Mission/Vision Statement and Funding

Hyde County Schools (480) 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)

Hyde County Schools is dedicated to providing a quality education and relevant learning opportunities that help students develop the critical thinking skills, global perspective, and character necessary to succeed in a rapidly changing world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 26,772.00	* $ 10,000.00	* $ 0.00	* $ 10,000.00

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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.

Hyde County Schools will implement referral and screening processes that assist in identifying students in grades kindergarten through twelfth for Academically and/or Intellectually Gifted (AIG) identification. Our goal is to provide every student with an equal opportunity to be referred and screened for Academically and/or Intellectually Gifted (AIG) identification.

Referral Process

Any student in grades kindergarten through twelfth may be referred for Academically and/or Intellectually Gifted (AIG) screening by parents, teachers, students, or administrators by submitting the Hyde County Schools Academically and/or Intellectually Gifted Referral Request form at any time during the school year. The method of referral, along with the Request Form are included in each's schools Parent/Student Handbook.

The referrals will go to the MTSS/CARE Team at each school who will begin the screening process.

In addition, we recognize and accept all students identified as Academically and/or Intellectually Gifted in NCSIS transferring into Hyde County Schools from another district in North Carolina. In regards to students transferring into Hyde County Schools from out of state, we will accept the out-of-state gifted identification as an automatic referral for Academic and/or Intellectually Gifted screening in Hyde County Schools.

Screening Process

Once we have received the signed Academically and/or Intellectually Gifted Referral Request form, the MTSS Lead at each school will begin the screening process. Hyde County Schools will use qualitative and quantitative data to construct comprehensive learner profiles during the process of identification. Qualitative data will include student observation checklists completed by classroom teachers, student interest surveys, and an academic portfolio. Quantitative data will include standardized end-of-grade assessments, end-of-course assessments, diagnostic scores, and CogAT scores. The specifics for each screening process will depend upon the grade level.

* **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.

Kindergarten-Second Grades Screening

Each school's MTSS Team will review a variety of qualitative and quantitative data that will include the above-mentioned student observation checklist and the student interest survey. Also, included in this screening will be curriculum diagnostics, progress reports, report cards, benchmark data, mClass data, and

work samples from reading, writing, and mathematics. The possible outcomes of the referral: screening for students in Kindergarten through second grades will be Not Recommended at this time or Recommended for Academically and/or Intellectually Gifted services.

Third-Twelfth Grades

The MTSS Lead may begin the screening process for any third-twelfth grader once a referral has been obtained. In addition, during their monthly meetings, the Academically and /or Intellectually Gifted Teams at each school will review various data points (nationally normed assessment results, standardized testing results, academic classroom data, and teacher observation) in search of students who are demonstrating AIG student characteristics. At the beginning of third grade, with the permission of the parent/guardian, the students will complete a nationally normed aptitude assessment, which is currently the Cognitive Abilities Test. Due to the research that shows that this might not be the best method of screening for our students, we will switch this to the NNAT. The Hyde County Schools' Academically and/or Intellectually Gifted screening decisions will be dependent on multiple points of data and identification may be obtained through one of several pathways.

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*** Practice C**

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

The Academically/Intellectually Gifted District Coordinator and Academically/Intellectually Gifted School Lead Educators will ensure that AIG screening, referral, and identification procedures respond to under-represented populations and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	11.54%
Total	---	---	8.57%	---	---	---	10.26%

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.

The Curriculum & Instruction coordinator and MTSS Lead Educators will analyze and monitor sub-group data from SIS to identify those students from our underrepresented populations who are academically and/or intellectually gifted. The C&I coordinator will meet throughout the year with Exceptional Children

Educators and English Language Learner Educators within the district to ensure that any student within that population has been provided the opportunity for identification and/or evaluation. The option of a student portfolio demonstrating above standard work samples will assist with this identification and/or referral. The Non-Verbal Naglieri testing (NNAT) may be an option for those students to demonstrate their giftedness and will be provided based on educators' recommendations or parents'/guardians' requests for referral.

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

The C&I Coordinator and MTSS Lead Educators will implement screening, referral, and identification processes consistently within our district. All documents will be organized for the screening and referral processes, and provide guidance on all identifications within the district with the input of the C&I Coordinator & school teams. The C&I Coordinator will provide all district documentation necessary for screening, referral, and identification on the district webpage. The C&I Coordinator will provide professional learning opportunities to all administrators and educators within the district in regards to the screening, referral, and identification processes. The C&I Coordinator, with the assistance of the District SIS Coordinator and school level data managers, will be responsible for maintaining the identification records within Powerschool, as well as, communicating the identifications with identified students' educators.

* **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.

Information regarding the screening, referral, and identification processes will be disseminated to parents/guardians, school personnel, students, and the community at large biannually. First, at the beginning of the school year, all school personnel will receive written documentation, digital presentations, and an in-person or virtual question/answer session regarding the screening, referral, and identification processes for our district. Information regarding referrals will be placed in each school's Parent/Guardian and Student Handbook as well as on the Hyde County District website. Classroom teachers will inform students of the referral and screening process when they discuss the handbook's contents with their classes. The handbooks will note that parents may choose to receive a hard copy of the Academically or Intellectually Gifted Parent Handbook, in either English or Spanish, upon request, or they may choose to access the digital format on our district website.

* **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.

Hyde County Schools is committed to ensuring that all identified AIG students receive differentiated curriculum and instruction that align with their academic and intellectual needs. To support this, we will implement a Differentiated Education Plan (DEP) for each K–6 AIG student. The DEP will document the services provided, outline instructional strategies, and articulate how those services match the student's identified areas of giftedness. In grades 7-12 the DEP will transition to their CDP (Career Development Plan) that will incorporate classes and additional services.

Each DEP/CDP will be developed collaboratively and reviewed annually with parents and guardians to ensure effective programming, continuity of services, and support during key school transitions. This process will help maintain alignment between student needs, instructional practices, and long-term educational goals.

*** Ideas for Strengthening the Standard**

Review and monitoring- ensuring that during staff meetings that this is reviewed and discussed during the first quarter of the school year.

Planned Sources of Evidence

*	Updated Website and handbook information
*	Updated Paperwork
*	Easy to use Identification matrix

Documents

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

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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.

Hyde County Schools will provide a variety of services to Academically/Intellectually Gifted students based on student needs and interests. The C&I Coordinator, Lead Educators, School Counselors, Exceptional Children, General Educators, Specials Teachers, and Media Coordinator will collaborate to create a learning environment and opportunities that meet the needs of Academically/Intellectually Gifted students within our district.

Curriculum/Instructional services for Kindergarten to 2nd-grade who have been identified as Academically/Intellectually Gifted, Intellectually Gifted, Academically Gifted in Math, and/or Academically Gifted in Reading may include the following (organized by learning environments, content modifications, and intellectual enhancements):

Learning Environment	Content Modification	Intellectual Enhancement
-Cluster grouping within regular classroom -Differentiated learning with classroom teacher -Independent work -Pull-Out with resource teacher	-Content and/or grade-level acceleration in one or more subjects based upon identification -Personalized Adaptive Practice -Compacted curriculum -higher-level reading options based upon identification	-Learning centers -Higher-level questioning -Metacognitive awareness & self-assessments. -small group discussions at a higher level with peers of similar ability level

Curriculum/Instructional services for 3rd to 8th-grades who have been identified as Academically/Intellectually Gifted, Intellectually Gifted, Academically Gifted in Math, and/or Academically Gifted in Reading may include the the following (organized by learning environments, content modifications, and intellectual enhancements):

Learning Environment	Content Modification	Intellectual Enhancement

-Cluster grouping within regular classroom

-Differentiated/Individualized learning with classroom teacher

-Independent work

-Pull-Out with resource teacher

-Grade-level acceleration (could be entire grade or per identified subject)

-Learning conferences

-Differentiated Instruction based upon identification

-Tiered Assignments

-PreAssessment and Curriculum Compacting based upon identification

-Seminars

-Independent Studies

-Technology enhanced learning

-Proof of standards mastery

-Subject acceleration

-Contracts

-Learning Centers

-Project-Based Learning

-Higher-level questioning

-Metacognitive awareness & self-assessments.

-small group discussions at a higher level with peer of similar ability level

-Mentor Programs

-Independent Study

Curriculum/Instructional services for 9th through 12th-grades who have been identified as Academically/Intellectually Gifted, Intellectually Gifted, Academically Gifted in Math, and/or Academically Gifted in Reading may include the the following (organized by learning environments, content modifications, and intellectual enhancements):

Learning Environment	**Content Modification**	**Intellectual Enhancement**
-Learning conferences	-Differentiated Instruction	-Interest Electives
-Honors courses	-Tiered Assignments	-Extension Clusters
-Advanced Placement Courses	-PreAssessment and Curriculum Compacting	-Resource services interest based electives
-North Carolina Virtual Public Schools courses	-Seminar	-Summer Enrichment Opportunities
-Dual Enrollment through Beaufort Community College	-Independent Studies	-Mentor Programs
-NC School of Science and Mathematics courses	-Technology enhanced learning	-Independent Study
-Differentiated learning with classroom teacher	-Advanced content individualized program	
-Independent work	-Subject and/or grade-level acceleration	
	-Contracts	

-CTE Courses

-Mentorships

-Internships

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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.

Hyde County Schools Academically/Intellectually Gifted team members will collaborate to support the social and emotional needs of Academically/Intellectually Gifted students at all grade and subject levels, including the school counselors, grade level educators, exceptional children educators, English Language Learner educators, and all administrators. Many of these team members also reside on the School Improvement Teams and the Multi-Tiered System of Support Teams making efforts to support the social and emotional learning of our AIG students a whole-school approach. Each school will use its Student Assistance Team (SAT), or their equivalent, in conjunction with the AIG team to discuss the social and behavioral needs of AIG students as needed.

Social-emotional learning sessions for current and potential Academically/Intellectually Gifted students will be provided monthly by the school counselors across all grade levels within our district. Additional social-emotional support will be provided by the classroom educators in their daily morning, class, and homeroom meetings.

The Academically/Intellectually Gifted Coordinator will begin to build a resource library of books and other materials that focus on the Social and Emotional Needs of Academically/Intellectually Gifted Students. These resources will be available for any staff member who would like to check out to expand their knowledge of the social and emotional needs of students. Social/emotional learning professional development opportunities will be provided for the faculty that focus on the unique social and emotional needs of gifted learners.

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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.

DISTRICT STRATEGIC PRIORITIES

PRIORITY 1: STUDENT SUCCESS

Curriculum/Instruction

- All students will engage in relevant learning that supports the development of content and durable skills.

- Initiate an ongoing and collaborative curriculum review process.
- Deploy a district-wide, whole-student approach that builds character, and improves academic and social outcomes for all students in the learning environment.
- Prioritize staff capacity and support to provide relevant learning opportunities to all students through enhanced time, PLC planning, and professional development.
- Ensure inclusive access to the curriculum by developing and implementing an MTSS framework in all schools.

Student Experience

- Implement learning experiences that develop academic abilities, durable skills, creativity, strengths, and interests.
- Expand PK-13 opportunities for students to explore career pathways.
- Expand extracurricular, community service, intern/externship experiences, and choices for students.
- Ensure inclusivity by identifying and removing barriers for students.
- Ensure student safety through proper equipment and resource officers.

PRIORITY 2: THRIVING FACULTY & STAFF

Job Satisfaction

- Develop an action plan to analyze and improve job satisfaction.
- Provide professional development opportunities to all staff and faculty.

Retention

- Improve the retention rate of our new employees.
- Celebrate all staff and their successes.

Recruitment

- Develop a recruitment program that reflects our students, staff, and community.

Orientation

- Develop and employ an orientation program structure to provide a more effective & efficient onboarding process.
- Provide connection activities for all staff to build relationships outside of the school.

PRIORITY 3: EFFICIENT & EFFECTIVE OPERATIONS

Resources

- Perform analysis of education, operations and maintenance, and transportation fund expenditures to review contracts/contractual services, resource utilization, and other recurring costs to determine possible inefficiencies or need to bid.
- Perform revenue/funding analysis to determine additional funding sources or possible revenue enhancement opportunities, i.e., advertising/marketing.
- Review and assess all district internal and external fee structures, including stipends, supplemental pay, and contractual pay.

Facilities and Transportation

- Ensure all buildings are well maintained and provide students, staff, and faculty a safe environment.
- Complete energy audit to determine any cost-saving opportunities.
- Develop a replacement plan for facility needs (Roof, HVAC, Chillers, Windows, etc).
- Ensure the maintenance and upkeep of vehicles for safe transportation.

Technology Infrastructure

- Adopt and maintain educational technology through the combined use of computer hardware, software, and educational theory and practice to facilitate 21st-century learning.
- Implement new technology and maintain a technology replacement cycle that can be supported within the District's annual technology budget.
- Review the age and efficiencies of current technology platforms to determine possible upgrades and/or changes.

Food & Nutrition

- Update the antiquated machinery and equipment to support the needs of students.
- Complete yearly audits to ensure lower food costs, and ensure adequate budgeting.

PRIORITY 4: POSITIVE COMMUNITY CULTURE

Student Support Opportunities

- Increased Hyde County Schools participation in community and civic organizations
- Expanded partnerships between Hyde County Schools and community organizations

- Development of Friends of Hyde County Schools

Parent & Family Partnerships

- Develop a parent/family orientation and mentoring program for new families (to the community, the District or a school)
- Develop stronger PTO partnerships and support
- Develop a community and family engagement calendar of events

Communication and Marketing

- Develop a district and school communication & marketing plan
- Invest in tools and resources that allow for easy communication and engagement for community members.

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

All educators will focus on the individualized learning and behavioral needs of all AIG students. They will seek to understand best practices in AIG education. The AIG Coordinator will make certain that all teachers of AIG students understand how to use curriculum compacting in an equitable way, focusing on data-driven results.

All Academically/Intellectually Gifted policies, procedures, curriculum, and instructional resources will be presented, evaluated, and approved by the District AIG Team. Policies, procedures, and resources will also get the approval of the AIG Advisory Board which consists of the Superintendent of Schools, District Academically/Intellectually Gifted coordinator, AIG Lead Teachers, Exceptional Children director, and the Principals.

* **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 Academically/Intellectually Gifted Coordinator will publish all documents, policies, and procedures on the Hyde County School district website for reference and accessibility by all teachers, parents, students, and community members.

Hyde County's small population limits the flexible grouping practices used. Within each school, administrators are encouraged to group AIG students in the same grade level for class instruction. Flexible schedules are created to promote project-based learning as a means to connect students with similar interests.

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

Hyde County Schools recognizes that effective communication among teachers, schools, and families is essential to ensuring a smooth and consistent continuum of AIG services, particularly at key transition points such as entering middle or high school.

To support this, the district will utilize its AIG webpage as a central platform for sharing program information, resources, service models, and transition planning tools for educators, students, and families. This accessible digital space will serve as a consistent point of reference for understanding available services and expectations at each grade level.

In addition, school-based and district-wide professional learning communities (PLCs) will play a vital role in promoting collaboration among educators. These PLCs will include time for discussing AIG student needs, reviewing Differentiated Education Plans (DEPs), and planning instruction that supports continued growth. PLCs will also help ensure that student information and instructional strategies are effectively communicated when students transition between grade levels or schools.

By strengthening both digital communication tools and collaborative educator networks, Hyde County Schools will ensure that AIG services remain cohesive, student-centered, and aligned throughout the K–12 experience.

* **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.

Hyde County Schools follow the North Carolina State Board of Education Policy CCRE-001 guidelines for Credit By Demonstrated Mastery. The process includes a completed student application and the completion of End of Course assessment within the state testing windows. If the student meets or exceeds the score determined by the NC State Board of Education policy to qualify, the student will advance to the next course.

Hyde County Schools encourages dual enrollment for high school students in collaboration with Beaufort Community College. Furthermore, advanced classes in both middle and high school will be developed. Academically/Intellectually Gifted students are provided the opportunity to enroll in a variety of courses to pursue or obtain their Associate's Degree while in high school.

Hyde County Schools offer whole grade acceleration for elementary and middle grades students that meet the following criteria:

-academically and Intellectually Gifted identification determined by aptitude testing results

-social and emotional development

-significantly higher classroom diagnostic data

-portfolio of student work that demonstrates advancement

-teacher(s) and/or AIG committee recommendation

The final decision for whole grade acceleration will be determined by the building level administrator.

In Hyde County Schools the opportunity for acceleration may begin as early as Kindergarten as governed by the North Carolina State Board of Education policy. The building administrator and the Academically/Intellectually Gifted Coordinator, and the AIG Lead Teacher will help to oversee the process in collaboration with the student’s parent/guardian.

All grade levels and subject areas will have the ability to compact curriculum in order to serve identified or potentially identifiable Academically and/or Intellectually Gifted students. The decision to implement curriculum compacting will be based upon Diagnostic Data, Benchmark Data, EOG/EOC scores, mClass, and/or STAR reading data. Curriculum compacting must be clearly indicated in the DEP, including reference to data used, and students must be assessed using standards mastery criteria.

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

In Hyde County Schools the opportunity for acceleration may begin as early as Kindergarten as governed by the North Carolina State Board of Education policy. The building administrator and the school principal, C&I Coordinator, and the AIG Lead Teacher will help to oversee the process in collaboration with the student's parent/guardian.

* **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.

All grade levels and subject areas will have the ability to compact curriculum in order to serve identified or potentially identifiable Academically and/or Intellectually Gifted students. The decision to implement curriculum compacting will be based upon Diagnostic Data, Benchmark Data, EOG/EOC scores, mClass, and/or STAR reading data. Curriculum compacting must be clearly indicated in the DEP, including reference to data used, and students must be assessed using standards mastery criteria.

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

Hyde County Schools provide various opportunities for students to enrich their interests and strengths through extra-curricular activities and enrichment opportunities. Such opportunities and activities may include:

-Job Shadowing/Mentoring

-Academic Competitions

-Field Trips

-Exploratory Classes

-Talent Development

-Passion Projects

*** Ideas for Strengthening the Standard**

We need to provide more Talent Development opportunities for students to explore at a younger age.

Planned Sources of Evidence

*	AIG Webpage
*	AIG guide for Administrators & Educators
*	PD Sign-in sheets

Documents

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

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Standard 3: Differentiated Curriculum and Instruction

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

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

Hyde County expects our students to grow academically and promotes rigorous learning for all. This has changed the way educators and support staff have approached teaching. Teachers are encouraged to do less whole-group instruction. Instead, they form small ability groups and/or one-on-one learning sessions based on data. The data points used in ELA and Math stem from the 2.0 check-ins in grades 3-8, the STAR reading test in grades 3-8, mCLASS data for grades K-3, benchmark testing for grades 3-12, and EOG/EOC scores for grades 3-12.

All instructional staff plays a role in differentiating instruction.

The C&I Coordinator and AIG Lead teachers will collaborate with the classroom teachers to assist, clarify and suggest (differentiated) instructional strategies. DEPs will be based on formative and summative assessment data, interest survey outcomes, learning style inventories, and social-emotional needs.

While the North Carolina Standard Course of Study is the baseline for learning for all Hyde County students, instructional staff use various differentiation strategies to enrich, extend, and accelerate learning.

	Enrichment	Extension	Acceleration
K-3	Centers	Flexible grouping	Curriculum Compacting
	Choice Boards	Field trips	Higher level reading
	21st Century after school program		Student Advancement
4-8	Daily 5/Daily 3	Learning Fridays	Curriculum Compacting
	Learning Centers	Flexible grouping	Standards mastery
	Menus and Choice Boards	Interest-based Electives	Higher level reading

	Project-Based learning	WIN time	Student advancement
		Field trips	
9-12	Honors projects	After school clubs	College Courses
	Independent studies	Internships	Advanced courses
			Credit by Demonstrated Mastery

Writing is taught and encouraged at all grade levels as a means for student expression, enrichment, and acceleration.

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

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

The instructional staff at Hyde County will utilize effective instructional practices to differentiate instruction for advanced learners. The strategies selected will depend upon the students' strengths, areas of identification, and emotional and academic needs. Not all students will receive the same instructional strategy, as no two learners process information the same way. These strategies will include:

-independent study opportunities based on learning needs;

-direct instruction to include scaffolding;

-interactive instruction that focuses on hands-on learning, simulations, cooperating learning, literature circles, problem-solving activities/games;

-experiential learning that offer project-based learning opportunities, field trips, and community service.

Hyde County Schools will implement research-based instructional practices and strategies to support student interests and needs based on data from student interest surveys, teacher observations, and student feedback.

All Hyde County educators will be provided the opportunity to attend a variety of professional learning programs addressing effective teaching strategies. The AIG Coordinator will hold monthly office hours for each school (in person and on Zoom) to assist teachers with differentiation strategies. Teachers will be encouraged to use the NCDPI Remote Learning resources including the NCAGT and Duke Tip resources within their classrooms with AIG and Talent Development students.

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

Hyde County Schools teachers and support staff use evidence-based resources to support the varying needs of advanced learners throughout our district. The following resources are used to support instruction and enhance student learning in that they offer the student the ability to work at his/her own pace, accelerating as needed. These resources may also be used in curriculum compacting at each grade level.

	Math	Reading
K-5	Amplify Math, IM Math,	Amplify CKLA
	Khan	Fundations (K-2)
		mCLASS
		Higher level reading materials
		Commonlit
		Project-based learning
6-8	Open-Up Math	Amplify CKLA
	Khan	Read Live
	Delta Math	Accelerated Reader
		Star Reading Test
		Fundations (K-2)
		mCLASS
		Higher level reading materials
		Newsela
		Commonlit
		Project-based learning

9-12	Open-up Math	Project-Based Learning
	Delta Math	Standards Mastery
	CCP classes	High-level reading materials
	CIHS Course	Seminars
		CCP Classes
		CIHS Courses

It will be the responsibility of the C&I Coordinator to maintain online resources to guide and assist teachers in differentiation and gifted instruction and visit PLCs.

* **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.

Hyde County Schools promotes the development of future-ready skills that include critical thinking, communication, collaboration, creativity, curiosity, and leadership for identified Academically/Intellectually Gifted and Talent Development students. This skills focus occurs inside and outside of the classroom.

Within the classroom, educators focus on metacognitive awareness in order to build critical thinking skills, explicitly teach verbal and written communication skills, create teams in order to collaborate on assignments, offer time for creative explorations, promote curiosity through investigative questioning, and develop leadership skills in students. The DEPs for identified students also ask students to create two goals: one academic and one behavioral. By doing this, students are asked to become curious about their own learning and to think critically about their personal strengths and weaknesses.

Hyde County Schools identified AIG and Talent Development students have the opportunity to engage in creative and collaborative learning and interest activities through the enrichment activities offered after school each semester and in Saturday enrichment programming. Other after-school programs, offered in conjunction with the 21st Century Program, also spark curiosity, critical thinking, collaboration, and creativity. For high school, these may include the drama club, the BETA club, the photography club, and Quiz Bowl. In elementary and middle schools, students have the opportunity to participate in the Scripps Spelling Bee, Battle of the Books, etc. All students in grades K-12 may participate in the STEAM Fair sponsored by the 4-H Club of Hyde County. This is another fabulous opportunity for students to focus on critical thinking and creativity.

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

Based on the Hyde County Instructional Framework, educators are expected to obtain a prior knowledge assessment and, based on the results, to guide the student through necessary steps to grow their knowledge in the specified area of content. Through this type of personalization AIG students will be given the opportunity to progress through the curriculum based on their prior knowledge.

Hyde County Schools' formative and summative assessment data will be used to personalize learning as well as to promote effective groupings for collaboration and co-learning. The tier 1 curriculum for the county as established by the MTSS committees. Other assessments, such as the STAR reading test, and pre-assessment from Schoolnet also provide data to assist with grouping.

* **Practice F**

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

The instructional strategies utilized in Hyde County to meet the emotional needs of AIG students are consistent with the countywide focus on social/emotional learning. Classroom teachers provide daily SEL lessons delivered in a variety of ways including morning meetings, advisory lessons, whole group, and small group counseling sessions, and journaling. Along with the school counselors, Hyde County employs a behavioral specialist, social worker, and therapist who meets with specified students.

Hyde County Schools school counselors will meet with Academically/Intellectually Gifted students once a month either individually or in a small group setting focusing on social and emotional needs and support. The Hyde County Academically/Intellectually Gifted Coordinator will provide professional development and training that informs educators about gifted characteristics and how to support the social and emotional needs of these students.

*** Ideas for Strengthening the Standard**

We are weak in two aspects of this standard: First, we need to put more effort into developing an AIG nurturing program for students in grades K-3, secondly we need to be better at monitoring data to determine our effectiveness at providing growth opportunities.

Planned Sources of Evidence

*	DEP/CDP
*	Lesson Plan Exemplars
*	AIG webpage

Documents

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

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Standard 4: Personnel and Professional Development

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

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

The C&I coordinator will be responsible for the following:

- Managing, directing and administering state funding allocated to the district AIG program;
- Developing, overseeing, and communicating Academically/Intellectually Gifted guidelines, policies, procedures, and protocols, including the AIG Plan;
- Communicate effectively with the schools' AIG Lead Teachers;
- Participating in professional learning opportunities that address research-based practices, strategies, and materials that promote AIG students;
- Providing professional development opportunities and training for all staff members regarding AIG practices, strategies and social/emotional support for AIG students;
- Overseeing all AIG test training, testing and identification within the schools;
- Developing communication and partnership strategies with the community and families;
- Actively participate in the District MTSS Committee;
- Participating in school PLC meetings when necessary;
- Advocating for the needs of AIG learners.
- Obtaining AIG add-on licensure

* **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.

Hyde County has two certified AIG educators, both of these educators serve in administrative roles and our goal is to build efficacy within our staff. We have offered and incentivized the AIG add-on licensure and would like to offer district supported licensure routes this year. At this time, we have planned PD that integrates research based best practices for our AIG 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.

All Hyde County School educators will have continuous access to online modules related to topics associated with differentiating/personalizing curriculum, characteristics of gifted learners, curriculum compacting, and social/emotional support. These modules will build the educators' knowledge regarding best practices for AIG students to better meet their needs. These online modules will better prepare our educators in their pursuit of AIG licensure.

Hyde County School educators, including classroom teachers, student services personnel, and school administrators, will also have the opportunity for face-to-face delivery of professional learning regarding chosen programs associated with social and emotional needs of students, compacting curriculum within the classroom, project-based learning within the classroom, and how to interpret aptitude data. Learning opportunities will be delivered by AIG-certified staff, those pursuing their certification, and program trainers.

Hyde County Schools may provide additional topics of professional learning based on the data retrieved from a teacher interest survey to better support educators in meeting the needs of AIG students. Also, Hyde County School educators may be provided with differentiated learning sessions regarding AIG to address needs identified by the educator, school administrators, or district leaders.

* **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 addition to our significantly limited number of AIG-certified personnel, our schools are extremely small. On our Ocracoke and Mattamuskeet campus, there is only one educator per grade level in prekindergarten through eighth grade and one educator per subject area in ninth through twelfth grade.

In Hyde County, cluster grouping is defined as placing AIG-identified students in the same classroom whenever possible and having the general education teacher well-trained to support all learners in our heterogenous classrooms. Based on our limited options, clustering grouping with an AIG-certified educator is nearly impossible; however, students will experience flexible grouping within the classroom when beneficial to the student.

* **Practice E**

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

Hyde County Schools is a fabulous place to work and learn. We have an excellent school system with effective, high-quality educators who are dedicated to their craft. Being in such a rural location, however, can sometimes make recruitment efforts difficult. Also, as Ocracoke School is located on an island with limited resources, finding affordable long-term housing is also an issue. That being said, we often do not have the ability to focus our recruitment efforts on AIG-qualified candidates as larger districts can. Each school will ask an interview question pertaining to the differentiation and personalization of AIG students.

* **Practice F**

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

Goal 1- Reframe our lense	One of the most challenging aspects of creating a strong AIG program in a small school district, is providing clear and positive communication concerning the diverse needs of the AIG population and having those fulfilled by a small number of faculty members. Indeed, this lack of communication has led to inequities within our AIG program. Beginning in the fall of 2025, the C&I Team will promote our efforts in equity by providing a professional development series in which teachers and administrators will be informed of the district plan, introduced to the Talent Development Program, and instructed on how to appropriately teach and differentiated education for their AIG students. This will all be accomplished through the lens of promoting equity for all students.
Goal 2-	The AIG District Team has developed a clear system of identification that combines the students' data stories with their personal learning and

Use Equitable Identification Practices	ability stories. Along with this identification process, teachers are encouraged to refer students for AIG services who have advanced learning needs. The Talent Development program will provide a wonderful resource for students who have not been formally identified but who show advanced learning potential.
Goal 3- Provide a range of services	The educators in Hyde County are dedicated to differentiated learning. Through differentiated learning, a variety of educational approaches may be used, from compacting the curriculum to grade-level advancement. The use of DEPs alearning plans will ensure that students' learning needs are met in a rigorous and relevant manner.
Goal 4- Foster Talent Development	Hyde County will develop its Talent Development program on both campuses. Each AIG Lead Teacher will create at least two Talent Development opportunities each year: one in the fall and one in the spring. These programs will run for at least six weeks and will focus on a variety of enrichment activities. Along with this, AIG and Talent Development students will take a combined field trip in the spring to celebrate their learning successes.
Goal 5- Collect Meaningful Data	Students' data stories are at the heart of what we do. In Grades K-8, we will focus on accessible data, EOG data, Star reading data, and benchmark data as the core and universal sources of information for all students. Along with this, teacher and parent observations, students' self-evaluations, and counselor recommendations. The CogAT test will also be utilized for identification purposes.
Goal 6- Provide Focused Professional Learning Opportunities	Our strategic plan will be to communicate more effectively with all faculty, staff, and administration concerning the AIG program in Hyde County Schools. During the fall of 2025, we will begin a series of professional development opportunities in which educators and administrators will be introduced to the AIG plan, informed of the Talent Development Program, and instructed on ways to meet the needs of AIG learners.

* **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.

Hyde County Schools has three AIG program goals:

1. To personalize learning opportunities for all AIG and talent development students;
2. To promote and provide equitable practices for all advanced learners; and
3. To develop leadership, critical thinking, and metacognitive awareness skills in all advanced learners.

In order to accomplish these goals, all faculty, staff, and administrators in Hyde County schools will need to share an understanding of how to implement these common goals. This will be accomplished through in-personal and virtual professional development opportunities and participation in MTSS, SAT, SIT, and

PLCs

*** Ideas for Strengthening the Standard**

Hyde County Schools will strengthen Standard 4 by providing clear and consistent communication concerning the Hyde County AIG program and by offering useful professional development programs.

Planned Sources of Evidence

*	PD Sign in sheets
*	Incentivized efforts for PD
*	AIG certification offers

Documents

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

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Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

Hyde County Schools partners with parents/guardians to purposefully meet the learning and emotional needs of our AIG population. At the beginning of each school year, AIG students and their parents/guardians meet with the school-level AIG Lead Teacher and classroom teacher(s) to create the student's Differentiated Education Plan. Together, they decide upon learning strategies, specific academic goals for the year, and emotional/behavioral goals. The parent/guardian and/or student may request additional meetings as needed in order to address or modify the DEP.

Parent/Guardian engagement will be encouraged through organized community events that highlight student achievements, projects, and activities, such as the Scripps Spelling Bee, Battle of the Books, the STEAM Fair, Amazing Shake, Skills USA, Science Olympiad, and other enrichment activities. Parent/Guardian involvement is encouraged in all school events, including the community service component of the AIG program.

* **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.

Hyde County Schools partners with various business and community stakeholders to enrich the learning opportunities for AIG learners. A partnership with Beaufort Community College allows high school students in Hyde County to take college courses as traditional high school students or as part of the Hyde Academy. Also, students are able to take part in online classes through the NC School of Science and Mathematics. Partnerships are created with various local businesses and nonprofits in order to provide internship opportunities.

* **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.

Hyde County, due to our size utilizes our Superitendent Advisory council to discuss, review, implement and monitor the various plans that are set for the district. The advisory team consists of teachers, students, parents, business owners, and local leaders.

* **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.

We will provide students, parents, teachers, and other stakeholders access to the AIG plan in the following ways:

-A link on the District AIG website

-A link found in the Parent/Guardian AIG Handbook.

-Parent/Teacher/Student meetings

Social Media Sites, School Board meetings

*** Ideas for Strengthening the Standard**

Alignment and better communication in our small district will always be a way to improve. Education is multi-faceted and we must ensure alignment, easy access to the communication and information.

Planned Sources of Evidence

*	C&I website
*	DEPs
*	Advisory Meeting Minutes

Documents

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

Hyde County Schools (480) 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.

Due to rates of turnover and realignement in the district, the previous plan needs to be simplified and realigned to 1- effectively identify and provide support to AIG students, 2- monitor progress of students identified as AIG. In the past, the Hyde County AIG plan has been written by a small number of district and school-level stakeholders who did not communicate its contents effectively. Thus, the program failed to grow and properly meet the needs of our AIG and advanced learners. Through listening sessions, advisory meetings, and open meetings we have reviewed overall needs and how we can better identify and support our AIG learners.

* **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.

This plan will become a blueprint for AIG services in Hyde County. The review process of each standard will become part of the regular meeting agendas for the school teams, the district team, and the Superintendent's Advisory Committee.

* **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 C&I Coordinator, Superintendent, Federal Programs, and principals will meet to discuss the largest impact that our funding can have and how we will monitor the impact of the funding expenditure.

* **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.

Previous Year’s EOG/EOC scores

-Grades per quarter

-Diagnostic data

-Benchmark data

-NNAT scores

-Interim scores for students who have their curriculum compacted

-Behavioral/emotional assessment as provided by teachers

-Discipline data

This information will be analyzed by the School MTSS Teams at their school level monthly meetings- with diagnostic data being monitored at the beginning-of-the-year, middle-of-the-year, and end-of-the-year.

* **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.

Hyde County offers many pathways to AIG identification. All students in grades 2, 5, and 8 are offered the opportunity to take the NNATtest. Teachers may also refer any student in grades K-12 for testing and/or the identification process. Even though Hyde County's student population is small, all students have an equal opportunity to be identified as Academically/Intellectually Gifted. Nevertheless, it is the responsibility of the District Coordinator to make certain that all students are being given the opportunity to qualify for gifted services and to be included in the Talent Development program.

* **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.

Hyde County offers many pathways to AIG identification. All students in grades 2, 5, and 8 are offered the opportunity to take the CogAT test. Teachers may also refer any student in grades K-12 for testing and/or the identification process. Even though Hyde County's student population is small, all students have an equal opportunity to be identified as Academically/Intellectually Gifted. Nevertheless, it is the responsibility of the District Coordinator to make certain that all students are being given the opportunity to qualify for gifted services and to be included in the Talent Development program.

* **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.

Hyde County Schools will gather data from all stakeholders in both quantitative and qualitative ways. The former will occur in the form of two-parent/guardian through focus groups and parent/guardian interviews. The students will also receive a beginning of the year interest survey that will be shared with them through their email. Most of the data gathered will be qualitative data collected from both parents and teachers during DEP meetings, conferences, MTSS/SIT meetings, and AIG virtual office hours. School MTSS Teams will analyze the data collected. They will then share this at the District AIG Team meetings. Results from all data will be compiled, analyzed, and discussed. All students who participate in Talent Development will also receive a survey asking about their experience with the enrichment program.

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

The AIG Plan will be analyzed yearly at the School SIT, Monthly in PLCs and twice annually with the Superintendent Advisory Committee. Specific standards will be analyzed at each meeting. It is the goal that Hyde County Schools will utilize this plan as a way to grow and improve advanced learner services within the county. Therefore, we see this as a liveable, changeable document.

* **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.

The Hyde County Schools AIG team will be transparent with all stakeholders as it shares data from program evaluation. The AIG Advisory Committee will be informed of and participate in the making of all changes during the biannual meeting. The following information and means of communication will be shared with other stakeholders:

Step 1: Parent/guardian/student/stakeholder may make a written request for a conference with the classroom educator, C&I coordinator, and school MTSS team to discuss concerns about the placement decision. This request should be placed within the student's curriculum folder to ensure documentation. The request form will be located on the district website in the student's native language when needed. The Educator and School MTSS team will review the student's record, nomination, identification, and service delivery decisions. The team may opt to gather additional information from classroom educators and/or parents/guardians. All documentation will be kept in the student's curriculum folder. Finally, the Educator and School MTSS team will arrange a conference with written documentation with the parent/guardian within ten school days of the request and maintain all documentation regarding the request.

Step 2: Parent/Guardian may appeal the decision in writing to the School Administrator and/or C&I Coordinator within ten days after receiving the written decision of the MTSS team. The School Administrator and C&I Coordinator will review the grievance and conduct a meeting with the parent/guardian within ten school days of receiving the written appeal. A written response will be provided to the parent/guardian within ten school days concerning the results of the review.

Step 3: Parent/Guardian may then appeal the decision of the School Administrator and AIG Coordinator within ten school days of receiving the response. The Superintendent of Schools will then review the grievance and conduct a meeting within ten days of receiving the appeal from the parent/guardian. The Superintendent of Schools will respond in written form concerning the outcome within ten school days to the parent/guardian, School Administrator, and AIG Coordinator.

Step 4: Parent/Guardian may then appeal to the Local School Board of Education in writing within ten days following the written response from the Superintendent of Schools. The Local School Board of Education will offer a final written decision to the parent/guardian and Superintendent of Schools within thirty days of receiving the appeal.

If the local grievance procedure does not resolve the disagreement, then the state grievance procedure would be implemented by the parent/guardian.

Step 5: Parent/Guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review will be limited to: (i)whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student: or (ii)whether the local plan gifted education has been implemented appropriately in regard to the student's needs. Following the hearing, the administrative law judge will make a decision that contains findings of fact and conclusions of law-notwithstanding the provisions of Chapter 150B of NC General Statutes.

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*** Ideas for Strengthening the Standard**

Clarity and accurate monitoring needs to be completed to support students and showcase strengths and pitfalls.

Planned Sources of Evidence

*	Parent Handbook
*	NNAT
*	Training

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Hyde County Schools (480) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
08/12/2025

AIG Related Documents

Hyde County Schools (480) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	AIG Plan Overview AIG Plan BOE Approval

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase	Definition