

Overview: Mission/Vision Statement and Funding

**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

\* Mission and/or Vision Statement(s)

The Hyde County Schools Academically and/or Intellectually Gifted program is committed to providing an equitable, challenging, and enriching learning environment for students who reach beyond the grade-level learning standards with their knowledge, determination, and ability. Our primary goal is to provide avenues for academic excellence as we

nurture our students' critical thinking skills, creativity, leadership potential, and social-emotional capacities by enriching their learning environment through personalized learning within the classroom, talent development programs, project-based learning experiences, and differentiated approaches to instruction.

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

| State Funding  | Local Funding | Grant Funding | Other Funding |
|----------------|---------------|---------------|---------------|
| * \$ 30,966.00 | * \$ 0.00     | * \$ 0.00     | * \$ 0.00     |

Standard 1: Student Identification

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**Standard 1: Student Identification**

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

**\* Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities 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 Academically and/or Intellectually Gifted Team at each school, consisting of the AIG Lead Teacher, the guidance counselor, and two designated classroom teachers, who will then begin the screening process.

In addition, we recognize and accept all students identified as Academically and/or Intellectually Gifted in PowerSchool 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 AIG Lead Teacher 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.

### **Kindergarten-Second Grades Screening**

Each school's Academically and/or Intellectually Gifted 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 AIG Lead teachers 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. This assessment will measure the student's reasoning skills in verbal, quantitative, and non-verbal areas. The CogAT will also be provided at the end of fifth and eighth grades. 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.

**\* Practice B**

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

Hyde County Schools utilizes multiple identification opportunities and criteria for students at all grade levels to expose a student's aptitude, achievement, and potential to achieve. The identification criterion includes both quantitative and qualitative data in order to develop the student's comprehensive learner profile. The evaluated criteria consist of student achievement, student aptitude, student performance, and characteristics associated with gifted students. The identification process includes both traditional and non-traditional standardized measures to ensure equity amongst all cultural groups, English learners, and economic levels. Hyde County Schools uses one of the five pathways in grades 3-12 to identify a student as Academically and/or Intellectually Gifted and an additional pathway for K-2 to identify early potential for identification.

**EARLY-POTENTIAL IDENTIFICATION FOR AIG GRADES K-2**

Students who perform at a substantially higher level in reading and/or mathematical academics when compared with others in their age group and learning environment.

Must meet 2 of the 3 criteria for consideration of AIG Identification

\_\_\_ 99th percentile Naglieri (NNAT) Nonverbal Abilities Test

\_\_\_ Above Satisfactory for their most recent four quarters in mathematics and/or reading

\_\_\_ Portfolio of artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

**IDENTIFICATION FOR EACH AREA OF GIFTEDNESS FOR GRADES 3-12**

**Pathway 1: Academically and Intellectually Gifted (AIG)**

Students who perform at a substantially higher level in aptitude and academics when compared with others in their age group and learning environment.

Must meet one of the pathways listed for Academically Gifted in either reading, mathematics or both, in addition to meeting the pathway for Intellectually Gifted.

**Pathway 2: Academically Gifted (AG)**

Students who perform at a substantially higher level in both reading and mathematical academics, and either may or may not have a high aptitude when compared with others in their age group and learning environment in the course of an academic year.

Must meet 3 out of the 4 criteria for Mathematics and Reading

\_\_\_ 90th percentile or higher on CogAT or similar district-approved nationally-normed aptitude tests.

\_\_\_ 80th percentile on mathematics and 85th percentile reading EOG/EOC or similar district approved standardized tests for current academic year

\_\_\_ 90% or higher grade for their most recent four quarters in mathematics and reading

\_\_\_ Portfolio of artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

\_\_\_ 99th percentile Naglieri (NNAT) Nonverbal Abilities Test for Multi-Language Learners.

**Pathway 3: Academically Gifted in Mathematics (AGM)**

Students who perform at a substantially higher level of performance in mathematical academics and mathematical aptitude in the course of an academic year.

Must meet 3 out of the 4 criteria for Mathematics ONLY

\_\_\_ 90th percentile or higher rank on Quantitative and Nonverbal CogAT or similar district approved nationally normed aptitude test

\_\_\_ 80th percentile or higher on Mathematics EOG/EOC or similar district approved standardized tests for current academic year

\_\_\_ 90% or higher grade for their most recent four quarters of Mathematics Course

\_\_\_ Portfolio of mathematics artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

#### **Pathway 4: Academically Gifted in Reading (AGR)**

Students who perform at a substantially higher level of performance in reading academics and reading aptitude in the course of an academic year.

Must meet 3 out of the 4 criteria for Reading ONLY

\_\_\_ 90th percentile or higher on Verbal CogAT or similar district approved nationally normed aptitude test

\_\_\_ 85th percentile or higher on English Language Arts EOG/EOC or similar district approved standardized tests for current academic year

\_\_\_ 90% or higher grade for their most recent four quarters of English Language Arts Course

\_\_\_ Portfolio of English Language Arts artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

#### **Pathway 5: Intellectually Gifted (IG)**

Students who perform at a significantly higher level of performance in one or more areas of a nationally normed aptitude test or intelligence test, yet fail to demonstrate advanced academic achievement.

Must meet one of the following criteria:

\_\_\_90th percentile or higher on COMPOSITE score on CogAT or similar district approved nationally normed aptitude test.

\_\_\_90th percentile or higher NONVERBAL score on CogAT or similar district approved nationally normed aptitude test.

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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, English language 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. Currently, Hyde County Schools has the following distribution of the aforementioned students:

English Language Learners- 6.2%

Culturally/Ethnically Diverse Students-49.8%

Economically Disadvantaged Students- 80.7%

Academically and Intellectually Gifted- 5%



Twice-Exceptional Students- 0  
Students with disabilities- 18%

The Academically/Intellectually Gifted District Coordinator and School Lead AIG Educators will analyze and monitor sub-group data from Powerschool to identify those students from our underrepresented populations who are academically and/or intellectually gifted. The Academically/Intellectually Gifted District 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. In addition to the CogAT, the Non-Verbal Naglieri testing 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 D**

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

The Academically/Intellectually Gifted District Coordinator and Academically/Intellectually Gifted School Lead Educators will implement screening, referral, and identification processes consistently within our district. The Academically/Intellectually Gifted District Coordinator will provide all documents, organize the screening and referral processes, and provide guidance on all identifications within the district with the input of the Academically/Intellectually Gifted School Lead Teachers and school teams. The Academically/Intellectually Gifted District Coordinator will provide all district documentation necessary for screening, referral, and identification. The Academically/Intellectually Gifted District Coordinator will provide professional learning opportunities to all administrators and educators within the district in regards to the screening, referral, and identification processes. The Academically/Intellectually Gifted District Coordinator, with the assistance of the District Powerschool 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.

The District AIG Team, consisting of the AIG District Coordinator, each school's AIG Lead Teacher, each school's counselor, and a teacher representative from each school, will meet every two months to maintain consistency in data application and program implementation. The school AIG Team will meet monthly to assess referrals and screenings, determine if other students should be referred, and discuss professional development needs.

**\* Practice E**

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

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.

Finally, the Academically/Intellectually Gifted District Coordinator will post AIG-related information on the district and school Facebook page and Twitter Accounts throughout the year. An AIG newsletter will be distributed at the end of each semester highlighting AIG events and including a description of the referral and screening process.

**\* Practice F**

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

During the screening process, the school's AIG Team will compile all qualitative and quantitative data that was gathered onto the Student Eligibility and Placement Record that will be included in the student's permanent record and in the AIG Lead Teacher's locked filing system. During data analysis, the AIG Team will analyze the results of the data to determine if it meets an eligibility pathway. The AIG Lead teachers will send letters to the parents/guardians with the results of the screening, including details on the data used to determine the decision and a copy of the district's Identification Pathway Matrix. If students are to receive AIG services, the parent/guardian will be asked to attend a face to face conference in which parents/guardians will receive copies of all documents used in the process of identification and will be required to sign the acceptance of services document alongside the school designated Academically/Intellectually Gifted Lead Educator.

The Academically/Intellectually Gifted District Coordinator along with the District Powerschool Coordinator will document all AIG student identifications in Powerschool.

**\* Ideas for Strengthening the Standard**

To make the identification of our AIG a more equitable practice, we will encourage teachers to regularly collect student work in a portfolio if they show excellence and a high level of understanding in a subject area. Doing so will allow us to effectively use the portfolio as indicated in our Identification Pathway Matrix.

**Planned Sources of Evidence**

- \* Identification Pathway Matrix
- \* Student Eligibility and Placement Record
- \* Parent/Guardian Consent form
- \* Teacher Referral Form
- \* Parent/Student Notice and Consent for Evaluation
- \* Parent/Guardian Referral Form

## Documents

Type

Document Template

Document/Link

AIG Standard 1 Additional Resources

N/A

 [parent notification letter](#)

Standard 2: Comprehensive Programming within a Total School Community

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

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

**\* Practice A**

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

Hyde County Schools will provide a variety of services to Academically/Intellectually Gifted students based on student needs and interests. The Academically/Intellectually Gifted District 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
- Personalized/Individualized 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**

- Cluster grouping within regular classroom
- Personalized/Individualized learning with classroom teacher
- Independent work
- Pull-Out with resource teacher

**Content Modification**

- Differentiated Instruction based upon identification
- Tiered Assignments
- PreAssessment and Curriculum Compacting based upon identification

**Intellectual Enhancement**

- Learning Centers
- Project-Based Learning
- Higher-level questioning
- Metacognitive awareness & self-assessments.

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

- Seminars
- Independent Studies
- Technology enhanced learning
- Proof of standards mastery
- Subject acceleration
- Contracts

- 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 following (organized by learning environments, content modifications, and intellectual enhancements):

**Learning Environment**

- Learning conferences
- Honors courses
- Advanced Placement Courses
- North Carolina Virtual Public Schools courses
- Dual Enrollment through Beaufort Community College

**Content Modification**

- Differentiated Instruction
- Tiered Assignments
- PreAssessment and Curriculum Compacting
- Seminar
- Independent Studies
- Technology enhanced learning

**Intellectual Enhancement**

- Interest Electives
- Extension Clusters
- Resource services interest based electives
- Summer Enrichment Opportunities
- Mentor Programs

-NC School of Science and Mathematics courses

-Advanced content individualized program -Independent Study

-Personalized/Individualized learning with classroom teacher

-Subject and/or grade-level acceleration

-Independent work

-Contracts

-CTE Courses

-Mentorships

-Internships

School counselors, PowerSchool Coordinator and school administrators are responsible for overseeing all course selections for high school students. The Academically/Intellectually Gifted Coordinator will provide AIG identification documents and the DEPs with school counselors, PowerSchool Coordinator, and school administrators to assist and advise in course selections and other service options for social and emotional needs.

All current and potential Academically/Intellectually Gifted students within Hyde County Schools will have a Differentiated Education Plan (DEP) developed by the school's Academically/Intellectually Gifted Lead Educator and team in collaboration with the classroom educator. The DEP will be a working document that is re-evaluated at the beginning of each school year and/or semester (for high school students) to ensure students are receiving services that are meeting their needs and interests. DEPs may contain curriculum diagnostic reports, benchmark assessments, end-of-grade/course data, examples of student work, and aptitude testing results. Best practices will be placed into the DEPs to meet the student's needs and growth in regards to their identification or potential identification

Each school will have two Talent Development after-school programs (one each semester) running for at least six to 8 weeks that may include critical thinking activities, STEM activities, project-based learning activities, and



investigative activities based on giftedness. Each school will also offer two Saturday enrichment days, one each semester. The school's AIG Team may decide which enrichment programs to include based on students' interests and staff resources. These services will be provided to third through eighth-graders. Identified students, as well as students demonstrating potential for Academically/Intellectually Gifted programs, will be invited to attend.



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**\* Practice B**

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

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 district Behavioral Specialist and therapist will be asked to support students as needed.

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.

**\* Practice C**

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

The AIG program and services provided align with the Hyde County district goals as follows:

**Goal 1: Hyde County Schools will provide all students with the tools they need to be successful in a post-secondary environment: college, career, military.**

The Hyde County AIG program ensures that students are provided with the resources needed to be successful college and career-ready students by making sure that students are enrolled in challenging and interest-based courses, maintaining a culture of academic excellence, and providing talent development opportunities for all grade levels.

**Goal 2: Every student in Hyde County Schools will have an equitable, personalized education.**

In Hyde County, we promote personalized learning for all students, particularly our AIG students. Through curriculum compacting, learning conferences, standards mastery, and content acceleration. AIG students are taught and encouraged to advocate for their learning needs. All teachers follow the DEP and some create Personalized Learning Plans for students in order to promote personal growth.

**Goal 3: Hyde County Schools will provide professional support and opportunities for growth to ensure all students have excellent educators, every day.**

The AIG District Coordinator will provide professional development at the beginning of the school year that focuses on the specific needs of AIG students both academically and socially.

**Goal 4: Hyde County Schools will operate under up-to-date technology systems, business practices, and sound financial policies.**

The three schools in Hyde County will share the AIG funds evenly. All students have one-to-one technology which can be taken to and from school

**Goal 5: Every student in Hyde County Schools will be healthy, safe, and responsible.**

The AIG team, along with SAT, will carefully observe the behaviors of the AIG students. If a concern is raised, the AIG and SAT teams will meet together to discuss the issue. The Olweus anti-bullying program will be piloted at Ocracoke School beginning Fall 2022. This program will provide a safety net for all students as they learn to advocate for themselves and for others in a positive way.

**Goal 6: All staff members will focus on growth and improving learning for all students throughout Hyde County Schools.**

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.

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.

**\* Practice D**

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

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. Yearly projects are created to create cross-grade collaboration such as Battle of the Books and Talent Development. Furthermore, activities that

include all Hyde County AIG students are offered, such as literature circles held on Zoom, field trips, and organized competitions (Math 24, Scripps Spelling Bee, and Battle of the Books).

The Academically/Intellectually Gifted Coordinator is responsible for creating a Google folder accessible by all Hyde County Educators that will include a comprehensive list of resources appropriate for current and potential Academically/Intellectually Gifted students to assist with grouping. A shared, collaborative Google folder will be accessible by all educators within the district to share docs, slides, and sheets appropriate to supporting students' instructional needs and interests.

**\* 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.

Hyde County Schools Academically/Intellectually Gifted Coordinator will conduct Academically/Intellectually Gifted team meetings that will address the district AIG plan implementation, North Carolina Department of Instruction updates, service delivery options, available and needed resources, vertical alignment among grade levels, and available and needed professional developments. These meetings will include the District AIG Team members, as well as district and school leadership, and will occur every other month. Along with this, the school's AIG Team will meet monthly to analyze student progress, needed resources, and concerns. The school AIG committee will give a regular report to the faculty at monthly staff meetings.

Differentiated Education Plans for potential and identified Academically/Intellectually Gifted Students will be entered into PowerSchool and hard copies will be provided to administrators and instructional staff at the beginning of the school year. In addition to PowerSchool entry, each potential or identified AIG student will have a Google Drive folder that will contain data and work samples to support student identification and ensure student needs are being met, maintained by the student's educator(s) and monitored by the AIG Lead educator and AIG District Coordinator.

The Academically/Intellectually Gifted Coordinator will provide a beginning of the year Academically/Intellectually Gifted Guide for all administrators and educators. The guide will include the Academically/Intellectually Gifted plan, procedures, expectations, and services.

The Academically/Intellectually Gifted Coordinator and/or the AIG Lead Teachers will deliver a beginning of year professional learning session regarding our plan, services, program expectations, legislative regulations, social-emotional support, and differentiated education plans for identified AIG and potential identifiable students. All of the above will be placed as resources within the Hyde County Schools Google Site for Educators and some information will be published on the Hyde County Schools public website.

Virtual webinar invitations concerning ongoing professional learning opportunities regarding personalizing instruction in the classroom will be provided when available through the NCAGT, Duke Tips, and NCDPI. Professional learning will be delivered to all staff members regarding curriculum compacting and project-based learning in collaboration with our district program. A professional learning session focused on using testing data to identify students' strengths and weaknesses will also be provided.

A biannual newsletter (one each semester) will inform educators about current legislative decisions regarding Academically/Intellectually Gifted students and the services available to them, as well as strategies and instructional practices to enhance those students' learning and reach their social-emotional needs. The newsletter will be also provided to parents/guardians.

**\* Practice F**

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

As all of our schools throughout the district are located on two main campuses (one on the island and one on the mainland), transitioning from one building to another is less strenuous for the students. Mainland Hyde and Ocracoke both implement programs and vertical meetings regarding movement from elementary to middle school. Each school provides students with an opportunity to meet the middle school teachers before the end of their 5th-grade year.

Currently, we do not implement a specified introduction between eighth and ninth grade since all grades sixth through twelfth grades are located on one campus. With this in mind, Hyde County Schools will provide

Academically/Intellectually Gifted students with an opportunity to meet with the school counselors in regards to social-emotional needs incurred prior to entry, as well as opportunities provided to them in regards to class scheduling with NCVPS, Beaufort Community College, NC School of Math and Science and Duke Tips.

**\* 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**

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

The following activities will be incorporated into each school in order to promote a climate and culture of academic excellence for all students:

1. Talent Development programming- is offered for all students in grades 3-8 each semester. Topics will change based on teachers and resources. Our goal for this year is to have one enrichment course at each site for 6-9 weeks. The teacher of this course will receive a \$400.00 stipend if the teacher is not the designated AIG Lead Teacher. For the 2023-2024 school year, two enrichment courses per semester will be included.
2. Saturday Enrichment programs- are held at least once each semester to encourage creativity and critical thinking skills.
3. Scripps Spelling Bee- each school will provide the opportunity for all students to participate in the Scripps Spelling Bee for grades 4-8. Each grade level will have the opportunity to hold classroom bees. There will be a schoolwide bee. Finally, we will hold a district bee.

4. Battle of the Books- any students in grades 2nd/3rd, 4th/5th/ and 6th-8th will have the opportunity to become part of the Battle of the Books school team. This team will read the designated BOB novels and compete against one another in the spring.
5. STEAM Fair- Students in grades K-12 have the opportunity to submit an entry in each school's STEAM Fair. These entries include science, technology, engineering, art, and math projects. Classes, partners, and individuals may participate.
6. Math 24 will be used as an after-school enrichment activity for students in grades 4-8. This math game will be played within the school as a competition, amongst district teams, and outside of our county. This will be a new competition for the county in 2022.
7. Cross-County Literature Circles- Teachers in all grade levels will be encouraged to use available technology such as Google Meet and Zoom to hold virtual literature circles between classes and/or to create cross-county projects. This will be a wonderful opportunity for students to make new friends and to promote a culture of inquiry and excellence.
8. Lego League Competitions- Both schools will offer elementary and middle school students the opportunity to participate in a lego challenge. This will be a new competition for both schools in 2023.

**\* Practice I**

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

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

Every educator associated with the student will receive a Differentiated Education plan which will include results from a student interest survey. Through this collection of data educators will have knowledge of students' interests and passions to stimulate learning opportunities within the classroom setting.

**\* Ideas for Strengthening the Standard**

We need to provide more Talent Development and curriculum compacting opportunities for high school students. It seems that the heart of what we offer is for elementary and middle school students.

**Planned Sources of Evidence**

\* Differentiated Education Plan templates

\* AIG Google Site for Educators

\* District AIG Webpages

\* AIG Guide for administrators and educators

\* Sign-in sheets or calendar invites for professional learning

**Documents**


**Type**

**Document Template**

**Document/Link**

AIG Standard 2 Additional Resources

N/A

 [DEP template](#)

Standard 3: Differentiated Curriculum and Instruction

**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Hyde County expects our students to grow academically and promotes personalized 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 beginning, middle, and end-of-the-year diagnostic results from the I Ready (Hyde County School's Tier 1 curriculum resource) 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 personalized instruction.

The Academically/Intellectually Gifted Coordinator and AIG Lead teachers will collaborate with the classroom teachers to assist, clarify and suggest personalized (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. Because we are developing personalized learning approaches, this is not limited to only AIG-identified students. Rather, all students benefit from Hyde County's differentiation strategies including the following:

|      | Enrichment                        | Extension                | Acceleration                   |
|------|-----------------------------------|--------------------------|--------------------------------|
| K-3  | Centers                           |                          |                                |
|      | Choice Boards                     | Flexible grouping        | Curriculum Compacting          |
|      | 21st Century after school program | Field trips              | Higher level reading           |
|      |                                   |                          |                                |
| 4-8  | Daily 5/Daily 3                   | Free Learning Fridays    |                                |
|      | Learning Centers                  | Flexible grouping        | Curriculum Compacting          |
|      | Menus and Choice Boards           | Interest-based Electives | Standards mastery              |
|      | Project-Based learning            | WIN time                 | Higher level reading           |
| 9-12 | Talent Development Courses        | Field trips              |                                |
|      | 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. Hyde County Schools is a 1:1 school district that implements the concept of blended learning models. Through the ease of access to technology, educators have the opportunity to personalize learning experiences for all students through various programs and instructional strategies.

**\* Practice B**

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

The 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 personalized 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 enhance student learning.

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            | I Ready online program and diagnostic |
| Ready Workbook | IXL                                   |
| IXL            | Read Live                             |
| Khan           | Accelerated Reader                    |
| Math 24        | Star Reading Test                     |

Fundations (K-2)

mCLASS

Higher level reading materials

Newsela

Commonlit

Project-based learning

I Ready online program and diagnostics

IXL

Read Live

Accelerated Reader

Star Reading Test

Fundations (K-2)

mCLASS

Higher level reading materials

Newsela

Commonlit

Project-based learning

I Ready online program and diagnostic

Ready Workbook

IXL

Khan

Math 24

Delta Math

6-8

|  |  |  |
|--|--|--|
| 9-12   | IXL<br><br>Khan<br><br>Delta Math<br><br>Academy courses | Project-Based Learning<br><br>Standards Mastery<br><br>High-level reading materials<br><br>Seminars<br><br>electives |
| <p>It will be the responsibility of the AIG Coordinator to maintain online resources to guide and assist teachers in differentiation and gifted instruction. Also, a Gifted Resource Library will be created at each school to be housed in the media centers at Mattamuskeet and in the Book Room in the elementary building at Ocracoke. Teachers will be encouraged to use these resources and discuss them during their PLCs.</p>  |  |  |
| <p><b>* Practice D</b><br/>Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.</p> <p>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.</p> <p>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.</p> |  |  |



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, Math 24, and the Lego League. Drama club is also available to middle school students. 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.

Community service is also valued in Hyde County. High school AIG/Talent Development students will be required to participate in 3 hours of community service per year. Likewise, middle school students will be asked to participate in 2 hours of community service. Under the direction of the AIG Lead Teachers at each school, elementary AIG/Talent Development students will participate in one community service activity each semester.

AIG and Talent Development students in grades 3-8 also have the opportunity to participate in Free Learning Fridays once per month with the school's AIG Lead Teacher or the AIG Coordinator. Free Learning Fridays give students the chance to study a topic or issue of interest to them. These projects may be completed individually or in groups and can be across grade levels. The end product may include a Google SlideShow, a poster project, a documentary video, a podcast, a research paper, or any other method determined by the teachers.

High school Academically/Intellectually Gifted students have the opportunity to participate in advanced classes, Honors classes, AP Classes, Beaufort Community College Courses, and NC School of Science and Math courses. The students may pursue their interests through these choices of courses either as traditional high school students or as

Academy students. AIG/Talent Development students also have the opportunity to participate in community-supported internships.

**\* Practice E**

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

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 committee, currently the Ready and I Ready curriculum in grades K-8, affords a diagnostic that establishes beginning-of-the-year, middle-of-the-year, and end-of-the-year data points from which teachers can assess growth and group students appropriately. Other assessments, such as the STAR reading test, IXL placement test, and pre-assessment from Schooinet also provide data to assist with grouping.

Due to the size of the county, all AIG students are placed in heterogeneous classrooms. Each school's AIG team works closely with the classroom teacher to make sure that the goals set forth in the DEPs are implemented. Also, common planning times and PLCs give teachers the opportunity to discuss AIG student data and needs. All teachers in Hyde County Schools are asked to learn their students' data stories: academic, emotional, and behavioral.

Teachers are provided professional development opportunities to understand how to effectively read data and group students. Homogeneous grouping of identified AIG students as well as Talent Development occurs within the

classroom, during enrichment programs, and on Free Learning Fridays.

**\* Practice F**

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

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.

Special units of study have been created at each school to enhance the SEL needs of our AIG learners. Students in grades 3-5 focus on writing and study skills; grade 6-8 students focus on a unit that involves personal development and goal setting; and the Freshman Academy helps freshmen navigate through the rigors of their first year in high school as they look at academic and career goals.

Hyde County School educators will enhance their classroom focus by applying the concepts learned from Growth Mindset by Carol Dweck and building on that with the book Innovator's Mindset by George Couros. The concept of obtaining a growth mindset is essential for our Academically/Intellectually Gifted and Talent Development students when moving forward and stretching their learning to their highest potential. Teachers will use the recommendations and ideas within the book with their students.

The district's Academically/Intellectually Gifted webpage will contain social-emotional resources, articles, and suggestions that will assist to educate all stakeholders. In collaboration with the Student Assistance Teams at each school, the AIG teams will discuss students' emotional and behavioral needs and come up with a plan to effectively address any needs that arise.

Furthermore, some county schools utilize the Olweus Anti-Bullying program which will provide another safeguard to make sure that the emotional needs of AIG students are being met.

**\* Practice G**

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

Hyde County Schools cultivates and develops potentially gifted kindergarten through third-grade students who demonstrate higher learning levels based on the data analysis of the Early Learning Inventory, district curriculum diagnostics, and the kindergarten through second-grade mathematics assessment with an early nurturing program.

The early nurturing program will provide students with the opportunity for personalized learning in both reading and math. I Ready and IXL provide math opportunities for K-3 teachers to offer an enhanced curriculum for high-level learners. In ready, students may begin using Read Live, I Ready, IXL, and other reading resources to accelerate their learning skills.

Students will have the opportunity to enhance their higher-level thinking skills using STEM-based programs. The potentially gifted students may be provided with flex grouping within the classroom setting to enhance their learning

growth and support their social and emotional needs. These students will receive differentiated learning opportunities to nurture their potential throughout the year.

The Academically/Intellectually Gifted Coordinator will provide resources to support K-3 educators with information regarding personalizing learning experiences, creating a growth mindset within the classroom, and how to enhance higher-level thinking skills in the classroom. The AIG teams will meet to discuss how to best nurture the learning needs of these students.

**\* Practice H**

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

At the heart of each classroom in Hyde County Schools is the notion that in order to meet students' personal learning needs, personalized learning and instruction must occur. For this reason, all instructional personnel collaborate to develop a differentiated curriculum for our AIG students. Through the monthly MTSS Committee meetings, monthly AIG Team meetings, school level PLCs, School Assistance Team meetings, and School Improvement Team meetings, instructional personnel collaborate to make sure that the advanced learning needs of our AIG students, as well as their behavioral and emotional needs, are being met.

Hyde County teachers in grades K-12, in conjunction with the AIG Lead teacher, AIG coordinator, specials' teachers, guidance counselors, and community members promote project-based learning that allows for differentiation, creativity, innovation, and advanced content. These projects can range from class projects, such as science STEM activities, to school-wide contests such as the Scripps Spelling Bee and STEAM Fair. Other cross-county events also occur, including Battle of the Books competitions, Math 24 competitions, Scripps Spelling Bee at the county level, AIG field trips, and cross-county collaborative literature circles.

The AIG Coordinator and the AIG Lead teachers advocate for the use of differentiated curriculum and content at all PLCs, SIT meetings, MTSS meetings, and SAT meetings. Furthermore, the AIG Coordinator attends a schoolwide meeting once per semester, and on an as-needed basis, in order to assist teachers with their AIG services and planning. Furthermore, the AIG Coordinator and Lead Teachers will provide teachers with the resources needed to meet the DEPs of all AIG students.

**\* Practice I**

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

North Carolina Department of Instruction and Hyde County Schools' policies mandate a Differentiated Education Plan be maintained for all identified Academically/Intellectually Gifted students and will be reviewed annually. The Academically/Intellectually Gifted Coordinator will create the original document plan and the Academically/Intellectually Gifted Lead Educator at each school will develop the document in collaboration with the other members of the school AIG team, parents, students, and the classroom teacher.

At the DEP meeting, the AIG Lead teacher, classroom teacher, parent/guardian, and the student will agree on the learning environment, means of content modification, and enhancement opportunities for the year. The students will also be asked to create one academic and one behavioral goal for the year. The DEP should be a working document that allows all stakeholders a voice in how best the student can meet his/her goals. It should also be implemented to fidelity by the classroom teacher. If a problem occurs with implementation, a second DEP meeting should be called in order to adjust the plan. The Academically/Intellectually Gifted District Coordinator will review and monitor all Personalized (Differentiated) Education Plans for fidelity.

The AIG Lead teacher will be involved in the IEP process for any twice-exceptional students. The IEP may be used as a DEP for these students.

An AIG progress report will be shared with the students at each marking period. This report will be developed by the AIG Coordinator in collaboration with the AIG Lead teachers.

**\* 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 often leave the fulfillment of high school AIG students' needs up to the advanced courses. We need to make sure that we are more involved in the development of our high school AIG students.

**Planned Sources of Evidence**

\* Differentiated Education Plans

\* Meeting minutes

\*

| Documents                           |                   |  |
|-------------------------------------|-------------------|--|
| Type                                | Document Template | Document/Link  |
| AIG Standard 3 Additional Resources | N/A               |  <a href="#">Talent Development Informational Flyer example</a> |

Standard 4: Personnel and Professional Development

**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The Hyde County Schools Academically/Intellectually Gifted Coordinator is AIG certified. The Academically/Intellectually Gifted Coordinator will attend the state and regional AIG meetings when possible in order to build relationships, obtain advice from other AIG coordinators or specialists and stay up to date with resources, practices, and strategies that benefit our students. The AIG Coordinator will build an AIG team that consists of each school's AIG Lead teacher, a teacher representative, school assistant principals, school counselors, and the district Chief Academic Officer. The AIG District Team will meet every other month to discuss policies, practices, and concerns. The purpose of this team will be to advise and provide feedback to the Academically/Intellectually Gifted coordinator pertaining to AIG student identification, student services, student support, and student opportunities. In terms of AIG program improvement, the team will advise about needed professional learning for all staff and parent/guardian informative sessions.

The Academically/Intellectually Gifted 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.

**\* Practice B**

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

Hyde County Schools has four certified AIG teachers to service its three schools: one will serve as the AIG District Coordinator and the others will be the AIG Lead Teachers for Ocracoke School (K-12) and two for Mattamuskeet School (K-12) and the Academy (9-12/13). These AIG lead teachers will collaborate with school-based educators to implement and monitor the local AIG plan, program, and services. The Lead Teachers will serve as the general educator's point of contact for service-related concerns and issues for our AIG population. The Lead Teachers will monitor AIG records, coordinate school-level AIG screenings, and identification, and report the school-level AIG headcount. The school-level AIG Lead Teachers will oversee the development and implementation of the identified AIG and Talent Development students' Differentiated Education Plans. These educators will provide professional learning opportunities for fellow teachers that support AIG students and their families academically, socially, and emotionally. These AIG Lead Teachers will develop and provide Talent Development programs (one per semester) for

students in grades 3-12. In conjunction with the AIG Coordinator, they will also develop an early nurturer's program for K-2. The AIG Lead Teachers are responsible for purchasing needed school resources and organizing AIG field trips. The AIG Lead Teachers will meet every other month with the AIG District Team and once per month with their AIG School Team. Finally, these AIG persons will advocate for all gifted students in their schools by becoming integral members of the schools' MTSS teams.

**\* 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, instructional specialists, 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 personalized learning sessions regarding AIG to address needs identified by the educator, school administrators, or district leaders.

AIG Lead Teachers will advocate for the needs of all AIG and Talent Development students as integral members of each school's MTSS Committee. The District Coordinator will advocate for AIG learners on the District MTSS Committee.

**\* 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.

Hyde County Schools has four certified Academically/Intellectually Gifted educators: one who serves as the District Coordinator, one at Ocracoke School serving students in K-12, and two in Mattamuskeet serving students in grades K-12. It is the goal of the AIG District Team to promote the add-on licensure in order to have an additional educator certified at Mattamuskeet Elementary School.

In addition to our significantly limited number of AIG-certified personnel, our schools are extremely small. On our Ocracoke 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. On our Mattamuskeet campus, there are two educators per grade level in prekindergarten through fifth grade, two educators for mathematics and English and one educator for social studies and science in sixth 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 heavily supported by the Lead AIG teacher of that school. 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.

The AIG Lead Teachers at each school will hold check-in meetings once per quarter with general classroom teachers of AIG identified students in order to assist those teachers in providing effective services. Teachers will be highlighted for their service to AIG students in our biannual newsletter. Finally, any teacher who completes the add-on licensure will be celebrated at the school's faculty meeting and recognized at the Hyde County School Board monthly meeting.

**\* 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. The District AIG Team will promote the add-on licensure path by reimbursing teachers who go through the process, making sure that all educators in the system know that this add-on licensure is available, and, if enough teachers are wanting to participate, create a study group session at the beginning of the year to help teachers prepare for the Praxis test. Furthermore, the school system will work with our local NCCAT resource to provide yearly AIG professional development in which our Hyde County teachers may participate.

**\* Practice F**

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

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

District Response:

The AIG District Team will hold monthly virtual office hours so that administrators and educators can join to discuss areas of concern:

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 2022, the AIG District 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 personalized education for their AIG students. This will all be accomplished through the lens of promoting equity for all students.

Goal 1-  
Reframe our lense

The AIG District Team has developed a clear system of identification that combines the students' data stories with their personal learning and 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 2-  
Use Equitable  
Identification Practices

The educators in Hyde County are dedicated to personalized learning. Through personalized learning, a variety of educational approaches may be used, from compacting the curriculum to grade-level advancement. The use of DEPs and personalized learning plans will ensure that students' learning needs are met in an individualized manner.

Goal 3-  
Provide a range of  
services

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

Goal 4-

Foster Talent Development

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.

Students' data stories are at the heart of what we do. In Grades K-8, we will focus on I-Ready 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 5-  
Collect Meaningful Data

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 2022, 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.

Goal 6-  
Provide Focused Professional Learning Opportunities

**\* 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, an online hub where AIG information is shared and can be easily accessed, monthly AIG office hours led by the District Coordinator and Lead Teachers for all to come and ask questions, 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. We will also add an additional Lead Teacher to the staff of Mattamuskeet Elementary School.

**Planned Sources of Evidence**

- \* Professional learning sign-in sheets, calendar invites, and agendas
- \* AIG Team sign-in sheets, calendar invites, and agendas
- \* AIG certification add-on licensure
- \* AIG Google Site for Educators with resources

| Documents                           |                   |   |
|-------------------------------------|-------------------|---|
| Type                                | Document Template | Document/Link   |
| AIG Standard 4 Additional Resources | N/A               |  <a href="#">Example of personalized learning PD</a> |

Standard 5: Partnerships

**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

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, and other enrichment activities. Parent/Guardian involvement is encouraged in all school events, including the community service component of the AIG program.



Parents/Guardians will be asked to complete a survey at the start of the school year identifying needs, concerns, and desires for the upcoming school year. Parent/Guardian forums will also be held each year at each campus discussing the successes and challenges of the AIG program and asking for parent input and support.

**\* 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 County 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. At the beginning of the year, the AIG District Team will reach out to local area businesses and nonprofit civic organizations, such as Ocracoke Alive, Ocracoke Preservation Society, and Swan Quarter area businesses to create internship opportunities for our elementary, middle, and high school AIG students. Programs involving elementary students, such as art activities provided by Ocracoke Alive, will offer enrichment opportunities for AIG and Talent Development students. Other opportunities, such as learning how to save valued primary sources at the Ocracoke Preservation Society, will become an extension program for middle and high school students. Lengthier internships can be created with local businesses in conjunction with CTE high school courses in order to offer acceleration opportunities.

Hyde County teachers are able to connect with professional development opportunities through NCCAT, Duke Tip, the NC Department of Public Instruction's AIG resources, and the North Carolina Association for Gifted and Talented (NCAGT) conference.

**\* 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 Schools will strive to have a diversified district Academically/Intellectually AIG Advisory Committee that monitors the AIG plan and program. The committee will consist of district administrators, school administrators, AIG Lead educators, grade level span classroom educators from various grade levels, school counselors, exceptional children educators, an English language learner educator, area business people, and voluntary AIG parents/guardians.

The Advisory Board will meet biannually: once in October and once in February to review the AIG plan and to monitor the progress of plan implementation. During the 2024-2025 school year, an additional third meeting will be held in April in order to discuss the new AIG plan. From the Advisory Board, several subcommittees will be created:

1. District AIG Committee for the county
2. School AIG Committees for each school
3. Talent development committee for each school
4. Parent Advisory Board Committee for each campus
5. Area business partnership committee for each school

The District Coordinator and lead teachers will be part of each committee. Each committee will meet at least twice per year. The main responsibilities of each committee are as follows:

| Committee | Responsibilities | Members Include | Meeting |
|-----------|------------------|-----------------|---------|
|-----------|------------------|-----------------|---------|

Times/Year

|   |   |                   |
|---|---|-------------------|
| Write AIG Plan  | District AIG Coordinator                    |                   |
| Make sure identification process is equitable   | AIG Lead Teachers                           |                   |
| Oversee identification criteria   | One teacher representative from each school | Every other month |
| Discuss DEPs and student needs  | Administrators from each school             |                   |
| Oversee program planning  |   |                   |
| Advocate for AIG students at district MTSS meetings   | Guidance Counselors from each school        |                   |
| Provide Professional Development opportunities for teachers   |   |                   |
|   |   |                   |
| School AIG Committees   | Lead Teacher                                | Monthly           |
| Identify students as AIG  | Guidance Counselor                          |                   |
| Maintain data   |   |                   |
| Ensure that DEPs are written and followed   | Classroom Teachers- at least 3              |                   |
| Discuss areas of concern/progress for AIG students both academically and emotionally (in conjunction with school SAT) |   |                   |
| Advocate for AIG students at school MTSS and SIT meetings   |   |                   |

Create a Talent Development program at each school with specific activities in the fall and spring.

District Coordinator

Design Talent Development opportunities for students

Lead Teachers

August,  
December, and  
February

Talent Development Committees

Administrators

Develop a combined field trip for AIG identified and talent development students.

Parent representatives

Create criteria for Talent Development

Create and administer survey for parents concerning AIG program

District Coordinator

Determine opportunities for AIG students to collaborate with parents/guardians

Lead Teachers

Biannually (once each semester)

Parent Advisory Board

Parent representatives

Consider joining a national organization, such as PAGE

Area Business Partnership Board

District Coordinator

Biannually

Create partnership opportunities with businesses

Lead Teachers

Use this partnership for enrichment opportunities as well as enrichment opportunities

At least 2 parents

At least 2 business members

Administration

**\* Practice D**

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

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

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

In Hyde County Schools we value communication with stakeholders.

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 in the digital version of our biannual AIG Newsletter
- A link found in the Parent/Guardian AIG Handbook.

Information regarding our range of services available to AIG students and district and state policies impacting gifted and advanced learners will be communicated in the following manner:

- Descriptions written concerning services and policies on the AIG website

-A link to the state DPI resources on our county AIG website

-Within the parent/guardian handbook

Information regarding AIG special programs, Talent Development programs, and other AIG-related events will be communicated as follows:

-On the county website

-On school social media sites

-Through a Connect-Ed

-Through classroom communication methods (such as newsletters, texts, and other online resources)

-Through a combined list serve created by each AIG Lead teacher

Information regarding, partnerships with the AIG program, events, community service, and other positive happenings will be shared in the following ways:

-Posted on school and district social media accounts

-Posted on the school website

-Announced using ConnectEd

-Texted via the school's list serve

-Local newspapers

Communicate any additions or changes to the Hyde County School Board through presentations during their monthly meetings.

All AIG resources will be shared with faculty via a shared Google folder as well as links being available on the AIG website.


All AIG communication will be written in various languages as needed by our multilingual learners.

**\* Ideas for Strengthening the Standard**

This standard will be strengthened by the creation of an Advisory Board and its subcommittees. Clear communication with all faculty, staff, administration, and parents/guardians will positively impact the success and growth of our AIG learners.

**Planned Sources of Evidence**

|  |
|--|
| * AIG District Webpage                 |
| * AIG Newsletters                      |
| * AIG Parent/Guardian Surveys          |
| * AIG Parent Handbook                  |
| * Texts and social media announcements |

| Documents                           |                   |   |
|-------------------------------------|-------------------|---|
| Type                                | Document Template | Document/Link   |
| AIG Standard 5 Additional Resources | N/A               |  <a href="#">copy of Google form used to</a> |

gather input from teachers



Standard 6: Program Accountability

**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

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. This year, however, we have changed our approach so that our AIG program is more inclusive of all school stakeholders.

A District Committee was established this year consisting of a newly certified AIG teacher at Ocracoke School, the assistant principal/AIG Lead Teacher at Mattamuskeet Early College, the Lead Teacher at Mattamuskeet Elementary, and the newly appointed District Coordinator (who started in November). Beginning in January, the committee began the task of redefining and redesigning the AIG program in Hyde County. The plan was written during the second semester and was reviewed by the team. DPI resources, such as the Unpacking the Standards document and videos, were heavily utilized in order to complete the plan. It is the goal of the committee that this plan becomes a liveable document fully describing the AIG program that we have put into action.

After the District Team agrees to the contents and wording of the plan, the plan will be read and approved by the school principals, the interim superintendent, and the newly hired superintendent. After their changes are implemented, the plan will then go to the Hyde County School Board for approval and then be submitted to the North Carolina Department of Public Instruction by July 2022.

**\* 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 Advisory Committee. The standards will be reviewed using the following schedule:

School AIG Teams                      District AIG Team                      Advisory Committee

- Discuss the process of writing DEPs
- Professional development for teachers

August                      Meet with families and write DEPs

September Review Standard 1 of plan                      Review comments on                      n/a

Standard 1 and make adjustments as needed

Introduce plan overall to the committee.

October Review Standard 2 of plan

Review comments on Standard 2 and make adjustments as needed

Report any concerns or issues with Standards 1 and 2 and discuss changes made.

November Review Standard 3 of plan

Review comments on Standard 3 and make adjustments as needed

n/a

December Revisit Standards 1-3

Address comments, questions, or concerns about standards 1-3

n/a

January Review Standard 4 of plan

Review comments on Standard 4 and make adjustments as needed

n/a

February Review Standard 5 of plan

Review comments on Standard 5 and make adjustments as needed

Report any concerns or issues with Standards 1, 2, 3, and 4 and discuss changes made.

March Review Standard 6 of plan

Review comments on Standard 6 and make adjustments as needed

n/a

|   |  |  |  |
|---|--|--|--|
| April   | Revisit Standards 4-6                                | Address comments, questions, or concerns about Standards 4-6 | n/a  |
| May   | Discuss the strengths and weaknesses of the AIG Plan | Collaborate on how we can improve the plan.                  | The District Coordinator will write a summary report to the Advisory Committee reviewing the AIG plan and how it was utilized throughout the year. |
| <p><b>* Practice C</b><br/>         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.</p> <p>The Hyde County School District AIG Coordinator in collaboration with the District Federal Programs Director and the Director of Finance will collaborate in order to determine personnel needs and how much of these funds are taken from the AIG budget. With the remainder, at the August meeting, the AIG District Team will determine how best to allocate funds so that they are appropriated equitably for each school. The AIG Lead Teachers will then spend their funds according to their schools' needs, keeping in mind our desire to create a Talent Development class for each semester. A financial report will be part of the AIG District Team meetings where each school can report on how funds are being spent. A portion of the overall budget will be reserved for the AIG field trip and for conference attendance.</p> |  |  |  |
| <p><b>* Practice D</b><br/>         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.</p>   |  |  |  |
| <p>AIG Teams for each school will maintain the following data for every identified student:<br/>         -Previous Year's EOG/EOC scores</p>  |  |  |  |

-Grades per quarter

-Diagnostic data (I Ready data in math and ELA for K-8)

-Benchmark data

-CogAT 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 AIG 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. AIG Lead teachers will compare and contrast the data to make sure that all students are growing and thriving in their learning environments. Both positive and negative trends will be noted as the team compares and contrasts the data points. Students who have their curriculum compacted or accelerated will be closely monitored for standards mastery and growth. The AIG Lead Teacher will maintain notes on each data discussion, and maintain a student folder with data information. Any high school AIG student who is on the verge of dropping out, or who is struggling with their learning, will be brought to the attention of the school SAT as well as the District Coordinator. Any other issues or concerns will also be brought to the attention of the District AIG Coordinator.

**\* 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 Schools will maintain and analyze referral, identification processes, services, and retention data on every identified student. The Lead Teacher is responsible for keeping this data. Currently, in Hyde County Schools,

the demographic information for our identified students is as follows:

|                     | Number of Identified Students | Latino/    | Black/           | White       | Two or more races | Twice-Exceptional | Economically Disadvantaged | ML Students |
|---------------------|-------------------------------|------------|------------------|-------------|-------------------|-------------------|----------------------------|-------------|
|                     |                               | Hispanic   | African American |             |                   |                   |                            |             |
| Ocracoke School     | 16                            | 13%<br>(2) | 0%               | 75%<br>(12) | 13%<br>(2)        | 0%                | 21%<br>(4)                 | 0%          |
| Mattamuskeet School | 13                            | 15%<br>(2) | 8%<br>(1)        | 69%<br>(9)  | 8%<br>(1)         | 0%                | uncertain                  | 0%          |



Hyde County offers many pathways to AIG identification. All students in grades 3, 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.

It is the policy of Hyde County Schools that once a student has been identified in the AIG program, he/she will remain in the program throughout their tenure in the system. It is the responsibility of the Lead Teacher to maintain student data files and DEPs.

Classroom educators will regularly examine student records and data to determine potentially identifiable AIG and Talent Development students. They will monitor high-performing academic performance and collect evidence such as work samples, diagnostic assessments, and student interests to compile a deeper student profile with the input of English Language Learners and Exceptional Children educators. This information will be shared with the AIG Lead Teacher.

The Academically/Intellectually Gifted program has included multiple ways to receive identification through various pathways. The pathways provide a broader spectrum of identification to better identify students in underrepresented populations. The District AIG Team will analyze the demographics data to see if adjustments in the identification process need to be made.

Academically/Intellectually Gifted professional learning opportunities will include a strong emphasis on serving and meeting the needs of all students, particularly students who are in underrepresented populations.

  [Click here to remove the table and use only the narrative field.](#)

**\* 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 currently has four teachers who are certified in AIG. Each serves a leadership role as the District Coordinator and Lead Teachers on the two different campuses.

The three teachers who are serving the needs of our AIG learners utilize best practices when working with classroom teachers to outline and design learning strategies that are written in the students' DEPs. For their talent development program, they incorporate activity-based enrichment that stimulates learning and promotes positive learning experiences.

The Hyde County Schools Human Resource Department maintains current data and records of all Academically/Intellectually Gifted certified personnel and classroom educators who will serve AIG students. The information is monitored by the District AIG Coordinator and shared with school and district administrators.

**\* Practice G**

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

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 surveys sent out at the beginning and end of the year asking. These surveys will be available on our website, as well as emailed to the parents/guardians of AIG-identified students. 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 AIG 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**

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



As noted in Standard 6 Practice B, the AIG Plan will be analyzed monthly at the School AIG Team level, bimonthly at the District AIG Team level, and twice annually with the Advisory Committee. Specific standards will be analyzed at each meeting. Please see the schedule found in Standard 6, Practice B. 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. Changes will be made at the District AIG Committee level if the change needs to be implemented immediately. However, most changes will occur with deliberation at the Advisory Committee level.

**\* Practice I**

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

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:

-All data will be shared with the superintendent's leadership team concerning program evaluation and analysis. This will occur at a program leadership meeting to which the District Coordinator will ask to speak to the group.

District Personnel  
-Program evaluation data and changes will be shared with faculty and staff at MTSS and SIT meetings.

-Program evaluation reports will also be made to the Hyde County School Board as needed.

Students  
-Program evaluation will be shared on the Hyde County website.

-Listed in a policy section of the biannual newsletter.

-More immediate changes will be emailed to students.

-Program evaluation will be shared on the Hyde County website

Parents/Guardians

-Listed in a policy section of the biannual newsletter.

-More immediate changes will be mailed in a letter to parents/guardians.

Families

-Program evaluation will be shared on the Hyde County website

-Listed in a policy section of the biannual newsletter.

-Program evaluation will be shared on the Hyde County website.

Community Stakeholders

-Community stakeholders will also be informed during the Hyde County School Board presentations.

-They may also receive a copy of the newsletter with policy information.

Evaluation data will be published on the district website in the form of a fact sheet.

Hard copies of the 2022-2025 AIG Plan will be available at each school site to be shared with any stakeholder upon request.

**\* Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures,

and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The Hyde County School Superintendent, Academically/Intellectually Gifted Coordinator, School Administrators, School Lead Educators, and AIG Leadership Team members are responsible for ensuring the plan, including procedures and policies, is followed with fidelity. Our objective is to provide clear communication regarding the identification criteria and process as well as possible services and opportunities for the student.

? Informed consent for assessment leading to identification

Students who are seeking identification, must first have a parent/guardian sign the informed consent form. This allows students to take the Abilities Test and for the School AIG Teams to assess the results. If the student does not qualify using the Abilities Test results, the team must discuss the other possible avenues of identification.

? Informed consent for placement (services)

Once the student has been identified, the parent/guardian will meet with the DEP team to sign the Informed Consent and Placement form. After this is signed, the parent/guard, student, AIG Lead Teacher, and classroom teacher will create the DEP. At the DEP, parents/guardians will be given a copy of the AIG Parent Handbook translated into their appropriate language.

? Reassessment

Students may be reassessed annually using the Abilities Test. An Informed Consent form must be signed to reassessment to occur. If a student is found not to be identified through data from the Abilities Test, the School AIG Team must consider the other avenues of identification.

## ? Transfer from other LEAs

Students who qualified for AIG services in another county will be placed automatically into the Hyde County AIG program.

## ? Procedures to Resolve Disagreements

The Hyde County Schools AIG Parents' Rights Handbook will explain the due process procedures regarding the Hyde County School Academically/Intellectually Gifted identification process. The due process procedures are as follows:

**Step 1:** Parent/guardian/student/stakeholder may make a written request for a conference with the classroom educator, AIG Lead Educator, and school AIG 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 AIG Lead Educator and School AIG 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 AIG Lead Educator and School AIG 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 AIG Coordinator within ten days after receiving the written decision of the AIG Lead Teacher and AIG team. The School Administrator and AIG 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.




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

**\* Ideas for Strengthening the Standard**

This Standard will be strengthened as we begin to utilize demographic data to make sure that our AIG policies are equitable.

**Planned Sources of Evidence**

|                                   |
|-----------------------------------|
| * Parent surveys                  |
| * Parent Handbook                 |
| * Informed consent form           |
| * Informed consent placement form |
| * Copy of the biannual newsletter |

| Documents                           |                   |  |
|-------------------------------------|-------------------|--|
| Type                                | Document Template | Document/Link  |
| AIG Standard 6 Additional Resources | N/A               |  <a href="#">AIG Board Presentation</a> |

Local Board of Education Approval



**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

07/12/2022 








Original Application Submission Date: 07/16/2022

**Documents**

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

AIG Related Documents

**Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

| Required Documents   |  |  |
|--|--|--|
| Type   | Document Template  | Document/Link  |
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] |  <a href="#">Local Board of Education Approval Template</a> |  <a href="#">Hyde County AIG Plan Board Approved Document</a>             |
| Optional Documents   |  |  |
| Type   | Document Template  | Document/Link  |
| AIG Glossary [Upload up to 1 document(s)]                                    | N/A  |  |
| AIG Standard 1 Additional Resources  | N/A  |  <a href="#">parent notification letter</a>                               |
| AIG Standard 2 Additional Resources  | N/A  |  <a href="#">DEP template</a>   |
| AIG Standard 3 Additional Resources  | N/A  |  <a href="#">Talent Development Informational Flyer example</a>         |
| AIG Standard 4 Additional Resources  | N/A  |  <a href="#">Example of personalized learning PD</a>                    |
| AIG Standard 5 Additional Resources  | N/A  |  <a href="#">copy of Google form used to gather input from teachers</a> |



AIG Standard 6 Additional Resources

N/A

 [AIG Board Presentation](#)

## Glossary

### Hyde County Schools (480) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

| <b>Phrase</b>  | <b>Definition</b>   |
|----------------|---|
| SAT            | Student Assistance Team- composed of the Principal, Assistant Principal, Guidance Counselor, the student's current teacher, the student's former teacher, and the EC teacher. This committee meets to discuss concerns raised over particular students. These can be behavioral, social, and/or academic. |
| MTSS Committee | Multi-Tiered Systems of Support is made up of faculty members who discuss the behavioral, academic, and social/emotional needs of students.   |
| Olweus         | The anti-bullying program used at Ocracoke School.  |
| District       | Ocracoke School (K-12), Mattamuskeet School (K-12), the Academy (9-12)  |
| Pathway        | The way in which a student can be identified as Academically or Intellectually Gifted.  |
| AIG            | Academically and Intellectually Gifted: Students who perform at a substantially higher level in aptitude and academics when compared with others in their age group and learning environment.   |
| AG             | Academically Gifted: Students who perform at a substantially higher level in both reading and mathematical academics, and either may or may not have a high aptitude when compared with others in their age group and learning environment in the course of an academic year.                             |
| AGM            | Academically Gifted Math: Students who perform at a substantially higher level of performance in mathematical academics and mathematical aptitude in the course of an academic year.  |
| AGR            | Academically Gifted Reading: Students who perform at a substantially higher level of performance in reading academics and reading aptitude in the course of an academic year.   |

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| IG   | Intellectually Gifted: Students who perform at a significantly higher level of performance in one or more areas of a nationally normed aptitude test or intelligence test, yet fail to demonstrate advanced academic achievement. |
| District Committee   | District AIG Coordinator AIG Lead Teachers One teacher representative from each school Administrators from each school Guidance Counselors from each school   |
| AIG School Committee   | Lead Teacher Guidance Counselor Classroom Teachers- at least 3  |
| Talent Development Committee   | District Coordinator Lead Teachers Administrators Parent representatives  |
| Parent Advisory Board  | District Coordinator Lead Teachers Parent representatives   |
| Area BusinDistrict Coordinatoess Partnership Board   | District Coordinator Lead Teachers At least 2 parents At least 2 business members Administration  |
| Talent Development   | Developing talent in students who are identified or not identified as gifted. These students show an eagerness towards learning new concepts.   |
| <input checked="" type="checkbox"/> The Local AIG Plan glossary is provided in an uploaded document. |   |