS Academically or Intellectually Parent Guide</a></p>
<p>AIG Standard 6 Additional Resources</p>	<p>N/A</p>	<p> <a href="#">GCS AIG Portfolio Process FAQ</a></p> <p> <a href="#">Article 9B</a></p> <p> <a href="#">GCS Academically or Intellectually Parent Guide</a></p> <p> <a href="#">Gates County Schools Policy Manual</a></p>

## Glossary

### Gates County Schools (370) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

<b>Phrase</b>	<b>Definition</b>
1:1 technology	Every student has their own mobile computing device (tablet, laptop, computer, netbook, chromebook, etc.) to use for learning
Acceleration	Advancement to a higher level, which may involve a quicker pace of learning or skipping instruction of course work where knowledge already exists
Achievement testing	Instruments that measure what a child knows academically (a developed skill or knowledge) and what he/she can do academically
Advanced content	Student is learning content beyond the grade level curriculum
Advanced Placement classes	A program in the United States created by the College Board which offers college-level curricula and examinations to high school students
AIG	Academically or Intellectually Gifted
Aptitude testing	An exam used to determine an individual's skill to succeed in a given activity; an aptitude test does not test knowledge or intelligence, only a particular skill
Bibliotherapy	Using storytelling and literature as a way to help students understand and cope with their emotions
Bloom's Taxonomy	A thinking framework that encourages higher-order thought in their students by building up from lower-level thinking skills to more complex

CCP	Career and College Promise - North Carolina's dual enrollment program that allows eligible NC high school students to enroll in college classes at NC community colleges and universities through their high school
CDM	Credit by Demonstrated Mastery - the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time
Choice boards	A graphic organizer that allows students to choose different ways to learn about a particular concept
Cluster grouping	Student has purposely been placed in a group/class of students of similar academic abilities/scores
Contracts	(Learning contracts) Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner and the time frame for completion
CTE	Career and Technical Education - offers each student opportunities to personalize his or her education based on their career interests and unique learning needs
Curriculum compacting	Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level; Student is working alone on independent, advanced content beyond the grade level curriculum
DEP	Differentiated Education Plan; outlines the program services which a student will receive
Differentiation	Adjusting instructional strategies, complexity, and/or activities to meet the needs of the learner
Dual enrollment	Student is enrolled in classes at another institution while taking classes at their school
EC	Exceptional Children - this department ensures that students with disabilities develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program
EL	English Language Learners - anyone who does not learn English as their first and primary language

Enrichment	Encourages students to learn through different methods as they enjoy engaging projects and activities beyond the pages of a book
Extension	Extending knowledge and skills through instruction or study outside of the traditional classroom
Flexible grouping	Student is routinely but purposely placed in groups with a variety of students to draw out academic strengths; Grouping patterns may include ability/skill level or interest
Honors classes	Higher-level classes that proceed at a faster pace and cover more material than regular classes
Horizontal planning	When teachers at the same grade level meet to coordinate learning activities
Independent study	Students take Independent Investigation to the next step by creating a real life product and becoming an "expert", developing their own research, etc.
Interest inventories	A list of questions about students' interests and backgrounds
Intervention and enrichment blocks	Additional instructional time for students needing support (intervention) and allowing choice/enrichment for student that don't need additional time
Kaplan Depth and Complexity Model	A differentiation strategy designed to raise thinking levels of gifted students in a general education classroom; composed of eleven elements represented by a set of icons or pictures
LEA	Local Education Agency - Gates County Schools
Learning menus	A graphic organizer that allows students to choose different ways to learn about a particular concept
Learning style surveys	Surveys designed to help students determine how they might learn best (visual, auditory, kinesthetic/hands-on, etc.)

NCDPI	North Carolina Department of Education
NCSCOS	North Carolina Standard Course of Study
PLC	Professional Learning Communities - a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students
Professional development	Specialized training intended to help educators improve their professional knowledge, competence, skill, and effectiveness
Pull-out services	Student is pulled from the regular education class to participate in AIG activities
Qualitative	Information or data that is described using words and/or characteristics, such as questionnaires, interviews, observations, notes, etc.
Quantitative	Information or data that is described using numbers and quantities
Referral process	When a parent/guardian, student, staff member, etc. recommends a student to be considered for the AIG program
Screening process	The process of conducting an aptitude or achievement test to multiple students in order to see who qualifies for the local AIG program
SEL	Also referred to as social-emotional learning, this methodology helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others
Socratic seminars	Increased understanding of ideas by means of Socratic questioning using active participation in group discussion in order to generate, articulate, justify and clarify the student's own ideas
Stakeholders	Anyone who is invested in the welfare and success of a school and its students, including staff members, students, families, community members, school board members, etc.
STEM	Student is participating in Science, Technology, Engineering, and Mathematics activities on an advanced level

Subject placement above grade level	Allows students to move to an advanced grade level in one or more core academic subjects but remain identified with their own age mates
Talent Development programming	Focuses on helping develop students' specific areas of talent; allows schools to cast a wider net and provide services to more bright students who have needs beyond the typical curriculum
Tiered assignments	A differentiation strategy that addresses a particular standard but allows several pathways for students to learn based on their interests, readiness, or learning profiles
Vertical planning	When teachers who teach the same content area accross multiple grade levels meet to coordinate instruction

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