Mission/Vision Statement and Funding

Gates County Schools (370) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Mission 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 theirs schools and communities.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 85,095.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

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 district uses a multi-step screening and referral process to ensure equitable identification of gifted learners at all grade levels.

Screening Process

The screening process is designed to gather data to identify students with advanced academic potential. Universal screening and multiple data points help ensure all students, regardless of background, have opportunities to demonstrate their strengths.

- K-2 Screening:
  - Early screening is based on multiple measures, including observational checklists, teacher recommendations, classroom performance, and work samples.
  - Literacy and numeracy assessments administered at the district and state levels provide additional data for identifying students who may need advanced learning opportunities.
  - Students who demonstrate advanced abilities may receive talent development support and be considered for early identification through portfolio review.
- 3rd-12th Grade Screening:
  - Universal screening occurs in 3rd and 6th grades through the administration of an aptitude test, such as the CogAT (Cognitive Abilities Test).
  - New students enrolling in grades 4-8 are screened for potential AIG eligibility using available records and may be tested if needed.

- In high school (grades 9-12), students may opt into aptitude testing if they were not previously identified but demonstrate potential through coursework and performance.
- Achievement data from standardized state assessments (NC End-of-Grade and End-of-Course tests) are reviewed annually for all students in grades 3-11 to identify potential candidates for further review.

Screening is an ongoing process throughout the school year, allowing for multiple opportunities for students to demonstrate their strengths.

Referral Process

The referral process ensures that students who may not have been identified through screening have an additional pathway for consideration. Referrals can be made by various stakeholders, and the process is open year-round.

- K-2 Referral:
  - Students may be referred by teachers, parents/guardians, or school staff based on classroom performance, behavioral checklists, and formative assessments.
  - Once referred, a student portfolio is created, including work samples, teacher narratives, and assessment data, to determine if gifted services are needed before formal testing is available.
- 3rd-12th Grade Referral:
  - Students, parents/guardians, or staff may submit referrals at any time. However, testing for aptitude occurs only within designated annual testing windows.
  - Referred students undergo a review of existing data (achievement scores, work samples, teacher checklists) and may be placed into the portfolio process for further consideration.
  - The portfolio may include historical testing data, student work samples, letters of recommendation, and behavioral checklists.

Gates County Schools is committed to equitable identification practices to ensure all students, including those from underrepresented populations, have access to gifted services. To support this goal:

- We partner with MTSS and curriculum teams to evaluate screening tools and assessments for multilingual learners to ensure language is not a barrier to identification.
- We collaborate with the Exceptional Children’s Department to increase awareness of twice-exceptional (2e) students and implement policies to support their identification and learning needs.

- Off-grade-level assessments and differentiated screening tools are considered to capture students whose potential may not be reflected in standard grade-level tests.

By implementing a comprehensive and continuous screening and referral process, Gates County Schools ensures that all students have access to appropriate academic services based on their unique strengths and needs.

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

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 (characteristics, work samples, teacher input) and quantitative (test scores, aptitude measures) data. These pathways provide multiple opportunities for students at all grade levels to be identified. All eligibility criteria are reviewed annually for potential candidates and are established based on local student achievement data and demographics.

The identification process is designed to remove barriers to access by incorporating multiple data points, including standardized assessments, aptitude measures, portfolios, classroom performance, and teacher recommendations. Additionally, the AIG team collaborates with EC, ML, and MTSS personnel to ensure a comprehensive and equitable approach to identifying students with diverse learning profiles.

<u>Identification Pathways for Grades K-2</u>

Before identification can occur, it is required that the K-2 student must score > or = 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 > or = 98%

Pathway 2: Academically Gifted in Math (AM)

- Standardized Math achievement test score > or = 98%

Pathway 3: Academically Gifted (AG)

- Standardized Reading AND Math achievement test score > or = 98%

Pathway 4: Intellectually Gifted (IG)

- Aptitude test score > or = 98%

Pathway 5: Academically and Intellectually Gifted (AIG)

- Aptitude test score > or = 98% AND Standardized Reading AND Math achievement test score > or = 98%

Identification Pathways for Grades 3-12

Pathway 1: Academically Gifted in Reading (AR)

- > or = 93% on Reading EOG/EOC test OR

  > or = 95% in CogAT Verbal battery OR > or = 90% in 2 or more (1 being Verbal) or similar aptitude test

  AND

- Grades from previous semester > or = 90% average OR

  GPA of > or = 3.63

OR approved portfolio submission

Pathway 2: Academically Gifted in Math (AM)

- > or = 93% on Math EOG/EOC test OR

  > or = 95% in CogAT Quantitative battery OR > or = 90% in 2 or more (1 being Quantitative) or similar aptitude test

  AND

- Grades from previous semester > or = 90% average OR

  GPA of > or = 3.6

OR approved portfolio submission

Pathway 3: Academically Gifted (AG)

- > or = 93% on Reading AND Math EOG/EOC test OR

  > or = 95% in CogAT Quantitative or Verbal battery OR > or = 90% in 2 or more or similar aptitude test

AND

- Grades from previous semester > or = 90% average OR

  GPA of > or = 3.6

OR approved portfolio submission

Pathway 4: Intellectually Gifted (IG)

- > or = 95% in any 1 battery OR

  > or = 90% in 2 or more or similar aptitude test

  AND

- Grades from previous semester > or = 90% average OR

  GPA of > or = 3.6

Pathway 5: Academically and Intellectually Gifted (AIG)

Must meet *both* criteria to qualify

- Meets the qualifications for Academically Gifted (AG)
- Meets the qualifications for Intellectually Gifted (IG)

<u>Important Notes Regarding Identification in Grades 3-12</u>

- Reading and Math EOG/EOC scores are reviewed annually.
- A CogAT screening is held annually for students in grade 3, grade 6, as well as all new enrollments who opt-in.
- In order to participate in the portfolio process, a student must be enrolled in grade 3 or higher.
- A student must participate in at least one CogAT screening (or similar testing administration) in order to be referred to the portfolio process.
- Students must meet at least 2 criteria within an identified pathway AND must meet the criteria for 2 years in a row.
- Once met the first year, they will be in a probationary period and will receive services for Talent Development twice a month.

- At the conclusion of the probationary year, students must continue to meet the same two qualifying criteria in order to move forward in the program.
- If a student does not meet the same two criteria after the first year, the student will restart the process, beginning a new probationary year.
- Students are allowed multiple opportunities to requalify and meet the criteria for two consecutive years in order to achieve full program status.
- Parent, teacher, and student requests for testing in grades 3-12 are honored. Even though formal screenings are not held at the high school, students may request testing.

Use of Portfolios and Non-Traditional Measures in Identification

In addition to standardized assessments, the district incorporates a portfolio review process for students who demonstrate high potential but do not meet traditional cut-off scores. Portfolios may include:

- Student work samples demonstrating advanced reasoning and problem-solving skills.
- Teacher checklists and recommendations highlighting observed strengths.
- Performance-based assessments such as projects, writing samples, or talent development activities.
- Talent Development Work Samples that provide additional evidence of aptitude.

Portfolios are reviewed by the AIG Identification Team, which includes the District AIG Coordinator/Lead AIG Teacher, classroom teachers, and administrators. If a student's portfolio provides compelling evidence of gifted potential, additional testing or services may be recommended.

Talent Development Programming

All students in grades K-12 have access to and will be served accordingly through the local Talent Development Program until they are potentially identified. This program provides enrichment opportunities and ongoing monitoring of student progress. 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 3-12 Talent Development Program

- Students must demonstrate eligibility by meeting at least two criteria within an identified pathway.
- Once eligibility is established, students will begin a one-year probationary period.
- During the probationary period, students will receive Talent Development services to support their growth.
- At the conclusion of the probationary year, students must continue to meet the same two qualifying criteria in order to move forward in the program.
- If a student does not meet the same two criteria after the first year, the student will restart the process, beginning a new probationary year.
- Students are allowed multiple opportunities to requalify and meet the criteria for two consecutive years in order to achieve full program status.

Our goal is to provide consistent opportunities for growth and success, while recognizing that students develop at different rates. We are committed to supporting students every step of the way!

To ensure equitable access, the district:

- Collaborates with EC, ML, and MTSS teams to identify gifted potential in underrepresented populations.
- Reviews multiple data points, including qualitative and quantitative evidence.

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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 > or = 98%	* Standardized Math achievement test score > or = 98%	* Standardized Reading AND Math achievement test score > or = 98%	* Aptitude test score > or = 98%	* Aptitude test score > or = 98% AND Standardized Reading AND Math achievement test score > or = 98%
3-5	* > or = 93% on Reading EOG/EOC test OR > or = 95% in CogAT Verbal battery OR > or = 90% in 2 or more (1 being Verbal) or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.63 OR approved portfolio submission	* > or = 93% on Math EOG/EOC test OR > or = 95% in CogAT Quantitative battery OR > or = 90% in 2 or more (1 being Quantitative) or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6 OR approved portfolio submission	* > or = 93% on Reading AND Math EOG/EOC test OR > or = 95% in CogAT Quantitative or Verbal battery OR > or = 90% in 2 or more or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6 OR approved portfolio submission	* > or = 95% in any 1 battery OR > or = 90% in 2 or more or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6	* Must meet both criteria to qualify Meets the qualifications for Academically Gifted (AG) Meets the qualifications for Intellectually Gifted (IG)
6-8	* > or = 93% on Reading EOG/EOC test OR > or = 95% in CogAT Verbal battery OR > or = 90% in 2 or more (1 being Verbal) or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.63 OR approved portfolio submission	* > or = 93% on Math EOG/EOC test OR > or = 95% in CogAT Quantitative battery OR > or = 90% in 2 or more (1 being Quantitative) or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6 OR approved portfolio submission	* > or = 93% on Reading AND Math EOG/EOC test OR > or = 95% in CogAT Quantitative or Verbal battery OR > or = 90% in 2 or more or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6 OR approved portfolio submission	* > or = 95% in any 1 battery OR > or = 90% in 2 or more or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6	* Must meet both criteria to qualify Meets the qualifications for Academically Gifted (AG) Meets the qualifications for Intellectually Gifted (IG)

9-12	* > or = 93% on Reading EOG/EOC test OR > or = 95% in CogAT Verbal battery OR > or = 90% in 2 or more (1 being Verbal) or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.63 OR approved portfolio submission	* > or = 93% on Math EOG/EOC test OR > or = 95% in CogAT Quantitative battery OR > or = 90% in 2 or more (1 being Quantitative) or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6 OR approved portfolio submission	* > or = 93% on Reading AND Math EOG/EOC test OR > or = 95% in CogAT Quantitative or Verbal battery OR > or = 90% in 2 or more or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6 OR approved portfolio submission	* > or = 95% in any 1 battery OR > or = 90% in 2 or more or similar aptitude test AND Grades from previous semester > or = 90% average OR GPA of > or = 3.6	* Must meet both criteria to qualify Meets the qualifications for Academically Gifted (AG) Meets the qualifications for Intellectually Gifted (IG)

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

The LEA's District AIG Coordinator/Lead AIG Teacher analyzes local demographic and sub-group data annually for underrepresentation and ensures that screening, referral, and identification procedures are equitable and responsive to district needs.

Our district has implemented multiple pathways for AIG identification that allow equitable access for underrepresented populations, including highly gifted and twice-exceptional students. These pathways include:

- Traditional and Non-Traditional Measures: In addition to standardized test scores, we incorporate student portfolios, teacher observation forms, student work samples, and historical testing data.
- Use of Local Norms: Identification procedures consider school-level and district-level performance data rather than relying solely on national norms, ensuring that gifted potential is recognized within our local context.
- Early Talent Development Follow-Up: Students who participate in K-3 talent development initiatives are closely monitored for potential AIG identification in later grades to ensure their growth is recognized.

The District AIG Coordinator/Lead AIG Teacher works in collaboration 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 ensure that students from all backgrounds receive appropriate consideration for AIG services. This team also reviews district and state assessment data to identify students who may have been overlooked in the initial screening process.

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.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	12.07%	---	---	---	---	19.95%
Male	---	7.81%	---	---	---	---	21.82%
Total	---	9.84%	17.86%	---	12.62%	---	20.88%

Percent of Total AIG Students Identified as Dual Exceptionality

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

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 District AIG Coordinator/Lead AIG Teacher develops the screening plan and facilitates its administration within each school. To ensure consistency, standardized testing instruments, screening plans, training, and documentation are used across all schools for both initial screenings and any additional assessments needed for identification.

To monitor implementation across the district, the District AIG Coordinator/Lead AIG Teacher conducts an annual review of screening, referral, and identification processes. Resources, such as standardized forms, infographics, and checklists, are provided to schools to ensure that all steps in the identification process are followed correctly.

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

The District AIG Coordinator/Lead AIG 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. Informational sessions and one-on-one conferences are held 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 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 District AIG Coordinator/Lead AIG Teacher communicates this information to school personnel as requested at monthly PLC (Professional Learning Communities), grade-level, staff, principal, Board of Education meetings, and professional development.

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

The District AIG Coordinator/Lead AIG 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 maintained in student records and/or Infinite Campus and is reviewed with students and parents/guardians a minimum of once a year. Parents/guardians are invited to conference with the District AIG Coordinator/Lead AIG Teacher to review identification and service options. Conferences may take place in person, over the phone, or through a virtual platform.

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

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 District AIG Coordinator/Lead AIG 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 Infinite Campus and is reviewed with students and parents/guardians a minimum of once a year. Parents/guardians are invited to conference with the District AIG Coordinator/Lead AIG 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 virtual 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 ML 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 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

*	Student test scores (aptitude and achievement)
*	Gates County Schools Entrance Criteria for AIG Identification and Placement document
*	GCS Academically or Intellectually Gifted Program: A Parent Guide
*	Head counts and AIG sub-group data
*	Student portfolio data including historical testing data, teacher letters of support, and student work samples
*	Emails, letters, electronic messages, documentation of all-calls, GCS AIG website
*	Meeting agendas and minutes
*	DEPs (Differentiated Education Plans)

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	GCS Entrance Criteria for AIG ID and Placement (K-12) *Effective 2025-2026 NC State Board Policy State Standards for Early Admission to Kindergarten GCS AIG Portfolio Process FAQ GCS Academically or Intellectually Parent Guide (Revised May 2025)

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Standard 2: Comprehensive Programming within a Total School Community

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

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

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 District AIG Coordinator/Lead AIG Teacher offers direct pull-out services to all identified K-5 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 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 and/or District AIG Coordinator/Lead AIG Teacher as well. Supporters such as the District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG Teacher

Intellectually Gifted (IG):

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

Services for Grades 6-8

The District AIG Coordinator/Lead AIG 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 and/or District AIG Coordinator/Lead AIG Teacher. Supporters such as the District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG Teacher

Intellectually Gifted (IG):

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

Services for Grades 9-12

All identified students in grades 9-12 are eligible for monthly academic counseling services provided by the District AIG Coordinator/Lead AIG Teacher. These services are provided through email, scheduled Google Meets, and Google Classroom. 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 District AIG Coordinator/Lead AIG Teacher. Supporters such as the District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG Teacher
- 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 District AIG Coordinator/Lead AIG Teacher

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

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

The District AIG Coordinator/Lead AIG Teacher collaborates with the school counselors, classroom teachers, administrators, and district-level teams (e.g., Curriculum & Instruction, Student Services, Exceptional Children's departments) to ensure SEL services are comprehensive and accessible across all settings. Regular team meetings focus on identifying and addressing students' academic and social-emotional needs using data from Differentiated Education Plans (DEPs) and teacher observations.

Roles and Responsibilities:

1. District AIG Coordinator/Lead AIG Teacher:
   - Develop and deliver SEL curriculum tailored to the needs of gifted students.
   - Collaborate with counselors and teachers to identify and support students with emerging social or emotional concerns.
2. School Counselors:
   - Provide small-group or individual counseling sessions to address specific SEL needs.
   - Facilitate connections to community mental health resources for students requiring additional support.
3. Classroom Teachers:
   - Monitor students' social-emotional well-being and communicate observations to District AIG Coordinator/Lead AIG Teacher and counselors.
   - Incorporate SEL strategies shared through professional development and collaborative planning sessions.
4. Administrators and District Teams:
   - Ensure resources and professional development opportunities are available to support staff in addressing SEL needs.
   - Monitor the implementation of SEL services through data review and stakeholder feedback.

Specific Services for Each Grade Span (K-12):

1. Elementary (K-5):
   - Social-emotional learning (SEL) lessons embedded into their AIG pull-out sessions, focusing on emotional regulation, building resilience, and developing peer relationships.
   - Collaboration between the District AIG Coordinator/Lead AIG Teacher and school counselors to deliver small-group sessions for students requiring additional support.

2. Middle School (6-8):

- Social-emotional learning (SEL) curriculum integrated into their AIG pull-out sessions to address identity development, managing transitions, and coping with academic challenges.
- Targeted support provided by school counselors and teachers through small-group discussions and one-on-one check-ins, tailored to individual needs.

3. High School (9-12):

- Social-emotional learning (SEL) strategies incorporated into college and career readiness activities, focusing on stress management, goal setting, and self-advocacy.
- Collaboration between the District AIG Coordinator/Lead AIG Teacher, school counselors, and Student Services teams to support students' holistic development through workshops and mentoring programs.

The District AIG Coordinator/Lead AIG 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. Additional information, tips, and strategies are offered on the district's AIG website.

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.

Students are also provided with information, tips, and strategies through Google Classroom and the district's AIG website.

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

The District AIG Coordinator/Lead AIG Teacher will communicate and collaborate with instructional departments at the district level and 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. These resources include, but are not limited to, differentiated instructional materials, digital learning tools and enrichment materials.

The District AIG Coordinator/Lead AIG Teacher will ensure every school in the system has access to necessary resources to implement the local AIG program. These resources include, but are not limited to, the plan itself, AIG identification and progress monitoring tools, gifted education professional development, and access to AIG specialists. These can all be found on the AIG

website and in a shared Google Drive. This information will also be shared at the beginning of each school year at opening staff meetings.

The District AIG Coordinator/Lead AIG Teacher will routinely meet and work with school and district administrative teams to make sure the needs of AIG students are addressed at all levels in practice and policy and ensure alignment with current research and best practices. The District AIG Coordinator/Lead AIG Teacher will be included in the school's improvement plan to ensure high quality, ongoing, and differentiated professional development to meet the needs of our AIG students. This professional development will help implement a tiered instructional system with units of instruction and activities aligned with AIG goals and allows teachers to deliver evidence-based instruction aligned with the individual needs of students.

To ensure the effective implementation of the AIG program, the district allocates resources equitably, including funding for AIG specialists, professional development for teachers, and instructional materials tailored to gifted learners. Schools also receive guidance on leveraging existing resources, such as technology and community partnerships, to enhance AIG services.

In order to be strategically aligned with the district's priorities, including fostering equity, promoting academic excellence, and preparing students for college and career readiness, the program integrates seamlessly with the district's strategic plan. The District AIG Coordinator/Lead AIG Teacher will provide differentiated learning opportunities that support advanced learners and address the diverse needs of students through acceleration, enrichment, and specialized services.

The District AIG Coordinator/Lead AIG Teacher is aware of board policies that relate to AIG, including:

- the principle that every student should be given an equal opportunity for a sound basic education.
- an effective educational program must be supported by services that assist students in taking advantage of educational opportunities to receive a sound basic education.
- promoting achievement through teaching, engaging and helping students become successful.
- the belief that all students must be challenged by a creative and invigorating curriculum in which educators, administrators and appropriate staff utilize hands-on, technological resources in a caring, compassionate and nurturing environment.

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

The district has established procedures to support intentional, flexible grouping practices that facilitate the achievement and growth of AIG and other students with advanced learning needs.
At the end of a school year and/or the start of a new school year, classroom teachers, administrators, data managers, and other staff collaborate to analyze a variety of student data to inform initial grouping decisions. This process ensures students are placed in groups that align with their individual needs and strengths.

The district utilizes a range of assessments to support student grouping assignments that include (but are not limited to):

- Elementary Level: Third Grade Beginning-of-Grade testing (BOG), End-of-Grade testing (EOG), NC Check-Ins, STAR Reader, mClass DIBELS 8, Read to Achieve (RTA), iXL and/or iReady Diagnostic and Progress Monitoring data, class averages, and other formal/informal assessment tools
- Middle School Level: EOG data, NC Check-Ins, iXL Diagnostic and Progress Monitoring data, class averages, and other formal/informal assessment tools
- High School Level: End of Course testing (EOC), NC Check-Ins, IXL Diagnostic and Progress Monitoring data, class averages, and other formal/informal assessment tools

Student achievement data is analyzed before and after grouping practices to determine the effectiveness of student groups. Benchmark data from the beginning of the year, middle of year and end of year are used at those respective times of year.

Flexible Grouping Practices During the School Year

Flexible grouping practices fluctuate and are continually adjusted to reflect students' needs. To support these practices, staff:

- Analyze Ongoing Data: Teachers use formative assessments, progress monitoring tools, and classroom observations to revisit and adjust groups regularly.
- Implement Targeted Interventions and Enrichment: Groups may focus on remediation, acceleration, or exploration of advanced topics, such as problem-based learning or creative projects.
- Incorporate MTSS Frameworks: Grade-level teams and professional learning communities (PLCs) collaborate to align grouping practices with multi-tiered systems of support (MTSS). This includes creating opportunities for intervention and enrichment during a dedicated time in their schedule.
- Address Holistic Needs: Grouping decisions consider attendance, behavior, and social-emotional data to ensure a comprehensive approach to student support.

Advanced Course Placement

For middle and high school students, advanced course placements (e.g., Honors or Advanced Placement) are determined based on EOG, EOC, and Education Value-Added Assessment System (EVAAS) data, as well as teacher recommendations and class averages. Students who do not meet the initial qualifications for placement may enroll through a parent waiver, 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 District AIG Coordinator/Lead AIG 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
- Presentations at PLCs (Professional Learning Communities), grade-level, staff, principal, and Board of Education meetings 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 District AIG Coordinator/Lead AIG Teacher ensures the effective continuation of K-12 AIG services through a comprehensive communication and documentation plan. The plan provides teachers, administrators, counselors, and other staff with the necessary information to support seamless transitions for gifted learners.

The plan includes:

Communication Plan:

- Grade-to-Grade Transitions Within Schools:
  - Teachers meet annually to review AIG student data and discuss services for the upcoming grade. Receiving teachers are invited to review student goals, service plans, and instructional strategies.
  - Differentiated Education Plans (DEPs) are updated collaboratively to reflect student progress and future needs.
- School-to-School Transitions:
  - Transition meetings are held between schools (e.g., elementary to middle, middle to high school).

- Schools provide one another with updated DEPs, student identification data, service documentation, and information on academic, intellectual, and social-emotional needs.
- Transition visits for students include orientation activities and information sessions to discuss service changes at the next level.

- Transfers from Outside the District:
  - The district develops clear procedures for receiving and processing information for students transferring into or out of the district.
  - The District AIG Coordinator/Lead AIG Teacher collaborates with the previous school to gather records on identification criteria, services received, and unique needs.
  - Incoming students are assessed for compatibility with district criteria and promptly integrated into appropriate services.

Documentation System:

- Physical and/or electronic records are maintained for all AIG students, including:
  - Identification area(s) and criteria met.
  - Current service options and instructional strategies.
  - Academic, intellectual, and social-emotional needs.
  - Historical and updated DEPs.
- This information is shared with instructional staff at the beginning of each academic year to ensure continuity in services.

Collaboration Across Stakeholders:

- Site team meetings are held to discuss the progress and needs of AIG students.
- School counselors, District AIG Coordinator/Lead AIG Teacher, administrators, and classroom teachers work together during transition meetings to plan services for the next grade span.
- Partnerships with the ML and EC departments are established to ensure collaborative transition planning for twice-exceptional and ML/AIG students.

Support for Social-Emotional Needs:

- Counseling services are provided as needed to address the unique social-emotional needs of gifted learners, especially during key transitions.
- Orientation sessions and mentoring programs are offered to help students adjust to new school environments.

* **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 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-K (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 District AIG Coordinator/Lead AIG Teacher, classroom teacher(s), and other necessary staff to analyze related EOG/EOC or any other related achievement data; ability testing data; class averages; and any other necessary formal/informal data in order to make a decision.

The board will also support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future

educational and workplace endeavors (GCS Policy Code 3101)

Middle School Advanced Math Pathway: According to SL2019-120, “A student at grade six or higher who scores at the highest level on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled. A student in seventh grade scoring at the highest level on the seventh grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade. No student who qualifies under this shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being adequately informed that the student’s placement was determined by the student’s achievement on the previous end-of-grade or end-of-course test. The Advanced Math 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**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

The District AIG Coordinator/Lead AIG Teacher, regular education teachers, and other instructional staff collaborate to develop and implement evidence-based curriculum and resources designed to cultivate the potential of all K-3 students. These curricular resources align with the NCSCOS and support differentiated strategies to meet the academic, intellectual, and social-emotional needs of young learners with outstanding potential and/or advanced achievement.

Differentiated strategies include:

- Cluster grouping: Students are grouped based on needs, abilities, and interests to foster peer collaboration and targeted learning experiences.
- Interest-based tools and strategies: Resources such as interest inventories, learning style surveys, contracts, choice boards, learning menus, learning centers/stations, and opportunities for independent studies and projects encourage students to explore their strengths and passions.
- Technology-based instruction: Self-paced enrichment programs in math and reading, supported by available 1:1 technology, provide tailored opportunities for academic growth.
- Project-based and problem-based learning: Students engage in hands-on, real-world challenges that promote creativity, critical thinking, and problem-solving.
- Tiered units, lessons, and projects: Instruction is scaffolded to meet students at their current level and push them toward advanced achievement.

Each school dedicates time for intervention and enrichment blocks where students can showcase and develop their talents. During these blocks, students are both assigned to groups based on achievement data and given opportunities to select activities aligned with their interests. Teachers and specialists observe students engaging in a variety of tasks to identify strengths and potential areas for further development. This observation process ensures all students, including those whose strengths may not yet be evident, are considered for talent development opportunities.

To intentionally cultivate an environment that recognizes potential in underrepresented populations, the district employs targeted efforts, including:

- Culturally responsive teaching practices: Teachers are trained to recognize and value diverse cultural backgrounds and how these influence learning styles and behaviors.
- Universal screening tools: All K-3 students are screened for potential giftedness using unbiased, research-based assessments to ensure that underrepresented populations are not overlooked.

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

The LEA is committed to promoting equity through intentional strategies aimed at broadening access to talent development and advanced learning opportunities for underrepresented AIG populations. Our efforts are guided by a collaborative approach that involves the District AIG Coordinator/Lead AIG Teacher, district leadership, instructional staff, and specialized teachers. Together, we evaluate student achievement and talent development data to identify opportunities that cultivate students' potential and provide advanced learning options that reflect our goals of equity and excellence in gifted education.

To ensure equity in access, we have established multiple pathways for entry into the AIG Program, including nonverbal testing, student portfolios, and other assessments that appeal to a diverse range of strengths and talents. These pathways are designed to meet the needs of underrepresented populations, particularly those from culturally/ethnically diverse, economically disadvantaged, multilingual, highly gifted, and twice-exceptional groups.

Each school in the LEA provides enrichment and intervention periods that are strategically organized to meet the needs of students. Students are assigned to groups based on achievement data, but they are also given opportunities to select groups based on personal interests. This dual approach allows students to explore advanced learning options in areas such as, but not limited to, robotics, math club, and book club. High school students also benefit from mentorships, job shadowing and internships, which further broaden their exposure to advanced learning opportunities and career exploration.

Our talent development opportunities are continuously informed through feedback, data collection, and ongoing collaboration between the District AIG Coordinator/Lead AIG Teacher, Instructional Support Coaches, school administration, and specialized staff (ML, EC. Title I, etc.). Students are given the opportunity to provide feedback on enrichment and club offerings at each school to ensure that our services remain relevant and engaging. We also partner with teachers who focus on specialized student needs to strengthen and enhance our programming efforts. This collaborative approach ensures that all students, including those from underrepresented groups, have access to a variety of opportunities designed to nurture their strengths and talents.

Rigorous Summer Transition Programs:
Recognizing the importance of transitional periods, the LEA has implemented targeted summer programs to prepare students for advanced learning opportunities at the middle and high school levels.

- 5th to 6th Grade Transition:

  To support a successful transition to middle school, rising AIG students participate in academic and social readiness sessions focused on building organizational skills, time management, effective study habits, and addressing social-emotional challenges. Collaborative learning experiences, including group projects and interactive activities, help students strengthen communication and teamwork skills while introducing the expectations of advanced academic programs.

- 8th to 9th Grade Transition:

  To support a smooth transition from middle to high school, rising 9th grade students are invited to participate in a summer orientation program. This experience is designed to ease anxiety, build confidence, and familiarize students with the high school environment. The orientation includes campus tours, academic overviews, introductions to staff and support services, peer-led discussions, and sessions on time management and extracurricular opportunities. By fostering early connections and providing essential information, the program helps AIG students enter high school prepared, informed, and engaged.

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

The LEA provides diverse opportunities to foster academic, intellectual, and social-emotional development, enriching the services available to AIG students and supporting their talents and interests.

The LEA seeks, establishes, and maintains partnerships with local colleges, universities and community organizations to provide AIG students with enriching extracurricular experiences. Examples include Elizabeth City State University's MSEN (Math, Science, and Engineering Network) and the Saunders Science Scholars partnership with the University of North Carolina. Community-based partnerships, such as those with 4-H and Merchant's Millpond, further extend opportunities for students to explore interests in real-world contexts.

At the school level, students have access to a variety of clubs, competitions, and leadership opportunities that address their academic, intellectual, and social-emotional needs. Examples include Battle of the Books, BETA Club, Student Government Association (SGA), Health Occupation Students of America (HOSA), Playmakers, Girls on the Run, Flight Crew, Future Farmers of America (FFA), Ladies of Distinction, Kindness Club, Hope Squad, Fellowship of Christian Athletes (FCA) and more.

To ensure equity and accessibility, the LEA offers family and community engagement events such as STEM Nights, Arts Nights, and Title I family nights. These events invite students, families, and community members to explore and celebrate student talents and achievements as well.

Schools also provide intervention and enrichment periods during the school day, where students can be assigned or choose groups based on their personal interests and needs. These periods support individualized growth and talent development for AIG students. The LEA further enhances programming by gathering student input through interest inventories, ensuring that extracurricular offerings align with their passions and goals.

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 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 team, Exceptional Children's departments and parents.
- Periodic meetings with principals to ensure that AIG needs are being met at each school.
- Implement observational tools and enrichment clusters for early grades to build a pipeline of students showing potential.
- Create regular AIG collaboration sessions with classroom teachers, EC staff, and ESL teachers to identify and support advanced learners.
- Offer services through collaboration and push-in to classes, not just pull-out.

Planned Sources of Evidence

*	District AIG Coordinator/Lead AIG Teacher or classroom teacher lesson plans showing differentiation, compacting, or enrichment
*	Schedules showing push-in, pull-out, and flexible grouping
*	Talent development plans for K-2 or underrepresented populations
*	Vertical and horizontal planning meeting agendas/notes that show collaboration
*	Participation data in enrichment or advanced classes (e.g., Math 1 in middle school)
*	Student portfolios or products from enrichment tasks or independent projects
*	Documentation of community, student, and parent nights
*	PD agendas, sign-in sheets, and evaluations related to differentiation, gifted ed strategies, or talent development

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	GCS Academically or Intellectually Parent Guide (Revised May 2025) GCS AIG Portfolio Process FAQ NC State Board Policy State Standards for Early Admission to Kindergarten Gates County Schools Policy Manual

Gates County Schools (370) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

The LEA (Local Education Agency - Gates County Schools) is committed to meeting the needs of advanced learners and 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 and enhances primarily through unpacking documents, scaffolds, and other curriculum resources provided by NCDPI (North Carolina Department of Education).

To meet the needs of AIG students, the district employs strategies such as interdisciplinary units, project-based learning, and technology-based personalized learning environments. Differentiation is supported through the use of formal and informal assessments, interest inventories, and flexible grouping to cluster students with similar abilities, needs, and interests.

Instructional staff, including regular classroom teachers, the District AIG Coordinator/Lead AIG Teacher, and other educators, differentiate curriculum by implementing strategies that extend and deepen student learning. All stakeholders confirm that this ensures that AIG students are consistently challenged at their appropriate readiness levels.

The district supports differentiation efforts by fostering collaboration and providing resources for instructional staff. This includes:

- Providing regular curriculum development and reflection meetings with the District AIG Coordinator/Lead AIG Teacher, instructional coaches, and other staff to align practices with NCSCOS and address advanced learners' needs.
- Providing regular opportunities for vertical and horizontal planning among AIG staff and regular education teachers to create interdisciplinary units and plan for differentiation.
- Providing coaching opportunities and instructional resources for K–12 classroom teachers and other staff that focus on enriching, extending, and accelerating the curriculum.
- Providing ongoing PD (professional development) workshops tailored to advance instructional strategies.

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

The LEA uses a variety of evidence-based strategies which provide rigor, depth, complexity, sophistication, and abstractness to meet the diverse learning needs of K-12 AIG students. Differentiation is informed by data on students' identified abilities, readiness, and interests, ensuring that instruction is both challenging and relevant.

The LEA encourages the use of student interest inventories, learning style surveys, and assessments of readiness and ability to offer additional courses, enrichment activities, and/or independent projects. These tools, strategies, and/or resources include:

- Cluster grouping based on interests, abilities, and needs
- Independent studies and projects tailored to individual goals
- Tiered lessons and units that align with varying readiness levels
- Alternate assessments such as contracts, choice boards, learning menus, etc.
- Interest based learning centers and enrichment blocks that provide opportunities for exploration
- 1:1 technology (when available)
- Self-paced, technology-based math and reading enrichment programs
- Acceleration opportunities such as Honors/Advanced Placement classes, dual enrollment, subject acceleration above grade level, and curriculum compacting
- Seminars, debates, and project-based learning to promote critical thinking and collaboration
- Internships and job shadowing

To foster engagement and social-emotional growth, the LEA integrates student interests into the curriculum through initiatives such as student-taught lessons, clubs, competitions, field trips (including virtual experiences) and partnerships with local organizations, businesses and colleges. These opportunities allow students to explore their passions while developing essential skills.

Grade-level teams, subject-area teams, and PLCs (Professional Learning Communities) collaborate to analyze student data, share best practices, and plan instruction that reflects student strengths and areas of identification. The District AIG Coordinator/Lead AIG Teacher and instructional staff provide guidance and professional development to ensure the effective implementation of strategies such as:

- The Kaplan Depth and Complexity Model, Bloom's Taxonomy, and other thinking frameworks

- Intervention blocks for targeted support, including before, during, and after-school tutoring
- Learning centers and stations designed for enrichment and remediation
- Problem and project based learning to deepen understanding and application

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

The LEA uses evidence-based instructional resources to meet the diverse needs of advanced learners, addressing their academic, intellectual, and social-emotional development. The District AIG Coordinator/Lead AIG Teacher and instructional staff has access to a wide variety of AIG and social-emotional learning curriculum including publications from William & Mary, Prufrock Press, National Association for Gifted Children(NAGC), North Carolina Associated for Gifted and Talented (NCAGT) and Advanced Learning Labs and the AIG Booster Shots, provided by the state. These materials are carefully selected to ensure alignment with best practices in gifted education and to provide rigorous, relevant, and challenging learning opportunities for AIG students.

To support implementation, the District AIG Coordinator/Lead AIG Teacher dedicates weekly time to researching and identifying additional resources that enhance gifted programming. This includes collaborating with instructional staff during horizontal and vertical planning sessions to develop comprehensive curriculum maps, units, and guides that integrate evidence-based resources. These planning efforts ensure that resources are effectively implemented to support differentiated instruction and enrichment activities tailored to the needs of AIG students. When necessary, professional development is provided by the District AIG Coordinator/Lead AIG Teacher or other qualified professionals to equip teachers with the skills and knowledge needed to utilize these resources effectively.

The District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG Teacher.

To address the social and emotional needs of AIG students, the LEA incorporates SEL-specific resources and programs, such as bibliotherapy lessons, relevant literature, and targeted SEL units designed to help students navigate challenges like perfectionism, underachievement, and peer relationships. Collaboration with student services staff, including school counselors and psychologists, ensures a comprehensive approach to meeting students' needs.

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

The District AIG Coordinator/Lead AIG Teacher, in collaboration with instructional staff, works to design and implement curriculum units that embed durable skills—adaptability, collaboration, communication, critical thinking, creative thinking, empathy, a learner's mindset, and personal responsibility—across all grade levels (K-12) and content areas. This intentional design ensures that these skills are developed progressively, with appropriate scaffolding for each developmental stage.

Elementary (K-5)
In the elementary grades, opportunities to develop durable skills begin with foundational activities that promote communication, collaboration, and critical thinking. Students engage in group projects, class discussions, and hands-on learning experiences such as STEM challenges, coding exercises, and collaborative problem-solving tasks. For example, students participate in team-based activities where they must communicate effectively, take personal responsibility for tasks, and creatively work together to solve problems.

In addition, through differentiated instruction and enrichment pull-outs, students are provided with opportunities for critical thinking and creative expression. These opportunities are designed to encourage students to explore various ideas, ask questions, and solve problems with adaptability. Empathy is cultivated through age-appropriate community service learning projects, where students engage in activities such as organizing charity drives or visiting local care facilities. These experiences not only teach social responsibility but also foster an understanding of diverse perspectives.

Middle School (6-8)
As students progress to middle school, the development of durable skills becomes more structured and intentional. Advanced programming options, such as accelerated math and science courses, provide students with opportunities to develop critical thinking and creative problem-solving abilities. In these courses, students engage in projects that require them to think critically, collaborate with peers, and communicate their ideas effectively. Activities like the science fair, engineering design challenges, and group research projects promote skills like creativity, communication, and adaptability.

Middle school students are also involved in a wide range of extracurricular clubs, such as ModelUN, and Speech and Debate, where they practice public speaking, engage in critical dialogue, and collaborate with peers from diverse backgrounds. These activities give students the chance to engage in more complex discussions, fostering empathy, collaboration, and personal responsibility. Additionally, the use of technology in these clubs allows students to develop skills that are highly relevant in today's digital world.

Community service projects, such as local environmental clean-ups or partnering with local food banks, are integral to fostering empathy and a learner's mindset, as students are encouraged to think beyond themselves and contribute to the well-being of others. Through mentorship programs and job shadowing opportunities, students begin to connect classroom learning with real-world contexts, developing personal responsibility and adaptability in preparation for high school and beyond.

High School (9-12)
In high school, the focus on developing durable skills shifts toward preparing students for post-secondary success by offering

opportunities for deeper engagement in specialized fields. Advanced coursework, including Honors, Advanced Placement (AP), and college-level courses, provide rigorous challenges that encourage critical and creative thinking, as well as communication and collaboration. For instance, students in AP courses regularly engage in discussions, debates, and collaborative projects that require them to think critically, communicate their ideas effectively, and adapt to new perspectives and learning challenges.

Real-world applications become more pronounced at the high school level. Students participate in internships, job shadowing, and apprenticeships in partnership with local businesses and higher education institutions, such as East Carolina University and the University of North Carolina. These experiences allow students to apply classroom knowledge in professional settings, fostering skills like adaptability, communication, and personal responsibility. Students also engage in programs like the Math, Science, and Engineering Network (MSEN) with Elizabeth City State University and the Saunders Science Scholars program, where they collaborate with peers and professionals in fields of interest, building collaboration and empathy for diverse perspectives.

Clubs such as Health Occupation Students of America (HOSA), BETA, Student Government Association (SGA), and ModelUN offer students the chance to hone leadership skills and engage in critical discussions and debates. These experiences foster creativity, collaboration, and communication while also developing a learner's mindset. Mentoring opportunities through the Career and Technical Education (CTE) program, as well as service learning projects, continue to emphasize empathy and personal responsibility, preparing students for the demands of higher education, the workforce, and community involvement.

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

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), NC Check-Ins, STAR Reader, 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 District AIG Coordinator/Lead AIG 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 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, STAR Reader, mClass DIBELS 8, RTA (Read to Achieve), iReady Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools
- Middle School level: EOG, NC Check-Ins, IXL Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools
- High School level: EOC (End of Course testing), 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 Infinite Campus. 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**
Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

The District AIG Coordinator/Lead AIG Teacher collaborates with classroom teachers as well as the Curriculum and Instruction department to ensure the development and implementation of differentiated curriculum and instruction meets the needs of advanced learners. This collaboration results in the creation of rigorous units, lessons, and instructional strategies tailored to challenge and engage AIG students. Differentiated resources are shared with all instructional staff to use and support their implementation efforts.

Collaboration is facilitated through vertical, departmental, grade-level, and school-wide team meetings, PLCs and county-wide professional development sessions. During these sessions, District AIG Coordinator/Lead AIG Teacher and instructional staff work together to plan advanced content, address instructional challenges, refine differentiation strategies, and evaluate the effectiveness of curriculum and instruction.

AIG personnel also provide guidance on modifications and accommodations for twice-exceptional students, ensuring their strengths and challenges are addressed.

*** 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
- More club and competition offerings
- Community Service opportunities
- Coaching opportunities and instructional resources for K-12 classroom teachers and staff
- Vertical and horizontal planning among the District AIG Teacher and classroom teachers
- Enhanced support for twice-exceptional students through AIG/EC collaboration
- Enhanced partnerships to support social-emotional learning
- Regularly update the GCS AIG website and Google Drive with information for all stakeholders
- 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

*	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
*	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	GCS AIG Portfolio Process FAQ

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) employs an AIG-licensed educator as the District AIG Coordinator/Lead AIG Teacher. This 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 District AIG Coordinator/Lead AIG Teacher actively participates in regional and statewide AIG leaders' meetings as well as monthly PLCs (Professional Learning Communities). These engagements support ongoing professional growth and strengthen advocacy efforts for gifted learners at both the local and state levels.

The District AIG Coordinator/Lead AIG 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 supporting staff to ensure fidelity
- 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 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
- Collaborating with district leadership to represent the AIG program within the MTSS framework, ensuring AIG students' needs are addressed

- Hosting periodic AIG PLC meetings to support professional growth and ensuring the needs of AIG students are being met consistently across the district

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

Gates County Schools is committed to fostering an educational environment that empowers all students, including gifted learners, to reach their maximum potential as college- and career-ready citizens. In alignment with our mission, the district provides equitable support for Academically or Intellectually Gifted (AIG) students through a structured and collaborative approach that integrates innovative opportunities, 21st-century skills, and nurturing support systems.

In order to meet the intellectual, social, and emotional needs of the LEA's gifted population, the District AIG Coordinator/Lead AIG 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, and ongoing collaboration with classroom teachers and school staff. AIG-licensed classroom teachers and other specialists at each school collaborate with the District AIG Coordinator/Lead AIG Teacher to enhance the curriculum for advanced learners and sponsor enriching opportunities such as clubs, competitions, and community-focused activities, all of which reflect our vision of inspiring students to become leaders in their schools and communities.

The District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG 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.

Regularly scheduled collaboration meetings with school leadership, MTSS teams, instructional coaches, and grade-level or vertical planning teams ensure the AIG program remains aligned with the district's vision of providing innovative, challenging, and stimulating opportunities for gifted students.

* **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 district is committed to providing tailored, ongoing professional development to support all personnel involved in AIG programs and services. The District AIG Coordinator/Lead AIG Teacher coordinates and delivers a variety of professional learning opportunities to meet the specific needs of classroom teachers, instructional specialists, student services personnel, and school administrators.

To effectively support AIG students, each stakeholder group is expected to develop competencies aligned with their roles:

- Classroom Teachers: Teachers must be able to recognize and nurture talent, differentiate instruction, and address the academic and social-emotional needs of gifted learners. Professional development for teachers focuses on strategies such as differentiation techniques, the use of student data to inform instruction, and addressing the needs of twice-exceptional and multilingual gifted learners.
- Instructional Specialists: Instructional specialists are expected to deepen their knowledge of advanced differentiation techniques, data-driven decision-making, and supporting AIG programming across grade levels.
- Student Services Personnel: Professional learning for student services personnel includes training on recognizing giftedness in diverse populations, addressing the mental health and social-emotional needs of gifted students, and supporting twice-exceptional learners. This ensures comprehensive support for AIG students beyond academic needs.
- School Administrators: Administrators participate in training to understand the local AIG program, policies, and best practices for supporting gifted education within their schools.

Professional development is delivered through a variety of formats, including in-person workshops, online modules, and collaborative learning sessions. Resources such as the NCDPI Advanced Learning and Gifted Education tools and AIG “Booster Shots” are utilized to provide high-quality training. Staff are encouraged to participate in these opportunities and collaborate with others.

To ensure professional development meets the evolving needs of staff and students, an annual survey is conducted to gather feedback from certified staff and administrators. This data is used to evaluate the effectiveness of current offerings and to identify topics for future training. The District AIG Coordinator/Lead AIG Teacher and other licensed educators collaborate to review and revise professional development opportunities based on this feedback.

The district supports educators seeking AIG add-on licensure by offering partial financial assistance (if funds are available) and flexible pathways such as coursework through local universities or the AIG Praxis exam.

* **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, EVAAS (Education Value-Added Assessment System) data, NC Check-Ins, STAR Reader, mClass DIBELS 8, RTA (Read to Achieve), IXL and/or iReady Diagnostic and Progress Monitoring data, class averages, other formal/informal assessment tools
- Middle School level: EOG (End of Grade testing) data, EVAAS (Education Value-Added Assessment System) data, NC Check-Ins, IXL Progress Monitoring data, class averages, other formal/informal assessment
- High School level: EOC (End of Course testing) data, EVAAS (Education Value-Added Assessment System), NC Check-Ins, 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. Teachers assigned to these groups are also expected to hold appropriate licensure or meet the LEA's certification requirements.

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 District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG Teacher can respond to the questions/needs of staff. These sessions provide insights into the benefits of earning AIG licensure and offer support for teachers at various stages of licensure.

To strengthen recruitment efforts, 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 District AIG Coordinator/Lead AIG Teacher collaborates with district leadership to advocate for the potential reimbursement of staff pursuing an AIG add-on licensure. While 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.

In addition to recruitment, the LEA places a strong emphasis on retaining AIG-licensed professionals, particularly those from diverse backgrounds, by fostering an environment of professional growth, recognition, and support.

The district encourages AIG-licensed teachers to participate in specialized professional development and leadership opportunities that cater to the needs of gifted learners. These opportunities include participation in district-level professional learning communities (PLCs), mentoring programs, and leadership roles within the district, such as serving as an AIG resource teacher or leading AIG-focused workshops for colleagues.

Additionally, the district supports teachers in pursuing further certifications or advanced degrees related to gifted education, ensuring that AIG teachers continue to grow professionally and feel valued for their expertise.

To retain AIG-licensed teachers, the district also organizes regular check-ins and focus groups to gather feedback on their experiences and address any concerns related to the work environment, professional support, or cultural inclusion.

Through these comprehensive recruitment and retention strategies, the district works to create an environment where AIG-licensed professionals, particularly those from diverse backgrounds, can thrive. The LEA is committed to supporting the professional growth, well-being, and long-term success of all AIG teachers, ensuring that they continue to make a meaningful impact on the gifted learners they serve.

* **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 district personnel in realizing equity and excellence in gifted education. To achieve this, the District AIG Coordinator/Lead AIG Teacher uses feedback collected through targeted surveys and resources adapted from NCDPI's (North Carolina Department of Public Instruction) Call to Action and Guidebook and other trusted organizations. The LEA is able to evaluate the perspectives and challenges related to mindsets, policies, and practices impacting gifted education.

Student enrollment and achievement data is also gathered and analyzed twice a year. In order to respond to the needs of the LEA, the District AIG Coordinator/Lead AIG Teacher partners with district leadership to implement a plan for providing professional learning opportunities to meet district needs and identify gaps regarding equity and excellence in gifted education.

The District AIG Coordinator/Lead AIG Teacher partners with district leadership to design and implement professional learning opportunities that address the critical actions necessary for fostering equity and excellence. These learning opportunities are comprehensive and ongoing, focusing on changing mindsets, revising policies, and refining practices. Professional development sessions include workshops, book studies, and training modules that expand understanding of giftedness, address biases in identification and service delivery, and enhance cultural competency in working with diverse student populations, including multilingual learners and twice-exceptional (2e) students.

The District AIG Coordinator/Lead AIG Teacher serves on the district Race and Ethnic Advisory Board, as well as school-based Parent and Community Engagement Teams and other instructional committees. The District AIG Coordinator/Lead AIG 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. To achieve this, the district ensures professional development aligns with the goals of the Local AIG Plan and best practices in gifted education. The District AIG Coordinator/Lead AIG Teacher collaborates with district leadership, administration, and school teams to design and deliver professional development opportunities that are intentionally planned, comprehensive, and reflective of current research. The District AIG Coordinator/Lead AIG Teacher serves on a variety of district committees (District and School Improvement Teams, Race and Ethnic Advisory Board, school-based Parent and Community Engagement Teams, etc.). This collaboration ensures that gifted education remains a priority during conversations about the district's vision, mission, and strategic goals. Professional development is also aligned with individual school's School Improvement Plans to integrate AIG principles with local priorities.

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 may include, but are not limited to, local professional development on the following:

- Identification 101: Focused on 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: Covers common characteristics, misconceptions, and social/emotional needs of AIG students.
- Strategies for implementing gifted curriculum: Emphasizing rigor, differentiation, and curriculum compacting in regular classrooms.
- 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). Each session connects directly to program goals and equips educators with the tools to recognize and meet the needs of gifted learners.

The district has established multiple structures to facilitate collaboration and build capacity for AIG instruction. These include:

- Professional Learning Communities (PLCs): Regular opportunities for the District AIG Coordinator/Lead AIG Teacher and classroom teachers to collaborate, plan, and reflect on instructional practices.

- Archived Resources: All past professional development materials are available upon request, allowing educators to revisit and apply learning.
- Coaching and Peer Support: The District AIG Coordinator/Lead AIG Teacher provides ongoing coaching and mentoring to classroom teachers, helping refine strategies and ensure the successful implementation of professional development concepts.
- Facilitated Reflection and Sharing: After professional development sessions, educators share their experiences, lesson plans, and student work to foster a culture of continuous learning and improvement.

*** 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
- 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
- Maintain routine meetings with the Advisory Board

Planned Sources of Evidence

*	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
*	Professional development documentation and artifacts
*	GCS AIG website

Documents

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

Gates County Schools (370) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

The LEA (Local Education Agency - Gates County Schools) recognizes the importance of building intentional, two-way partnerships with parents/guardians to ensure the success of gifted learners. The District AIG Coordinator/Lead AIG Teacher actively collaborates with parents, families, and other stakeholders to create opportunities for joint responsibility and meaningful involvement in the development of AIG programs and services.

Strategies to Build Two-Way Partnerships:

1. Soliciting Parent Input in the Program:
   -The LEA organizes surveys and parent meetings to gather input on the needs of AIG students and ideas for programming. This feedback is used to shape the services and opportunities offered to gifted learners. Other informal discussions are facilitated to give parents the chance to ask questions, share concerns, and offer suggestions for supporting AIG students.
   -Parents are invited to be a part of our advisory board to provide ongoing input into the design, implementation, and evaluation of the AIG program.
2. Collaborative Planning for Enrichment Opportunities:
   -Parent volunteers are sought to contribute their expertise in areas like science, technology, arts, and advocacy, directly enhancing the learning experiences of AIG students. Parents/guardians and other stakeholders can also assist with community events, academic competitions, and enrichment activities, such as STEM nights, family fun nights, and arts events.
3. Addressing Barriers to Engagement:
   -The LEA prioritizes equitable access by providing materials and information in multiple languages and offering translation services to ensure all families, including multilingual learners, can fully participate.
   -Flexible meeting formats (virtual, in-person, or hybrid) and times are used to accommodate varying schedules and increase parent participation.
4. Sharing Successes and Co-Creating Solutions:

-Regular communication platforms, such as newsletters, emails and social media, include highlights of successful collaborations with parents and solicit ongoing feedback.

* **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 District AIG Coordinator/Lead AIG Teacher serves on a variety of committees within the LEA (Race and Ethnic Advisory Board, school-based Parent and Community Engagement Teams, District and School Improvement Teams, etc.) in which there is active collaboration to share successes and seek ways to increase community partnerships. The District AIG Coordinator/Lead AIG 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 has established strong partnerships with institutions such as Elizabeth City State University's MSEN program and the Saunders Science Scholars at UNC. These partnerships provide enrichment opportunities through specialized math and science programs, guest speaker engagements, and academic competitions. Extension opportunities are offered through internships, mentorship programs, and service projects, while acceleration is supported by access to College and Career Promise (CCP) courses, NCVPS, and NCSSM Online programs. Additionally, the LEA collaborates with these institutions to provide professional development, enhancing instructional strategies for gifted learners.

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. Community stakeholders are regularly invited to student showcases, competitions, and AIG events, promoting ongoing engagement and support. The LEA actively seeks to expand these partnerships by exploring grant opportunities with higher education institutions and 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 District AIG Coordinator/Lead AIG Teacher, administration, classroom teachers and other district staff, 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 demographic, with intentional efforts made to include stakeholders from various community groups.

The Advisory Board effectively collaborates at least twice a year to review the local AIG plan, ensuring understanding and gathering feedback for program improvements, and then revising the AIG plan as needed. The group monitors the implementation of the AIG

plan over the three year implementation period by analyzing program data, reviewing student achievement metrics, and collecting feedback from stakeholders, including teachers, students, and parents.

A structured timeline guides the Advisory Board's work, which includes regular review of NCDPI self-assessment materials, stakeholder surveys, and program data. Based on these evaluations, the Advisory Board provides recommendations for program adjustments and assists in revising the AIG plan as needed.

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 and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

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

Information about the local AIG plan, program and services, policies and procedures 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, 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 presentations and information 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. Students and families receive guidance on accessing advanced learning opportunities, including honors courses, AP courses, dual enrollment, and extracurricular academic programs. This information is shared during course registration, parent-teacher conferences, and advisory meetings.

All information is made available in other native languages 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 and board members
- Administer parent surveys (NCDPI provides these)
- Link County AIG plan to all school websites
- Update AIG website on a monthly basis

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	GCS Academically or Intellectually Parent Guide (Revised May 2025)

Gates County Schools (370) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

The LEA (Local Education Agency – Gates County Schools) utilizes a diverse and inclusive Advisory Board composed of the District AIG Coordinator/Lead AIG Teacher, administration, classroom teachers and other district staff, 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.

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 (tracking student performance and program participation rates)
- Stakeholder feedback collected via annual surveys and Advisory Board discussions
- Conversations with the Advisory Board, school leaders, and instructional staff
- Budget data and resource allocation review
- Goals of the current local AIG Plan and progress towards those goals

The District AIG Coordinator/Lead AIG Teacher and Advisory Board reviews all feedback and program data to assess the effectiveness of services and determine necessary revisions. Revisions follow a structured process aligned with NCDPI guidelines, ensuring that changes reflect both program goals and stakeholder needs. All changes are reviewed and approved by the local Board

of Education before submission to NCDPI. If significant needs arise, mid-cycle updates may be implemented based on Interim Reports, legislative updates, or emerging district priorities.

Stakeholders are informed about program evaluation findings and any AIG Plan revisions through:

- District newsletters and website updates
- Parent meetings and Advisory Board sessions
- School board presentations and staff communications

* **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 District AIG Coordinator/Lead AIG Teacher, along with the Advisory Board, monitors the implementation of the local AIG program and plan through a structured, ongoing review process. Internal project management tools supplied by NCDPI (North Carolina Department of Public Instruction), including a plan revision calendar, local planning documents, self-assessment tools, unpacking documents, standard-specific resources, and final submission checklists are utilized every three-year revision cycle to ensure alignment with state policies and legislation.

To support continuous monitoring, the District AIG Coordinator/Lead AIG Teacher, along with the Advisory Board, implements a multi-layered approach that includes:

- A self-prepared checklist is reviewed annually to ensure district practices align with the local AIG plan goals.
- Surveys are administered annually to AIG students, families, and district staff. This data, along with feedback from school-based AIG contacts, is reviewed by the District AIG Coordinator/Lead AIG Teacher and AIG Advisory Board to assess program effectiveness.
- Regular check-ins with classroom teachers will provide opportunities to discuss implementation challenges, share best practices, and ensure alignment with district expectations.
- Updates on AIG program progress will be shared with local stakeholders, including the Board of Education, district leadership, and the AIG Advisory Board, during an annual presentation. These updates will also be maintained on the district’s AIG website.

By integrating these monitoring strategies, the district ensures that the AIG program remains responsive, effective, and aligned with both policy requirements and the diverse needs of gifted learners.

* **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 District AIG Coordinator/Lead AIG Teacher works with the Direction of Curriculum and Instruction and Chief Financial Officer to thoughtfully develop and monitor a budget that supports the local AIG program and aligns with the goals outlined in the Local AIG Plan. Budget development is data-driven, taking into account student enrollment, program needs, and past expenditure reports to ensure financial decisions are targeted and effective.

The budget is structured to prioritize students, personnel, resources, and professional development ensuring that financial decisions directly support program implementation and enhance student learning opportunities. Whenever possible, district resources are leveraged to maximize cost efficiency.

The District AIG Coordinator/Lead AIG Teacher advocates for additional funding sources through collaboration with the LEA Title I Director and Chief Financial Officer 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 Director of Curriculum and Instruction, Chief Financial Officer, and District AIG Coordinator/Lead AIG Teacher monitor the local program budget. A quarterly 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 District AIG Coordinator/Lead AIG Teacher maintains an AIG Data Dashboard to monitor student achievement, growth, and engagement across all grade levels. In addition to demographic information, the dashboard encompasses a variety of student data points, including but not limited to:

- Achievement & Growth Data: EOG (End of Grade), EOC (End of Course), Level 5 Math EOG/EOC, Advanced Placement (AP) performance, CogAT scores.
- Progress Monitoring Data: Beginning-of-Year (BOY), Middle-of-Year (MOY), midterms, diagnostic tests, NC Check-Ins.
- College & Career Readiness Data: PSAT, SAT, Pre-ACT, ACT, dual enrollment participation, and CTE pathway completion.
- Dropout Data: Annual dropout rates for AIG students, early warning indicators, and exit interviews for students who leave the program.

This data is analyzed annually and throughout the year to identify patterns and trends that impact AIG student success. The district uses this information to:

- Address Equity & Excellence: Data is disaggregated by demographic subgroups (race, gender, socioeconomic status, etc.) to examine equitable access to AIG services and performance trends. Findings are shared with the Advisory Board to address potential gaps in identification, participation, and support.
- Inform Instruction & Service Delivery: Data reviews allow the District AIG Coordinator/Lead AIG Teacher and classroom teachers to adjust instructional strategies, ensuring differentiated instruction, enrichment opportunities, and acceleration pathways are aligned with student needs.
- Strengthen AIG Program Effectiveness: Data is used to assess the impact of current AIG programming, guide professional development for teachers, and refine curriculum and instructional models for gifted learners.
- Support Dropout Prevention & Student Retention: The district monitors early warning signs such as declining grades, attendance patterns, and disengagement. At-risk AIG students are identified and provided targeted supports, including academic counseling, mentorship, and flexible scheduling options. Exit interviews with students who leave the program help inform strategies for improvement.
- Guide Policy & Program Improvement: The AIG Advisory Board and district leadership use data findings to shape policies related to AIG identification, service models, and resource allocation. Annual reports summarizing trends, gaps, and recommendations are shared with school board members, MTSS teams, and other stakeholders to drive continuous program improvement.

By maintaining a data-driven approach, the district ensures that AIG services remain equitable, responsive, and effective in meeting the diverse needs of gifted learners.

* **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 District AIG Coordinator/Lead AIG Teacher maintains and analyzes multiple data sources withinInfinite Campus and the AIG Data Dashboard to monitor referral, identification, services, and retention of students within the local AIG program. These data points are used to ensure that students’ racial, ethnic, economic, and other demographic factors-including exceptionalities and language differences-do not reduce their likelihood of access to and participation in gifted education. 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 district collects and reviews the following data sources to assess equitable access and opportunity:

- Referral Data: Number of students referred for AIG screening, disaggregated by race, ethnicity, gender, socioeconomic status, English Learner (EL) status, and students with disabilities.
- Identification Data: AIG qualification rates by demographic group, including patterns in CogAT, EOG/EOC scores, and teacher/portfolio referrals.
- Service Data: Types and frequency of AIG services provided (e.g., cluster grouping, differentiated instruction, enrichment opportunities) and student participation in advanced coursework (Honors, AP, IB, dual enrollment).
- Retention Data: Student persistence in the AIG program over time, including the number and demographics of students who exit the program.

By analyzing access and opportunity data, the district will refine identification practices, strengthen service models, and ensure all gifted learners receive equitable support.

* **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 District AIG Coordinator/Lead AIG 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 District AIG Coordinator/Lead AIG 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 ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

The district is committed to ensuring that the AIG program meets the academic, intellectual, social, and emotional needs of gifted learners. In order to monitor the implementation and effectiveness of the local AIG program, feedback is collected from AIG students and their parents/guardians, families, teachers, school administrators, the AIG Advisory Board and district leaders, through a variety of formal and informal methods throughout the school year, including:

- Annual Surveys

- Stakeholder Focus Groups and Interviews
- Ongoing informal feedback via collaborative team structures (PLCs, MTSS)
- Regular AIG Advisory Board Meetings
- Analysis of Student Achievement Data

Feedback will be collected, documented, and analyzed systematically to ensure equity and consistency across all schools. The district will use a structured process to:

- Identify trends and areas for enhancement.
- Communicate key findings with stakeholders through reports and meetings.
- Implement program adjustments based on data-driven insights.

By prioritizing ongoing stakeholder engagement and data analysis, the district ensures that the AIG program remains responsive, effective, and aligned with the needs of gifted learners.

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

The District AIG Coordinator/Lead AIG Teacher communicates summary data and key findings 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 program effectiveness is disseminated annually in the following ways:

- School and District Personnel: Results are shared at Board of Education meetings, PLCs (Professional Learning Communities), grade-level meetings, staff meetings, and principal meetings.
- Students: Evaluation findings are communicated to students through classroom discussions and AIG-specific student meetings to foster understanding of program impact and opportunities for student feedback.
- Parents and Families: Families receive program evaluation data through AIG parent meetings, PTA/PTO presentations, newsletters, and direct email communication.
- Community Stakeholders: The district shares evaluation results with the AIG Advisory Board, local community organizations, business partners, and other stakeholders through meetings, newsletters, and publicly accessible reports.

- Public Communication: The district publishes program evaluation data in multiple formats—including infographics, district fact sheets, and online reports—to ensure accessibility for all stakeholders. Documents are provided in the languages represented by district/school communities to enhance engagement and understanding.

The District AIG Coordinator/Lead AIG Teacher adheres to FERPA regulations, ensuring that student data and confidential feedback collected during program evaluation remain protected and are only shared in compliance with legal guidelines.

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

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.

Informed Consent for Assessment and Placement

Before any student is assessed for AIG identification, parents/guardians receive a formal informed consent letter explaining the purpose of the evaluation, the assessments used, and the criteria for identification. Written parental consent is required before any testing occurs.

If a student qualifies for AIG services, parents/guardians receive a detailed placement letter that outlines the student's identification status, service options, and next steps. This letter includes an opportunity for parents to ask questions, request additional information, and provide written consent for placement in AIG services. Parents may also decline placement if they choose.

Reassessment Procedures

Reassessment opportunities are available for students who may benefit from an additional review of their eligibility for AIG services. These include:

- Students who score between the 90 and 93 percentile on CogAT or EOG/EOC assessments may be eligible for a second assessment, consideration for placement via a portfolio review, or participation in Talent Development services for the first probationary year. Parents receive a letter outlining these options and must provide written consent before proceeding.
- Previously Identified Students: Reassessment may be considered for currently identified AIG students based on teacher recommendations, parental requests, or a review of academic performance. This process ensures students continue receiving appropriate services based on their evolving needs.

Transfer Students from Other LEAs

When a student identified as AIG transfers from another school district, the previous AIG identification and placement will be honored. The district will:

1. Immediately place the student into AIG services based on the previous district's identification.
2. Review historical testing data and service records at the end of the school year to determine continued eligibility and appropriate placement within the district's AIG framework.
3. Honor the Interstate Compact on Educational Opportunities for Military Children, ensuring that students from military families maintain their gifted identification and services without unnecessary reassessment.
4. Communicate with parents/guardians to explain how the district evaluates prior identification and determine the best pathway for ongoing services. Parents receive a placement confirmation letter and have the opportunity to discuss any concerns with AIG staff.

Procedures to Resolve Disagreements

The district has a clear, documented process for resolving disagreements regarding AIG identification and services, aligned with Article 9B and other district policies (1740/4010: Student and Parent Grievance Procedure). These steps ensure that families have multiple opportunities to address concerns:

1. School-Level Discussion: Parents first meet with the District AIG Coordinator/Lead AIG Teacher to discuss concerns. This request must be made within five (5) calendar days of learning about the issue.
2. Principal Meeting: If concerns are not resolved, parents may submit a written request to the principal within five (5) calendar days for further review.
3. District-Level Review: If necessary, parents may request a review by the District AIG Coordinator, who will evaluate the case and propose a resolution.
4. Superintendent Appeal: If a resolution is not reached, parents may submit a written appeal to the superintendent within five (5) calendar days.
5. Board of Education Review: If the superintendent's decision is not satisfactory, parents may request a review by the Board within ten (10) calendar days. If the superintendent fails to provide the parent or guardian with a written decision within fifteen (15) 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.

6. State-Level Review: If the issue remains unresolved, parents may seek review by the Office of Administrative Hearings, as outlined in Chapter 150B of the General Statutes.

A full outline of AIG student and parent rights is included in the GCS Academically or Intellectually Gifted Parent Guide.

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

*** 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

*	Self-created checklists
*	Meeting agendas and minutes
*	Surveys and data
*	AIG budget

*	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
*	GCS Academically or Intellectually Gifted Parent Guide

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	Gates County Schools Policy Manual Article 9B GCS Academically or Intellectually Parent Guide (Revised May 2025) GCS AIG Portfolio Process FAQ

Local Board of Education Approval

Gates County Schools (370) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/12/2025

AIG Related Documents

Gates County Schools (370) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

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

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	GCS Entrance Criteria for AIG ID and Placement (K-12) *Effective 2025-2026 NC State Board Policy State Standards for Early Admission to Kindergarten GCS AIG Portfolio Process FAQ GCS Academically or Intellectually Parent Guide (Revised May 2025)
AIG Standard 2 Additional Resources	N/A	GCS Academically or Intellectually Parent Guide (Revised May 2025) GCS AIG Portfolio Process FAQ NC State Board Policy State Standards for Early Admission to Kindergarten Gates County Schools Policy Manual
AIG Standard 3 Additional Resources	N/A	GCS AIG Portfolio Process FAQ
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	GCS Academically or Intellectually Parent Guide (Revised May 2025)
AIG Standard 6 Additional Resources	N/A	Gates County Schools Policy Manual Article 9B GCS Academically or Intellectually Parent Guide (Revised May 2025) GCS AIG Portfolio Process FAQ

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Phrase	Definition
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 coursework where knowledge already exists
Achievement testing & data	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. The student is working along 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 students 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 Instruction
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 (PD)	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	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 across multiple grade levels meet to coordinate instruction