

Mission/Vision Statement and Funding

Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

M. Brent Williams

* LEA AIG Contact Name:

Lynch, Melissa - mlynch@lenoir.k12.nc.us ▼

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

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

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

* Mission and/or Vision Statement(s)

The vision for the Lenoir County AIG Program is that all students will be equipped with the necessary meta-cognitive prowess to explore deeper questions, to ponder and seek solutions to problems not yet known, and to address problems and challenges when solutions are complex.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 479,110.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification
Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i> * Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Lenoir County Public Schools (LCPS) implements a clear, equitable, and developmentally appropriate screening and referral process to ensure all students across K–13 have opportunities to demonstrate strengths and talents. This multi-entry system uses both universal screening and open referral pathways to promote access and representation for students from all backgrounds. Referrals can be made by the local talent pool, teachers, administrators, parents, and students themselves. Kindergarten–1st Grade: Early Talent Development and Referral In grades K–1, LCPS prioritizes talent development and the early recognition of potential through classroom-based observations, behavior checklists, student work samples, and teacher input. While formal AIG identification typically begins in grade 2, referrals may be initiated at any time by teachers, administrators, or parents. Students demonstrating advanced potential may have a Talent Development Portfolio initiated. This portfolio may include creativity assessments, early literacy/numeracy indicators, and other qualitative data to guide further screening. Grade 2: Universal Screening and Expanded Referral All second-grade students participate in universal aptitude screening through the Cognitive Abilities Test (CogAT). Students scoring at or above the 75th percentile in any subtest or composite score are referred for additional testing using the IOWA Achievement Test. Students who score below the 75th percentile may still move forward in the identification process upon request by teachers, administrators, or parents, allowing for flexibility in recognizing diverse expressions of giftedness. Grades 3–8: Ongoing Screening and Local Talent Pool Students in grades 3–8 are reviewed annually for potential AIG referral through multiple indicators. Each LCPS school maintains a local talent pool that includes: ▪ Students who scored Level 5 on BOG (current year) or EOG/EOC (prior year) ▪ The top 10% of students in each grade (4–8) in Math and ELA based on previous year EOG results Students in the local talent pool are considered for additional screening using the CogAT and IOWA assessments. Other indicators, such as classroom performance, benchmark assessments, and teacher recommendations, are also used. This multi-year, multi-data-point approach ensures that students have ongoing entry points and that the identification process remains responsive to growth over time. Grades 9–13: Secondary Screening and Referral Students in grades 9–13 may be referred for AIG evaluation based on evidence of advanced potential or performance in academic or creative areas. Referrals may originate from students, teachers, counselors, or parents. Criteria considered include: ▪ Readiness for AP, IB, or Honors coursework ▪ Exceptional performance on national assessments (e.g., PSAT, PreACT, ACT, SAT, AP)

- Demonstrated strengths in areas such as STEM, Humanities, Arts, leadership, or research
 - Teacher observations and high-level classroom performance, as evidenced through student work samples
- Evaluation at this level emphasizes multiple data points, including aptitude, achievement, and qualitative artifacts. No single criterion excludes a student from consideration.

*** Practice B**

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

Identification Process (K-12)

Lenoir County Public Schools ensures a systematic and equitable process for Academically or Intellectually Gifted (AIG) identification that provides multiple pathways to recognize aptitude, achievement, and potential at all grade levels. Identification is based on a body of evidence, incorporating both quantitative and qualitative data.

1. K-1 Identification:

1. While formal AIG identification begins in Grade 2, early indicators of giftedness are recognized through teacher observations, student work samples, and performance on literacy and numeracy assessments.
2. Students referred will be assessed using the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills.

2. Grade 2-12 Identification:

1. Universal screening is conducted in second grade using the Cognitive Abilities Test (CogAT).
2. Aptitude for students in grades 3-12 is measured using the Cognitive Abilities Test (CogAT), requiring any composite or sub-score at or above the 85th percentile.
3. Achievement is measured using the Iowa Test of Basic Skills, requiring a composite score at or above the 85th percentile in Reading or Math.
4. Additional artifacts (e.g., teacher checklists, benchmark data) are reviewed for students as a part of the identification process.

Criteria for AIG Identification

Lenoir County Public Schools recognizes multiple gifted categories, ensuring that students with strengths in different domains receive appropriate services:

Category	Criteria
Academically Gifted (AG)	Achievement (=85th percentile) in both Reading and Math • Acceptable Achievement Measures ◦ Iowa Test of Basic Skills ◦ EOG Scores (2 previous qualifying scores) ◦ PreACT, PreSAT, ACT, SAT
Academically Gifted - Reading (AR)	Achievement (=85th percentile) in Reading only • Acceptable Achievement Measures

	◦ Iowa Test of Basic Skills ◦ EOG Scores (2 previous qualifying scores) ◦ PreACT, PreSAT, ACT, SAT
Academically Gifted - Math (AM)	Achievement (=85th percentile) in Math only • Acceptable Achievement Measures ◦ Iowa Test of Basic Skills ◦ EOG Scores (2 previous qualifying scores) ◦ PreACT, PreSAT, ACT, SAT
Intellectually Gifted (IG)	Aptitude (=85th percentile) on a standardized cognitive assessment • Acceptable Aptitude Measure ◦ Cognitive Abilities Test (CogAT)
Academically & Intellectually Gifted (AIG)	Combination of achievement and aptitude

A student must meet at least two of the following criteria for identification:

1. **Aptitude:** Score = 85th percentile in any composite or sub-score on CogAT or similar nationally normed aptitude assessment.
2. **Achievement:** Score the percentile in Reading or Math on a nationally normed achievement test or 2 consecutive EOG assessments

3. **Artifact (one of the following):**

1. **Benchmark scores:** 85% or higher on two consecutive district/state benchmarks in the same subject.
2. **Behavior Checklist (Renzulli-based):** Completed by at least two teachers with an average score of =3.0.

No single criterion eliminates a student from identification. If additional data is needed, further assessments will be administered to ensure a comprehensive learner profile.

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

*** Practice C**

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

Lenoir County Public Schools (LCPS) is committed to equitable identification and service of academically and intellectually gifted students. Recognizing that giftedness exists in all student populations, LCPS continually reviews its data, practices, and policies to ensure equitable access to AIG programming, particularly for students from historically underrepresented groups.

Underrepresented Populations in LCPS AIG Programs: Data review across recent years has shown underrepresentation in the AIG program among

- Black and Hispanic/Latino students

- Students from economically disadvantaged backgrounds
- Multilingual learners (MLs)
- Students with disabilities (twice-exceptional)

Responsive Screening, Referral, and Identification Practices

To address disproportionality and ensure equitable access, LCPS has implemented a variety of intentional practices:

1. Universal Screening at Critical Points

- All second-grade students are universally screened using the Cognitive Abilities Test (CogAT), eliminating reliance on nominations that may introduce bias.
- Universal screening helps identify students who may not otherwise be referred due to language barriers, economic disadvantage, or behavior-based misconceptions.

2. Development of Local Talent Pools

- Each school site maintains a local talent pool that includes students based on multiple data points—not just standardized test scores—ensuring a broader look at potential.
- The use of BOG/EOG/EOC results and other benchmark data allows for diverse expressions of ability to be recognized.
- The talent pool automatically includes the top 10% of students in math and/or ELA by school, helping uncover talent in schools with higher populations of underrepresented students.

3. Open Referral Process

- Any teacher, administrator, parent, or student may refer a candidate at any time, reducing gatekeeping and empowering families and educators to advocate for students, especially those from diverse backgrounds.

4. Consideration of Qualitative and Alternative Evidence

- The identification process includes non-traditional evidence such as classroom performance, work samples, creativity indicators, and behavior checklists (e.g., Renzulli's).
- These measures support the recognition of twice-exceptional students and culturally/linguistically diverse learners who may not perform at expected levels on standardized assessments due to external barriers.

5. Flexible Pathways to Identification

- Students who do not meet standard cut scores (e.g., below the 75th percentile on CogAT) may still advance in the testing process based on qualitative evidence and advocacy, increasing access for underrepresented groups.

- No single criterion eliminates a student from consideration, maintaining a multi-criteria, holistic process

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	7.69%	13.01%	---	12.57%	---	31.83%
Male	---	7.35%	16.62%	---	12.37%	---	32.19%
Total	19.44%	7.52%	14.83%	---	12.47%	---	32.02%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice D

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

Lenoir County Public Schools (LCPS) has implemented districtwide structures and procedures to ensure that screening, referral, and identification processes for AIG are consistently and equitably executed across all schools.

1. Districtwide Timelines and Tools

- LCPS follows a systemwide AIG timeline and flowchart that outlines each step in the referral, screening, identification, and notification process. This includes specific deadlines for:
 - Referral submission
 - Screening windows
 - Testing administration
 - Parent notification and conferences
- A Quick Reference Guide, developed by the AIG Coordinator, is shared with all AIG contacts and administrators. It contains essential procedures, timelines, and updated forms to ensure consistent execution in every school.

2. Centralized Communication and Collaboration

- The AIG Coordinator leads quarterly meetings with AIG school contacts and monthly meetings with school principals to review implementation progress, clarify expectations, and prepare for upcoming events (e.g., universal screening, parent outreach).
- An AIG contact email listserv provides real-time updates, resources, and direct two-way communication between the district office and school-based AIG staff.

3. Standardized Screening and Referral Process

- All 2nd grade students are universally screened using the Cognitive Abilities Test (CogAT).
- Referrals are accepted from teachers, parents, administrators, community members, and students throughout the year, and are based on classroom performance, standardized test scores, and teacher observations.
- All schools follow the same eligibility guidelines, and no single criterion excludes a student from consideration.

4. Training and Support for Consistency

- All stakeholders, including teachers, administrators, and school counselors, receive annual professional development. This includes:
 - Overview of the local AIG Plan
 - Characteristics of gifted learners from all backgrounds
 - Step-by-step training on referral and identification procedures
- Additional training is offered throughout the year on interpreting test results, ensuring accurate and fair student evaluation.
- LCPS collaborates with the Exceptional Children's Department and the English Language Learner (ELL) Program to equip staff with tools to recognize giftedness in twice-exceptional and multilingual learners.

5. Data Management and Monitoring

- Student records, whether identified or not, are stored in clearly designated AIG folders and maintained by each school's AIG contact.
- Each fall, a school-based internal audit of AIG student folders and compliance is conducted by the AIG contact, using district-provided checklists and rubrics.
- The AIG Coordinator performs audits throughout the year to ensure procedural fidelity and provides targeted support as needed.
- All identification decisions are finalized by a school-based Gifted Identification Team, after consultation with the AIG Coordinator.

* Practice E

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

Lenoir County Public Schools (LCPS) is committed to transparent and equitable communication of AIG screening, referral, and identification processes across the district. Information is disseminated to all stakeholders through multiple modes and formats tailored to reach school and district personnel, families, students, and the broader community.

1. Communication with School and District Personnel

- **Annual Professional Development:** At the beginning of each school year, all teachers and administrators receive training led by the AIG school contact and AIG Coordinator. Training includes:
 - Overview of state AIG legislation and the LCPS AIG local plan
 - Characteristics of gifted learners
 - K-12 referral, screening, and identification processes
 - Talent development strategies
 - Opportunities for service and support
 - **District-Created Presentations:** Standardized slide decks and resources are shared across all schools to ensure consistent messaging. Presentations are also available on the LCPS employee website for on-demand access.
 - **AIG Quick Reference Guide:** Distributed annually to AIG teachers and school contacts, this guide includes timelines, eligibility criteria, flowcharts, and FAQs related to the referral and identification processes.
- ## 2. Communication with Parents, Guardians, and Students
- **Districtwide Virtual Information Session:** Held each fall and recorded for later access:
 - Provides an overview of the AIG screening, referral, and identification process
 - Reviews service models, talent development, and student opportunities
 - Includes guidance on characteristics of gifted learners
 - **Accessible Materials:**
 - The recorded information session and a printable AIG Quick Reference Guide for families are posted on the LCPS AIG webpage.
 - All materials are translated in collaboration with the EL Department to meet the needs of multilingual families.
 - Materials include identification flowcharts, key dates, school contact information, and guidance on recognizing gifted traits at home.
 - **Multiple Communication Platforms:**
 - Information is shared through the district's website, social media, ConnectEd home call system, and school newsletters.
 - AIG updates and opportunities are featured at parent nights and school events.
- ## 3. Outreach to the Community-at-Large
- The AIG webpage and LCPS social media platforms are regularly updated to keep community members informed of:

• Opportunities for referral • Upcoming parent sessions • General information about the gifted program and identification process ▪ Community organizations and faith-based partners are included in district communications when relevant, to expand outreach and ensure equitable access to AIG information.	* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. Lenoir County Public Schools (LCPS) has established consistent procedures to gather, analyze, document, and maintain evidence used in determining eligibility for AIG services. This process ensures transparency and family engagement at each stage of identification. 1. Evidence Collection and Documentation Process ▪ All students referred for AIG identification are assigned an individual AIG file at the start of the process. This file is maintained by the school's AIG contact. ▪ The following multiple data points are collected and stored: • Aptitude scores (e.g., CogAT) • Achievement scores (e.g., Iowa, NWEA MAP) • Benchmark assessment results • Teacher observation rating scales • Student work samples (if applicable) ▪ All collected data is documented on the AG2: Gifted Education Student Eligibility Record, which serves as a comprehensive summary of evidence for identification. 2. Review and Communication with Parents/Guardians ▪ Parents/guardians are involved throughout the process, beginning with written consent for testing. ▪ Upon completion of the evaluation, the school sends home: • A letter summarizing the identification decision • A copy of the AG2 (eligibility record) • The appropriate notification form:
---	--

- AG3: Permission to Serve if the student is identified
- AG3a: Decision for Non-Differentiation if the student is not identified
- Parents are invited to schedule a conference with the AIG school contact to review the student's data and discuss next steps.
- For identified students, parents collaborate with the AIG teacher and general education teacher to develop the Differentiated Education Plan (DEP).

3. Record Maintenance and Monitoring

- Active AIG student files are stored securely at the school in a designated location managed by the AIG school contact.
- Inactive files (for students not identified or no longer receiving services) are also maintained securely and separately.
- An annual internal audit of AIG files is conducted by each AIG school contact during the fall headcount window.
- The AIG Coordinator provides ongoing oversight through periodic audits to ensure accuracy, completeness, and consistency across the district.

* Practice G

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

Lenoir County Public Schools (LCPS) uses Differentiated Education Plans (DEPs) to ensure that every AIG-identified student receives services that align with their demonstrated academic strengths and learning needs.

1. Development of the DEP/IDEP (K-12)

- **When Developed:** A DEP (or IDEP for individualized services) is created during the initial AIG placement process.
- **Who Is Involved:**
 - The AIG teacher or AIG school contact facilitates the plan's development.
 - The student and/or parents/guardians are active participants.
 - Classroom teachers and, at the secondary level, school counselors may contribute based on service options and scheduling.
- **Data Used to Guide Services:**
 - AIG area(s) of identification (e.g., reading, math)
 - Standardized assessment results
 - Classroom performance and teacher feedback

- Student interests and extracurricular involvement
- Long-term goals and course planning (grades 7–12)

2. Structure and Contents of the DEP

- Service delivery options available at the school are reviewed and matched to the student's area(s) of identification.
- Additional enrichment opportunities, acceleration options, and extracurricular programs are discussed and recorded.

3. Annual Review and Revision

▪ Elementary and Middle School:

- At the beginning of each school year, the DEP is reviewed with the student and parents.
- Teachers review service goals and update based on current academic performance, checklists, or other relevant evidence.
- Parents are invited to participate in a conference if services are modified or upon request.
- The AIG teacher initials and dates the DEP to confirm the annual review, noting if services will continue or change.

▪ High School:

- Students meet annually with their school counselor to review the DEP alongside their academic blueprint and career plan.
- These meetings include discussion of:
 - Course planning and advanced placement options
 - Scholarship and college application support
 - Social-emotional needs and advocacy
- Parents are notified and may request a conference for revisions or concerns.

4. Documentation and Communication

- A signed copy of the DEP is:
 - Stored in the student's AIG folder
 - Provided to the parent/guardian
- Communication of student progress is ongoing and occurs through:

• PowerSchool Parent Portal • Remind/Class Dojo or school messaging apps • Progress reports and report cards								
* Ideas for Strengthening the Standard ▪ Monitor the Talent Pool data ▪ Study and consult with experts in the field regarding local norms ▪ Consistent Professional Development ▪ PLCs with AIG Teachers with focused topic of discussion and data review ▪ Focused talent development efforts in grades K-1 in schools with fewer identified students ▪ Host district Gifted Parent Night								
Planned Sources of Evidence <table><tr><td>* District Talent Pool/Referral Spreadsheet</td></tr><tr><td>* Professional Development Materials and Rosters</td></tr><tr><td>* Identification Criteria and Flowcharts</td></tr><tr><td>* AIG Headcount</td></tr></table>	* District Talent Pool/Referral Spreadsheet	* Professional Development Materials and Rosters	* Identification Criteria and Flowcharts	* AIG Headcount				
* District Talent Pool/Referral Spreadsheet								
* Professional Development Materials and Rosters								
* Identification Criteria and Flowcharts								
* AIG Headcount								
<table><tr><th>Type</th><th>Documents</th><th>Document Template</th><th>Document/Link</th></tr><tr><td>AIG Standard 1 Additional Resources</td><td></td><td>N/A</td><td></td></tr></table>	Type	Documents	Document Template	Document/Link	AIG Standard 1 Additional Resources		N/A	
Type	Documents	Document Template	Document/Link					
AIG Standard 1 Additional Resources		N/A						

Standard 2: Comprehensive Programming within a Total School Community

Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Lenoir County Public Schools AIG Program Service Delivery (K–12)

Lenoir County Public Schools delivers a comprehensive AIG program that addresses the academic and intellectual needs of gifted learners across all grade spans and learning environments. Services are matched to students' areas of identification—Academically Gifted (Reading, Math, or both), Intellectually Gifted, or Academically and Intellectually Gifted, based on their Differentiated Education Plan (DEP) or Individual DEP (IDEP). Collaboration with a variety of personnel ensures consistent, intentional services for all students.

Grades K–2:

- AIG Contacts support classroom teachers by creating, curating, and sharing enrichment resources.
- Enrichment opportunities are designed to nurture early potential and readiness for future identification.
- Services are delivered primarily through classroom differentiation with AIG consultation.

Grades 3–5:

- Students receive AIG services in reading, math, or intellectually gifted programming.
- Cluster grouping is implemented to foster a peer group of similar ability.
- Services align with each student's DEP/IDEP and are coordinated with classroom instruction.

Middle School:

- Students are grouped based on AIG identification and receive advanced instruction in ELA and/or math.
- Eighth graders may take English I and Math I if they meet district eligibility.
- Additional opportunities include:
 - Advanced math tracks
 - Enrichment periods during the school day

- NCVPS and Edgenuity courses
- Credit by Demonstrated Mastery (CDM)
- AIG services are provided collaboratively by AIG contacts, digital learning specialists, counselors, and core content teachers.

High School:

- Multiple advanced pathways are available, including:
 - AP and Honors courses
 - Career and College Promise (CCP)
 - Early College enrollment
 - NCVPS/Edgenuity
 - CDM
- Students receive academic and college planning support from school counselors and UNC College Advisers.
- ACT Prep periods include targeted enrichment and skill-building.
- AIG staff support students during competitive application processes (e.g., Governor's School, scholarship opportunities, etc).

Enrichment and Extension (Grades 6–12):

- Field trips and real-world learning experiences include college tours, career fairs, manufacturing day, and UNCW Makerspace.
- Extracurricular programs extend learning based on interest, including:
 - Math and Science Fairs, Quiz Bowl, Battle of the Books
 - Quill Writing Competition, STEM Camps, Honor Clubs, Arts Showcases

Collaboration Across the Continuum:

- AIG services are delivered in partnership with:
 - AIG school contacts (teachers, counselors, digital learning specialists)
 - Classroom teachers and instructional coaches
 - School and district leadership teams
 - Community and higher education partners



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

*** Practice B**

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

Lenoir County Public Schools provides a continuum of services to meet the social and emotional needs of gifted learners across all grade spans and learning environments. These services are delivered through collaboration among AIG school contacts, certified AIG teachers, school counselors, administrators, and district personnel. Our goal is to proactively support AIG students in understanding and managing their unique social-emotional development, as well as to respond to individual needs as they arise.

K-2: Early Awareness and Classroom Support

- Teachers and AIG contacts use classroom observations and enrichment lessons to support early signs of perfectionism, overexcitabilities, or asynchronous development.
- School counselors deliver at least four SEL lessons annually, with one designed specifically for advanced learners, in collaboration with the AIG contact.
- Parents are encouraged to share SEL concerns during early identification conversations.

Grades 3-5: Guided Reflection and Skill Building

- Gifted students participate in small-group or classroom SEL lessons focused on self-advocacy, peer relationships, and managing challenge.
- The school counselor collaborates with the AIG contact and AIG teacher to design and deliver lessons.
- Teachers receive coaching and resources from the AIG contact and counselor on common gifted SEL traits (e.g., fear of failure, sensitivity).

Middle School: Transition Support and Enrichment Focus

- Counselors and AIG contacts provide targeted support for perfectionism, stress, and identity development, often during enrichment/remediation periods.
- Group sessions or lunch bunches are offered for AIG students with similar needs.
- Field trips and enrichment opportunities are paired with reflection activities to foster growth in self-awareness and decision-making.

High School: College, Career, and Emotional Readiness

- AIG students work with school counselors, AIG contacts, and UNC College Advisers on academic/career planning and managing high expectations.
- ACT Prep blocks include SEL sessions addressing stress management, imposter syndrome, and goal setting.
- Gifted students applying to competitive programs (e.g., Governor's School) receive coaching and encouragement to manage pressure.

Collaboration and Roles

- AIG School Contacts: Coordinate communication between teachers and counselors, track student needs, and facilitate parent conversations during DEP meetings.

▪ School Counselors: Deliver targeted SEL lessons, lead small groups, provide individual counseling, and consult with AIG teams on gifted traits. ▪ AIG Teachers: Provide enrichment experiences that incorporate SEL goals such as resilience, collaboration, and self-directed learning. ▪ Administrators: Ensure students are supported holistically through scheduling, staff development, and student placement. ▪ District AIG Coordinator: Leads cross-role collaboration, develops and shares SEL resources, facilitates professional learning, and coordinates parent engagement events. Parent & Community Engagement ▪ DEP meetings include time to discuss social and emotional strengths or concerns. ▪ An annual district AIG Parent Night includes breakout sessions on SEL topics such as managing stress, supporting motivation, and social development in gifted children. ▪ The LCPS AIG website offers curated resources on the SEL needs of gifted students for families and community stakeholders.	  Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. Lenoir County Public Schools (LCPS) integrates its AIG program and services with the district's strategic priorities and available resources to ensure alignment in both policy and practice. The AIG program is directly connected to several core district goals, including implementation of the newly adopted K-12 ELA, Phonics, and Math curriculum, promotion of college and career readiness, increasing student growth and achievement, and leveraging the 1:1 iPad digital learning initiative to personalize learning. To align AIG services with instructional priorities, AIG school contacts and teacher leaders are included in the development and revision of district curriculum guides. All LCPS lesson plan templates include a required section for differentiation, and administrators are expected to review and provide feedback on how those plans address the needs of advanced learners. The AIG Coordinator plays a central role in ensuring integration and coherence, serving on the district Curriculum Instructional Executive Team and meeting weekly with key leaders across departments—Elementary, Middle, and High School Curriculum, Exceptional Children, CTE, ELL, Testing and Accountability, Digital Learning, and Federal Programs. This collaboration supports transparent decision-making and continuous improvement of services for AIG students. To support implementation, a yearly AIG budget is developed in collaboration with AIG contacts, the Curriculum Department, and the Finance Office. Funding priorities include state-allotted AIG teaching positions, K-12 screening and identification materials, curriculum and enrichment resources, and professional learning opportunities such as the NCAGT Conference. Additionally, the district's 1:1 iPad initiative and embedded digital learning support from school-based Digital Learning Specialists enable personalized, flexible instruction for gifted learners. This infrastructure enhances both core instruction and AIG-specific services, promoting academic rigor and supporting acceleration and enrichment strategies tailored to student needs.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Lenoir County Public Schools uses intentional, flexible grouping practices across grade spans to promote achievement and growth for AIG and advanced learners. These practices are supported by data-driven decision-making and thoughtful school scheduling.

Beginning-of-Year Grouping Procedures

At the start of each school year, the AIG Coordinator collaborates with school principals to review student data and support the creation of intentional student groupings. Grouping decisions are guided by multiple data sources, including EVAAS projections, EOG scores, MTSS screener results, and student interests. Principals also take into consideration AIG identification areas, locally and state-certified AIG teachers available at the school, and overall school context when creating class rosters.

As a consistent district practice, students in grades 3 and above who score a Level 5 on the Math EOG are automatically placed in the next-level advanced math course for the following school year. In elementary grades 4–5, this often results in accelerated math instruction within the general education setting, enhanced with targeted differentiation and AIG support.

Flexible Grouping During the School Year

Throughout the school year, flexible grouping practices are embedded within the instructional day to address students' evolving needs. Students are grouped and regrouped based on formative assessments, benchmark data, academic performance, and interest inventories. These groupings may occur within or across classrooms and are designed to support enrichment, acceleration, and individualized instruction.

In grades 3–5, students identified as AIG are served in reading, math, or intellectually gifted clusters by a state or locally certified AIG teacher. Middle school students are grouped in ELA, math, or intellectually gifted settings as outlined in their DEP or IDEP. High school students are served through a variety of flexible pathways, including Credit by Demonstration, Mastery, NCVPS courses, Early College, AP, Honors, and CTE Completer programs.

Flexible grouping is further supported by dedicated intervention and enrichment blocks in school master schedules. The AIG Coordinator works with grade-span directors and school leaders to ensure scheduling structures provide sufficient time and space for personalized grouping. This strategic use of time and data allows teachers to deliver instruction that maximizes student growth, engagement, and challenge throughout the year.

*** 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.

Lenoir County Public Schools is committed to ensuring that all teachers, school administrators, and support staff are informed about the delivery of differentiated services and instruction for AIG students, the local AIG program and plan, and state and federal regulations related to gifted education. This is accomplished through a multi-tiered communication and training strategy.

Dissemination of AIG Program Information and Regulations

The AIG Coordinator serves as a member of the district's Curriculum Instructional Executive Team, which meets weekly and includes representatives from each grade span and department. This structure ensures AIG program updates and gifted education regulations are embedded into system-wide instructional conversations.

Each month, the AIG Coordinator meets with school administrators to share updates on differentiation practices, the implementation of AIG services, and changes to gifted education policies. These meetings help school leaders monitor the delivery of services at their sites and guide teachers accordingly.

AIG school contacts and AIG teachers also receive frequent communication through in-person meetings and a districtwide email listserv. These platforms are used to share key updates, exemplar student work, instructional strategies, and new research related to gifted education.

Training and Resources for Stakeholders

Each fall, an AIG Quick Reference Guide is distributed to AIG teachers and contacts. This guide includes timelines and procedures for screening, referral, and identification, as well as flowcharts for navigating the AIG process. It also provides resources to support differentiated instruction and service delivery across grade levels.

To further expand staff understanding of AIG programming, the AIG Coordinator and AIG school contacts provide ongoing professional development. Topics include:

- State laws and local AIG plan requirements
- Delivery of Differentiated Education Plans (DEPs)

▪ Characteristics and needs of gifted learners ▪ Talent development and enrichment strategies ▪ Service delivery models across grade spans These PD sessions are delivered at faculty meetings, PLCs, beginning-of-year trainings, and instructional leadership meetings. District-created slide decks and presentation materials are available to all staff via the LCPS employee portal for ongoing reference and training. Online Accessibility and Transparency The LCPS AIG webpage will serve as a central hub for staff and families to access the current AIG Plan, presentations about differentiation and services, FAQs, enrichment opportunities, and up-to-date research. This site ensures transparency and equitable access to information across the district.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Lenoir County Public Schools (LCPS) is committed to ensuring the effective continuation of services for AIG students throughout their K-12 journey, with special attention given to key transition points. Clear, consistent communication between teachers, schools, and administrative personnel is essential for maintaining high-quality services and addressing individual student needs. Transitions Within a School (Grade-to-Grade) At the school level, classroom teachers and AIG school contacts meet at the end of each year to review student DEPs/IDEPs, performance data, and specific academic and social-emotional needs. This communication supports continuity of differentiation and enrichment strategies as students move from one grade level to the next within the same building. AIG school contacts are responsible for ensuring that next year's teachers are informed of the student's identification area(s), DEP goals, and any prior instructional strategies that have supported their growth. These conversations often occur during PLCs, end-of-year data reviews, or planning days. Transitions Between Schools (Elementary to Middle, Middle to High) To support transitions across school buildings, LCPS will implement annual AIG Transition Meetings among feeder schools following the spring AIG headcount. These meetings bring together AIG school contacts, counselors, and administrators from elementary, middle, and high schools to share data, programming needs, service delivery models, and student-specific considerations. These feeder pattern meetings ensure: ▪ Alignment of services with the student's DEP/IDEP ▪ Awareness of placement recommendations (e.g., advanced math, honors ELA) ▪ Early planning for schedules and coursework in middle and high school ▪ Preparation for social-emotional supports during key transitions Transfers from Outside the District
---	--

When a student identified as AIG transfers into LCPS from another district, the receiving school's AIG contact initiates a records review in collaboration with the AIG Coordinator. The student's previous identification documentation, service plans, and achievement data are considered to determine eligibility for continued services under LCPS criteria. During this process:

- The AIG contact notifies appropriate teachers and counselors of the transfer
- Temporary services may be provided until eligibility is confirmed
- A formal decision is made following the LCPS screening and identification process, with parental input

Ongoing Communication Structures

- The AIG Coordinator meets at least monthly with school administrators and AIG contacts to share updates and promote cross-school communication.
- Each AIG contact is responsible for sharing relevant information to classroom teachers and support staff.
- Updates and shared student needs are also communicated through PLCs, data meetings, and professional development sessions.

*** 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.

Lenoir County Public Schools (LCPS) is committed to offering a variety of acceleration opportunities that meet the needs of advanced and highly gifted learners. Policies and procedures ensure that acceleration decisions are equitable, data-informed, and aligned with the student's interests, readiness, and long-term educational goals.

Early Admission to Kindergarten

LCPS follows NC General Statute (115C-364) and State Board policy (KNEC-001) regarding early admission to kindergarten for children who demonstrate extraordinary intellectual maturity. Parents are provided information through school offices and the district website. The process includes:

- Required testing in both aptitude and achievement at or above the 98th percentile
- Letters of recommendation, work samples, and developmental observations
- A review meeting with the AIG Coordinator, principal, and parents

Compacted Curriculum

Compacting is offered as an instructional strategy to eliminate content already mastered by the student, freeing up time for enrichment or advancement. Procedures include:

- AIG school contacts collaborating with teachers to identify candidates based on formative and summative assessments
- Use of pre-testing and data review to determine eligible content areas
- Development of an enrichment plan aligned with student interest and DEP/IDEP goals

Students scoring Level 5 on the Math EOG in grades 3+ are automatically placed in the next level math grouping or accelerated pathway. In grades 4–5, this typically includes differentiated instruction within the general education classroom with AIG supplementation.

Subject and Grade Acceleration

When whole-grade or subject acceleration is recommended, LCPS follows a formal process using the Iowa Acceleration Scale:

- A referral is initiated by a teacher or parent
- Parental consent is obtained for an evaluation by a school psychologist (AG1 form used)
- The AIG Coordinator convenes a meeting with parents, the psychologist, sending and receiving teachers, counselor, and principal
- Data including achievement scores, IQ, interviews, and readiness are reviewed
- The school-based Gifted Team makes a final decision in collaboration with the family

Credit by Demonstrated Mastery (CDM)

CDM allows students to earn credit for a course by demonstrating mastery without seat time. The CDM process:

- Is outlined on the district website and in counselor communications
- Is reviewed annually with counselors and administrators
Includes two phases: Phase I (standardized test of subject matter), and Phase II (application of knowledge through a project, performance, or product)
- Requires approval from the principal and district-level review team

Dual Enrollment: College and Career Promise (CCP) and ECHS

LCPS partners with Lenoir Community College to provide dual enrollment through:

- Early College High School: A pathway for students to simultaneously earn a high school diploma and associate's degree
- College and Career Promise (CCP): Open to 11th and 12th graders who meet GPA and readiness benchmarks. 9th and 10th graders may be eligible under Senate Bill 366 if they:
 - Are identified as AIG in reading and math
 - Demonstrate college readiness on the Pre-ACT or PSAT
 - Participate in advising sessions with school counselors and LCC
 - Receive approvals from the community college president, high school principal, and AIG Coordinator

Other Acceleration Options

- Advanced Coursework in Middle School: English I and Math I are offered to eligible middle school students. NCVPS and Edgenuity provide further online course options.
- Accelerated Pathway for Early Graduation (GRAD-006): Students may apply for early graduation based on their academic record and post-secondary goals.

▪ CTE Acceleration and Internships: Honors-level CTE courses connect students to real-world experiences, including apprenticeships and internships in partnership with local businesses and industries. All acceleration decisions are documented in the student's DEP/IDEP and regularly reviewed to ensure services align with student performance and goals.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Lenoir County Public Schools (LCPS) is committed to identifying and nurturing the potential of young learners through intentional, developmentally appropriate programming. Recognizing that talent development is a process, especially in early childhood, LCPS integrates multiple strategies to support the academic, intellectual, and social-emotional needs of K-3 students demonstrating advanced achievement or high potential. Screening and Identification of Advanced Potential All K-3 students participate in regular, district-wide assessments that help identify advanced learners early: ▪ mCLASS DIBELS is administered three times per year as part of the North Carolina K-3 Literacy Assessment. Data from this tool allows educators to identify students performing significantly above grade-level benchmarks in foundational literacy skills. ▪ HMH Into Math Screener is used with all K-2 students three times annually, offering insight into mathematical reasoning and problem-solving beyond grade-level expectations. ▪ In 2nd grade, all students are administered the Cognitive Abilities Test (CogAT) screener to measure reasoning and problem-solving abilities across verbal, quantitative, and nonverbal domains. This universal screener provides an additional measure of potential and helps ensure equitable access to AIG referral and identification processes. These data points help inform differentiated instruction and initiate further observation and potential referral for gifted services. Intentional Talent Development Opportunities LCPS is developing a Talent Development Initiative in K-3 that includes: ▪ Collaboration with Resource Teachers (Art, Music, Media, and PE) to deliver enrichment-based talent development lessons 2-3 times per semester. These lessons focus on creative thinking, problem-solving, leadership, and curiosity—traits often associated with giftedness. ▪ Resource teachers document observations of students demonstrating advanced potential in areas such as creativity, leadership, musical or artistic ability, and task commitment. These observations are shared with classroom teachers and AIG personnel to build a broader picture of student talent. Curriculum-Based Opportunities for Growth The district's use of HMH Into Reading and HMH Into Math provides developmentally appropriate challenge through rich, research-based curriculum: ▪ Teachers use embedded differentiation supports to extend learning for high-performing students ▪ Lessons include complex texts, advanced questioning techniques, and real-world math problems to engage early learners in critical thinking and discourse
--	---

Collaboration and Professional Development

To ensure purposeful and intentional programming, LCPS fosters collaboration among K–3 classroom teachers, AIG contacts, instructional coaches, and specialists:

- Regular PLC meetings include review of student data and strategies for enrichment or intervention
- Professional development is provided to help teachers recognize characteristics of giftedness in young children, particularly those who may be underrepresented in traditional gifted identification
- AIG School Contacts support teachers in understanding early indicators of giftedness and next steps for talent development or referral

*** Practice I**

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

Lenoir County Public Schools (LCPS) is committed to ensuring that advanced learning opportunities are accessible to all students across the 4–12 continuum by developing inclusive mindsets, equitable policies, and intentional practices that support talent development. This commitment is grounded in the district's mission to both recognize potential and cultivate excellence across diverse student populations.

Broadening Access Through Talent Development and Policy

To expand access, LCPS utilizes a district-wide multi-tiered system of support (MTSS) that includes academic, behavioral, and talent development data. Each K–8 school develops a local talent pool based on objective data points such as benchmark assessments, classroom performance, and teacher observations. Importantly, students do not need to be formally identified as AIG to benefit from advanced learning experiences. Talent pools are particularly focused on identifying students from historically underrepresented groups, including:

- Culturally and linguistically diverse learners
- Economically disadvantaged students
- Twice-exceptional students
- Highly gifted learners

The creation of a Talent Development Teacher/Interventionist position would further strengthen this initiative by providing targeted support to schools with low AIG identification and assisting classroom teachers in recognizing and responding to student potential.

Cultivating Equitable Mindsets

LCPS understands that access alone is not sufficient; teacher and administrator mindsets must support equity and excellence. To that end:

- School and district administrators engage in annual learning sessions based on experiences from CollegeBoard/AP colloquiums and other learning conferences with an emphasis on inclusive access to advanced coursework.
- Classroom teachers participate in professional development through the AIG Certification Course, with embedded learning around nontraditional gifted characteristics, unconscious bias, and equitable practices.

- The NCDPI Call to Action Brief and Guidebook is used as a professional learning tool to challenge assumptions and expand identification practices.
- Collaboration with the EL and EC departments ensures that educators of multilingual and exceptional children recognize gifted characteristics and understand pathways for support.

Intentional Programming and Course Access

LCPS leverages a variety of strategies to ensure that students have both the opportunity and preparation to succeed in advanced coursework:

- Frontloading strategies are embedded in core instruction and enrichment blocks to build student capacity and confidence prior to placement in accelerated courses.
- LCPS offers a Summer Bridge Program for rising 6th grade students transitioning to their traditional middle schools. This program focuses on frontloading key academic concepts, building relationships, and easing the shift into a more rigorous academic environment, particularly benefiting students in the talent pool or those who may be newly referred for AIG services.
- In alignment with House Bill 986, students scoring Level 5 on the Math EOG in grades 3 and above are automatically placed in advanced math classes the following year.
- Middle school students may access Math 1 and English 1 in 8th grade, with placement decisions guided by a multi-measure approach and supports provided for student success.
- Enrichment periods at the middle school level provide structured opportunities for ongoing talent development.
- In high school, advanced options include Honors, Advanced Placement (AP), Career and College Promise (CCP), and dual enrollment pathways.

Data-Informed Practices

Data is a cornerstone of LCPS's equitable talent development framework. Schools and district leaders:

- Use benchmark, achievement, and growth data to guide instructional grouping, referrals, and programming decisions.
- Regularly analyze disaggregated data to monitor participation in advanced coursework by subgroup and identify gaps.
- Discuss these trends in principal meetings, professional learning communities, and district leadership sessions to shift mindsets and foster action plans for broader participation and support.

*** Practice J**

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

Lenoir County Public Schools (LCPS) is committed to enriching the educational experience of gifted learners beyond the core curriculum through purposeful extracurricular programming. These opportunities are designed to foster creativity, deepen content understanding, build leadership skills, and promote positive peer interactions for AIG students across all grade spans.

Interest Survey to Guide Programming

To ensure offerings are responsive to student needs and interests, LCPS will implement an annual AIG Interest Survey at the beginning of each school year. This survey will allow students to indicate their academic and extracurricular interests and will be used by AIG school contacts and administrators to:

- Match students with clubs and programs aligned to their passions
- Identify new enrichment ideas based on student input
- Ensure equitable access to opportunities across grade levels

Survey results will guide both in-school and after-school enrichment planning and strengthen engagement with gifted learners.

K–5 Opportunities

Elementary schools offer a wide range of interest-based clubs and enrichment opportunities that align with students' academic and creative strengths. Examples include:

- Science Olympiad teams with in-school practices to support equitable access
- Science Fair contests at the local, regional and state levels
- STEM Clubs and Robotics integrated during the school day or after school
- Battle of the Books for literary enrichment and collaboration
- Writing Competitions and Poetry Contests to showcase student voice
- Art, Drama, and Show Choir Clubs for creative expression
- Chess, Coding, and Makers Clubs to enhance logic and innovation

All K–5 students also receive information about local and regional summer camps and enrichment programs. School staff, including AIG contacts and counselors, personally reach out to families to encourage participation among underrepresented populations and high-potential learners.

6–8 Opportunities

Middle school students engage in accelerated learning and deeper exploration of interests through:

- Continued participation in Science Olympiad and Science Fair
- Academic and Honor Clubs supporting leadership and achievement
- STEAM Clubs, Drama, and History Clubs for multidisciplinary exploration
- School-based service learning and career exposure clubs and events
- Outreach from regional colleges and museums to spark future planning
- Access to district-wide enrichment trips and experiences (e.g., UNCW Makerspace, Lenoir County Manufacturing Day)
- Summer STEM, Aviation and Healthcare Camps

▪ Scholastic Quill writing competitions These extracurriculars support students' intellectual growth, offer social-emotional connection with like-minded peers, and allow for personalized interest exploration. 9–12 Opportunities High school AIG students benefit from advanced extracurricular opportunities that align with college and career readiness goals, including: ▪ LCPS Robotics League ▪ Advanced Science Fairs and Competitions (regional/state/national level) ▪ Continued participation in Science Olympiad ▪ Dual Enrollment Information Sessions and college tours ▪ Career and Technical Education (CTE) Job Shadowing, Internships and Apprenticeships ▪ Career and Technical Education (CTE) student organizations and competitions ▪ Scholastic Quill Writing Competition and Quiz Bowl ▪ Participation in competitive writing competitions sponsored by universities and foundations High schools also host a variety of honor societies and leadership clubs that build skills in advocacy, critical thinking, and collaboration—essential traits for gifted learners preparing for postsecondary success. District-Wide Highlights LCPS hosts signature events that give AIG students platforms to demonstrate their learning, connect with peers, and engage the community: ▪ Gifted Gala (Annual, All Grades): A celebration where AIG students showcase high-level work and projects to families, staff, and community members ▪ Science Showcase (Grades 3–12): Local science fair winners present their projects in a public forum ▪ Field Trips (Grades 3–12): Enrichment experiences to colleges, career expos, and STEM-focused events	* Ideas for Strengthening the Standard ▪ Address needs of Intellectually Gifted students through professional development ▪ Professional development addressing social and emotional needs of AIG students ▪ Communication across all departments/program areas that also work with AIG students (EC, EL, etc) ▪ AIG transition meeting at the end of year ▪ AIG student field trips ▪ Increase participation in AIG Licensure cohort ▪ Intentional talent development programming and services in under-represented schools
---	--

Standard 3: Differentiated Curriculum and Instruction

Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Differentiated Curriculum Development

Lenoir County Public Schools (LCPS) expects all classroom teachers to deliver a challenging and relevant curriculum aligned with the NC Standard Course of Study and tailored to the diverse needs of advanced learners. Differentiation in LCPS focuses on modifying content, process, product, or learning environment with gifted learners in mind.

The district's 1:1 digital learning initiative empowers teachers to personalize instruction and deliver differentiated experiences through platforms such as Canvas and Seesaw. Teachers determine appropriate differentiation strategies using pre- and post-assessments, formative data, benchmark scores, and interest surveys.

Differentiation in Practice

Instructional staff, including classroom teachers, AIG contacts, and Digital Learning Specialists, implement a variety of strategies to support gifted learners. These include:

- Curriculum compacting
- Choice boards
- Learning stations
- Flexible grouping
- Acceleration (subject- or grade-level)
- Word mapping and tiered assignments
- Project- and problem-based learning
- Learning contracts and independent studies
- Research projects and interactive presentations Competitions (e.g., Science Olympiad, Battle of the Books, Math/Science competitions)
- Enrichment activities

Teachers are encouraged to align activities with student interests and readiness levels to deepen engagement and rigor.

Support for Differentiation Across Grade Levels and Content Areas

To support differentiation districtwide:

- Digital Learning Specialists are embedded at every school to co-plan and co-teach with teachers, with an emphasis on personalized instruction through technology integration.
- Professional development is regularly offered on differentiation strategies, high-impact digital tools, and the SAMR model paired with Bloom's Revised Taxonomy to help educators design meaningful learning experiences. Additionally, professional development will be delivered to all teachers of AIG students on advanced learning indicators and instructional practices, as well as core curriculum specific differentiation tools.
- Collaborative planning time is prioritized across K–8 grade levels and high school EOC subjects to foster professional dialogue around differentiation practices.

Advanced Opportunities for Extension and Acceleration

LCPS provides multiple avenues for advanced learners to access enriched and accelerated content:

- Honors, Pre-AP, and AP courses in middle and high school
- Math I and English I offered to qualified 8th-grade students
- Advanced math grouping for students scoring Level 5 on EOGs
- Credit by Demonstrated Mastery (CDM) for middle and high schoolers
- Dual enrollment and Early College High School programs through partnership with the local community college
- NCVPS courses to support individualized acceleration
- College and Career Promise pathways, enabling students to earn up to 50 transferable college credits
- North Carolina School of Science and Mathematics (NCSSM)—on-site or virtual enrollment

Enrichment Opportunities Beyond the Classroom

To increase access to enrichment and real-world experiences, LCPS offers AIG students:

- College tours and field trips
- Multiple competitive options in all content areas
- Participation in Lenoir County Manufacturing Day
- Exposure to STEAM and career-related experiences outside the district

* Practice B

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

Using Student Data to Guide Differentiation

Lenoir County Public Schools (LCPS) uses a variety of student data points to guide instructional planning and differentiation for AIG students. These include:

- Ability data: CogAT scores and other aptitude assessments used for AIG identification
- Achievement data: EOG/EOC scores, benchmark assessments, diagnostic data, and classroom performance
- Readiness levels: Pre- and post-tests, formative assessments, and ongoing progress monitoring
- Student interests and learning profiles: Interest surveys, learner preference inventories, and student conferencing

This data is analyzed to develop instructional groupings and differentiation plans that align with individual student profiles. Students are served through cluster grouping in the general education classroom and flexible grouping in reading and math classes to ensure instruction is appropriately leveled and engaging.

Instructional Strategies and Implementation

Teachers across LCPS are expected to deliver differentiated instruction that modifies content, process, product, or learning environment to meet gifted learners' academic and affective needs. Strategies are selected based on students' ability, readiness, and interest, and implemented through:

- Curriculum compacting to eliminate redundancy and allow for advanced work
- Choice boards and learning contracts to provide autonomy and interest-based learning
- Tiered assignments and problem-based learning to scaffold depth and complexity
- Independent and research projects to allow for deeper exploration of topics
- Flexible grouping for targeted instruction in small group or partner settings
- Debates, math/science competitions, and Battle of the Books to challenge and engage high-level thinkers
- Interactive and collaborative projects to support critical thinking and real-world application

Teachers are encouraged to integrate students' passions and strengths into instruction whenever possible, leveraging interest-based learning to increase engagement and motivation. Instructional delivery is supported through the use of Canvas and Seesaw, which allow teachers to customize content, pace, and product expectations for students with varying readiness levels.

Support for Implementation

To ensure effective implementation, LCPS provides ongoing professional development for teachers and administrators that focuses on:

- Understanding and applying principles of differentiated instruction
- Using student data to inform instructional planning
- Integrating technology tools for personalized learning
- Designing lessons that incorporate student voice and choice
- Understanding and applying core curriculum differentiation options from the teacher book wrap-arounds.

In addition, Digital Learning Specialists are available at each school to co-plan and co-teach with classroom teachers, helping to embed best practices for differentiation and technology integration across all grade levels.

* Practice C

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

Academic and Intellectual Needs

Lenoir County Public Schools (LCPS) utilizes a wide range of evidence-based instructional resources to meet the advanced academic and intellectual needs of gifted learners. These resources are selected to promote critical thinking, depth, complexity, and rigor across content areas. AIG teacher leaders and school-based AIG contacts are actively involved in the development and revision of district curriculum guides to ensure alignment with the North Carolina Standard Course of Study and appropriate differentiation for high-ability learners. All adopted core curriculum resources in K–5 (ELA, math, and phonics) and grades 6–12 (ELA and math) are research-based and provide built-in opportunities for differentiation and enrichment. Teachers are trained to use these embedded features to ensure high levels of engagement and challenge for AIG learners. STEM learning is also a district priority, supported through collaboration with the district STEM Coordinator and enrichment events that expose students to engineering, coding, and problem-solving challenges.

Examples of supplemental resources used across grade levels and subjects include:

- The PBL Project – Promotes inquiry, problem-solving, and real-world application in small-group settings
- ExactPath and Study Island – Adaptive digital platforms used for targeted skill development and acceleration
- William & Mary Center for Gifted Education Math Units – Promote high-level mathematical reasoning and problem-solving
- Newsela – Provides differentiated nonfiction texts with built-in comprehension checks and critical thinking prompts
- Jacob's Ladder (Levels 1–3) – Scaffolded reading comprehension and critical thinking resource aligned with gifted strategies
- Duke TIP (NCDPI) Advanced Learning Labs – Challenge students with above-grade-level tasks across content areas

Social and Emotional Needs

LCPS recognizes the importance of supporting the social and emotional development of gifted students alongside academic growth. Gifted learners may experience challenges such as perfectionism, asynchronous development, and difficulty with peer relationships, and require targeted strategies to navigate these experiences.

To address these needs, LCPS uses the following evidence-based resources and supports:

- QuaverEd – A digital SEL curriculum available to all school counselors, with lessons focused on self-awareness, resilience, empathy, and decision-making
- Learning and Leading with Habits of Mind (Costa & Kallick) – Promotes the development of perseverance, flexible thinking, and responsible risk-taking

School counselors, administrators, and teachers collaborate to recognize and respond to the SEL needs of AIG learners using these tools and resources. Additionally, small-group counseling, schoolwide SEL initiatives, and embedded classroom practices help create a safe and supportive learning environment for gifted students.	
Implementation for Holistic Development The district ensures that evidence-based academic and SEL resources are embedded into instructional planning, professional learning, and student support services. Implementation is supported through: ▪ A district-level vetting process for resource selection to ensure alignment with evidence-based best practices ▪ Professional development for teachers and administrators on both curriculum-based differentiation and SEL strategies ▪ Ongoing support from Digital Learning Specialists and curriculum teams who assist with integration of technology and personalization Together, these efforts create a learning environment where AIG students are both challenged intellectually and supported emotionally, promoting their holistic development and preparing them for long-term academic and personal success.	
* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.	Lenoir County Public Schools (LCPS) is committed to preparing AIG students for life beyond K–12 education by fostering durable skills and mindsets essential for post-secondary success. These skills, including adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility, are embedded in instructional practices and extracurricular opportunities. Personalized Learning and Technology Integration At the heart of this commitment is iLCPS – Individualized Learning Creates Personal Success, the district's 1:1 learning initiative. This model extends beyond device access to include structured support for personalized learning. Classroom teachers collaborate regularly with Digital Learning Specialists and the Director of Digital Learning to create lessons that: ▪ Foster student agency and voice through choice and ownership ▪ Integrate the SAMR model to push instruction toward modification and redefinition ▪ Emphasize collaboration and communication through shared digital workspaces and project-based learning ▪ Provide opportunities for students to create original work, engage in self-reflection, and apply adaptability and personal responsibility Critical Thinking and Creativity in Daily Practice Durable skill development begins early. In grades K–5, critical thinking is intentionally incorporated into weekly morning meetings, allowing all students, including those identified for AIG services or in the nurture pipeline, to build habits of mind such as inquiry, problem-solving, and empathy. Teachers collaborate with Digital Learning Specialists to integrate coding, computer science, and STEM challenges into instruction, supporting creative and analytical thinking.

Counselors and instructional specialists provide whole-class lessons that emphasize problem-solving, empathy, and self-management—especially important for underrepresented AIG populations. Strategic Alignment with Statewide Goals To guide this work, LCPS aligns its instructional planning with the NCDPI Portrait of a Graduate, which outlines a clear vision for durable skill development across K–12. This alignment ensures consistency in skill-building efforts and supports the district’s focus on holistic preparation for college, career, and citizenship. By embedding durable skills into instructional practice, real-world learning, and professional development, LCPS ensures that AIG students are not only academically prepared but also equipped with the mindsets and habits of success that will serve them well in post-secondary education and beyond.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Lenoir County Public Schools (LCPS) utilizes a variety of formative and summative assessments to inform instructional decisions and differentiate learning for all students, including those identified as gifted and advanced. These tools help teachers not only identify areas for remediation but also provide opportunities to enrich, accelerate, and extend learning based on student readiness and need. Assessment Tools Used Across the District ▪ Schoolnet: Used widely in grades 2–12, Schoolnet enables teachers to create standards-aligned formative and summative assessments. Teachers receive training on how to analyze item-level data and student performance trends to inform instructional planning. ▪ Learning Management Systems (Canvas and Seesaw): Provide embedded assessment tools that allow teachers to monitor mastery in real-time and adjust pace and content accordingly. ▪ MCLASS:DIBELS (K–3): This diagnostic and progress monitoring tool for early literacy is administered three times per year, with ongoing progress monitoring in between. Data is used to create flexible groups not only to address foundational skill gaps, but also to provide advanced reading instruction for high-performing students. ▪ Diagnostic/Growth-Measure Tools (vary by grade level): Used as a growth monitor. The data helps teachers: • Identify students performing above grade level for enrichment or acceleration • Tailor instruction with extension activities that align with student performance bands • Group students for tiered assignments and provide alternative pathways for mastering advanced content ▪ Major Clarity: Starting in upper elementary and continuing through high school, this career and interest inventory helps teachers and counselors group students by interests and guide them into relevant projects, electives, and enrichment activities that align with individual student goals and post-secondary aspirations. Using Assessment Data to Differentiate for Gifted and Advanced Learners Assessment data informs multiple dimensions of instructional differentiation for gifted learners in LCPS:
--	---

- **Content Differentiation:** Students performing well above grade level on diagnostic or Schoolnet assessments are offered compacted curriculum and access to more complex texts, problems, and independent study opportunities.
 - **Process and Product Differentiation:** Teachers use assessment data to assign tiered tasks and choice boards that challenge students to analyze, synthesize, and evaluate content at a deeper level. Students may demonstrate mastery through alternative products such as debates, multimedia presentations, or research-based projects.
 - **Flexible Grouping and Pacing:** Assessment results guide dynamic grouping for enrichment clusters, skill-based instruction, or project-based learning. Students demonstrating readiness are grouped together for accelerated pacing or extended inquiry, especially in math and reading.
 - **Instructional Planning:** AIG school teams and instructional staff meet regularly to review benchmark and progress monitoring data for AIG students. These reviews drive conversations around appropriate curricular adjustments, enrichment needs, and the identification of additional students for potential AIG services.
 - **Personalized Pathways:** With tools like Major Clarity, students are guided toward individualized learning plans that consider both strengths and interests. These pathways help connect classroom learning to future college and career goals, offering relevance and motivation for advanced learners.
- By intentionally using ongoing assessment data not only to remediate but also to enrich, extend, and accelerate, LCPS ensures that AIG students receive differentiated instruction that meets their full potential.

* Practice F

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

Lenoir County Public Schools (LCPS) prioritizes a collaborative approach to meeting the academic, intellectual, and social-emotional needs of gifted and advanced learners. Differentiated curriculum and instruction are strengthened through intentional partnerships among instructional personnel, including classroom teachers, AIG school contacts, digital learning specialists, curriculum specialists, school counselors, and district/school administrators.

Collaborative Structures and Supports

- AIG School Contacts and AIG Teacher Leaders collaborate with classroom teachers to support the implementation of differentiated strategies, provide resources aligned to gifted learner needs, and co-plan enrichment activities. They participate in district-level curriculum work and serve as liaisons between the AIG department and individual schools.
- Digital Learning Specialists (DLS) work side-by-side with teachers to co-develop lessons that incorporate technology-based differentiation, such as using Canvas/Seesaw for personalized pacing, or designing interactive projects that promote creativity, collaboration, and higher-order thinking.
- Curriculum specialists partner with teachers to analyze assessment data, identify advanced learners, and support the development of flexible groups and tiered assignments that meet a range of readiness levels.
- School counselors collaborate with classroom teachers and AIG staff to address social-emotional needs of gifted students and to group students based on interest and aptitude for enrichment activities. They also help implement critical thinking and SEL-focused lessons during classroom guidance and morning meetings.
- District Leaders work closely with AIG representatives when adopting and revising core curriculum guides. This ensures differentiation and extension options are embedded across content areas and grade spans.
- Special Programs Partnerships: LCPS collaborates with external partners to offer enrichment, mentorship, and career-aligned opportunities for advanced learners, with input from school-based teams to match students to relevant opportunities.

Collaboration in Action

At the school level, data team meetings and PLCs serve as routine spaces where staff review student performance and plan differentiated instruction. These collaborative conversations often include input from AIG staff, digital learning specialists, and instructional leaders. When a need for enrichment, acceleration, or specific support is identified, the team works together to design appropriate instructional responses. Additionally, cross-district collaborations, such as shared professional development and resource vetting between the Director of Digital Learning/AIG and Curriculum Department, ensure that all personnel are equipped to contribute to a culture of differentiated, rigorous instruction.											
* Ideas for Strengthening the Standard ▪ PD Day for gifted learners ▪ Partnerships with CTE And local industry ▪ Intentional course scheduling and rostering ▪ Collaboration with Digital Learning Specialists and Instructional Specialists for creation opportunities ▪ Incorporation of student interests											
Planned Sources of Evidence											
*	PD Rosters and Agendas										
*	District Curriculum and Instructional Guides										
*	District and State Assessment Data										
*	DEP/IDEP Meetings and Rosters										
<table> <tr> <th colspan="2">Documents</th><th>Document/Link</th></tr> <tr> <th>Type</th><th>Document Template</th><th></th></tr> <tr> <td>AIG Standard 3 Additional Resources</td><td>N/A</td><td></td></tr> </table>			Documents		Document/Link	Type	Document Template		AIG Standard 3 Additional Resources	N/A	
Documents		Document/Link									
Type	Document Template										
AIG Standard 3 Additional Resources	N/A										

Standard 4: Personnel and Professional Development	
Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development <i>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.</i>	
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Lenoir County Public Schools employs an AIG-licensed educator as the lead AIG Coordinator to guide, plan, develop, implement, revise, and monitor the district's AIG program and plan. The AIG Coordinator leads the overall direction and management of the AIG program. This includes: ▪ Guiding and Planning: The coordinator meets regularly with school-based AIG contacts and administrators to guide the implementation of AIG services and to align practices across the district. Through collaboration with school leaders and other departments, the coordinator ensures that planning for gifted services remains student-centered and data-informed. ▪ Developing and Revising: The coordinator leads the development and periodic revision of the district's AIG plan, based on stakeholder input, student performance data, state guidelines, and local needs. Updates to the plan are shared with school contacts, curriculum directors, and district leadership for feedback and alignment. ▪ Implementing: The coordinator oversees the consistent implementation of AIG processes across schools, including student referrals, evaluations, identification, and service delivery. This involves training AIG contacts and school staff on referral procedures, testing protocols, and placement guidelines to ensure equity and fidelity. ▪ Monitoring: The AIG Coordinator analyzes AIG student performance and growth, including EOG/EOC data, in partnership with the Director of Accountability. Ongoing progress monitoring helps identify trends, address service gaps, and inform instructional adjustments. To support implementation and professional growth: ▪ The coordinator holds regular districtwide meetings for AIG teachers and school contacts to foster collaboration and share effective practices. ▪ The coordinator also provides professional development on differentiation, gifted pedagogy, and strategies to meet the needs of advanced learners. The AIG Coordinator is an active member of the Curriculum Instructional Executive Team, which includes leaders from K–12 curriculum, EC, accountability, federal programs, CTE, EL, and digital learning. This cross-departmental collaboration supports integrated planning and service delivery for all students, including those identified as gifted. Additionally, the AIG Coordinator meets with principals and attends monthly regional and state-level AIG meetings to stay informed of best practices and policy updates, ensuring that LCPS remains aligned with state expectations and emerging trends in gifted education.	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.	

Each school designates an AIG-licensed School Contact to support the implementation of the local AIG plan. These individuals serve in this capacity in addition to their primary responsibilities as classroom teachers or instructional support staff.

Current Structure of AIG Support Personnel

- Elementary and Middle Schools: AIG School Contacts are general education teachers or instructional support staff who collaborate with colleagues to address the academic, intellectual, and social-emotional needs of gifted learners through differentiation and enrichment.
- High Schools: While no formal AIG specialist role exists, high school AIG School Contacts work in partnership with school counselors and other staff to advise students on academic planning and college/career preparation.

Alignment to AIG Plan Vision, Mission, and Goals

This support structure promotes the district's AIG vision and goals by:

- Ensuring each school has a designated point person to support AIG implementation.
- Building capacity among school-based staff to identify and meet the needs of gifted learners.
- Encouraging collaborative planning to ensure equitable access to advanced learning opportunities.

Roles and Responsibilities by Grade Span

- Elementary and Middle School AIG School Contacts:
 - Collaborate with teachers to support differentiated instruction, enrichment, and flexible grouping.
 - Assist with the referral, screening, and placement process for AIG services.
 - Participate in AIG professional development and help disseminate resources and strategies to school staff.
 - Support student needs through consultation and regular communication with families and counselors.
- High School AIG School Contacts and Counselors:
 - Use academic data and career planning tools (e.g., Major Clarity) to help students plan rigorous academic pathways.
 - Advise students on honors, AP, and dual enrollment options and postsecondary goals.
 - Connect students and families to information about scholarships, college admissions, and enrichment opportunities.
 - Partner with counselors to monitor and support students' social and emotional well-being.

Support for Student Needs

While formal specialists are not in place, the AIG School Contacts, in collaboration with school counselors, administrators and district personnel, provide layered support to AIG students by:

▪ Encouraging differentiated instruction and academic acceleration as appropriate. ▪ Addressing social and emotional needs through relationship-building, awareness of AIG learner characteristics, and connection to counseling support. ▪ Participating in professional development opportunities facilitated by the AIG Coordinator to strengthen their capacity in gifted education. Oversight and ongoing support are provided by the district AIG Coordinator, who ensures program fidelity, offers professional learning, and facilitates communication among school contacts and administrators.	* 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.	Lenoir County Public Schools (LCPS) has established clear professional development requirements for all personnel involved in AIG programming to ensure a comprehensive understanding of the characteristics and needs of gifted learners. These requirements vary by role and are designed to support implementation of the AIG plan across grade levels and departments. Professional Development Requirements by Role ▪ Classroom Teachers (Grades 3–8 Core and High School Honors/AP in ELA, Math, Science, History): • Required to complete 10 credit hours of AIG-specific professional development. • Topics include: ◦ Identification of gifted learners ◦ Characteristics of gifted learners ◦ Differentiation with gifted learners in mind ◦ Overview of the district's AIG Plan ◦ Data analysis of AIG student performance ◦ Social and emotional needs of gifted learners • This also includes Special Education and EL teachers who serve students identified as AIG. ▪ Student Services Personnel (School Counselors at Elementary, Middle, and High): • Required to complete 10 credit hours of AIG professional development. • Topics include: ◦ Identification of gifted learners
---	--	--

- o Characteristics of gifted learners - o Overview of the AIG Plan - o Social and emotional development and support of gifted learners ▪ School-Based Administrators (Principals and Assistant Principals): • Required to complete 5 credit hours of professional development. • Topics include: - o Identification of gifted learners - o Characteristics of gifted learners - o Overview of the AIG Plan Additional Professional Learning Opportunities for All Roles To further support the district's commitment to growing educator capacity in gifted education, LCPS provides access to a range of ongoing professional learning opportunities, including: ▪ AIG Licensure Cohort – Facilitated by the AIG Coordinator to prepare teachers pursuing the North Carolina AIG add-on licensure. ▪ PLC Meetings for AIG School Contacts – Structured collaboration and learning facilitated by the AIG Coordinator. ▪ State and Regional Conferences: NCAGT Conference, UNCW AIG Conference, etc ▪ DPI “Booster Shots” – Targeted PD modules from the North Carolina Department of Public Instruction. ▪ Book Studies – Focused on topics relevant to gifted education. ▪ Instructional Coaching – Provided by the Digital Learning Specialist to support effective differentiation and instructional strategies for AIG students.	* 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. Lenoir County Public Schools (LCPS) is committed to ensuring that all AIG-identified students receive instruction from teachers who are either AIG-licensed or have met local professional development requirements aligned to gifted education best practices. Procedures to Ensure Appropriate Personnel Deliver AIG Services: ▪ The AIG Coordinator collaborates with school principals annually to review AIG student data and promote effective practices for clustering AIG students in classrooms led by qualified personnel. ▪ Intentional student grouping is used to the extent possible at each school. Principals utilize AIG identification data and teacher licensure information to create class rosters that maximize access to AIG-licensed teachers.
---	--

▪ In situations where there are limited AIG-licensed teachers, the district ensures that students are served by teachers who have met the LEA's professional development requirements for gifted instruction, which include: • Completion of 10 hours of targeted professional development covering identification, characteristics, differentiation, and the social and emotional needs of gifted learners. LCPS actively encourages the pursuit of AIG licensure by supporting educators in schools with few or no AIG-licensed staff. This support includes financial assistance and access to a district-facilitated AIG licensure cohort led by the AIG Coordinator.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Lenoir County Public Schools (LCPS) is committed to expanding its pool of AIG-licensed professionals through intentional recruitment and retention strategies that include collaboration across departments and a focus on increasing staff diversity to better reflect our student population. Recruitment Strategies: ▪ The AIG Coordinator works collaboratively with the Human Resources Department, Public Information Officer (PIO), and school-based administrators to ensure that the recruitment of AIG-licensed professionals is a visible and intentional priority. • The AIG Webpage is regularly updated with program highlights, licensure opportunities, and contact information. • Social media platforms are used to spotlight AIG student events and accomplishments to generate interest in the program. • AIG licensure is discussed during the interview process, and candidates are asked about current licensure status or interest in pursuing AIG certification. ▪ To recruit within the district, LCPS offers an AIG Licensure Cohort yearly. This cohort receives professional learning aligned with state AIG standards and prepares participants to take the Praxis Gifted Education exam. • Upon successful completion of the exam, LCPS reimburses the cost of the Praxis test and the licensure add-on fee. • Priority for the cohort is given to: ◦ Teachers at schools with few or no AIG-licensed staff ◦ Schools with low AIG identification rates, to support talent development ◦ Teachers from diverse backgrounds or those who reflect the demographics of their school's student population ▪ The district maintains and regularly updates a list of all AIG-licensed educators by school. Retention Strategies: ▪ LCPS supports the ongoing growth and leadership of AIG-licensed professionals through: • Access to high-quality professional development such as: ◦ The NCAGT Conference
---	---

- o UNCW's AIG Mini-Conference - o DPI "Booster Shot" sessions - o Book studies and coaching • AIG-specific PLCs and instructional rounds (e.g., showcase classrooms) • Leadership roles in PD facilitation, talent development efforts, and school-based AIG initiatives ▪ School administrators are encouraged to: • Discuss AIG licensure opportunities with teachers annually during PDP development • Use AIG student data to demonstrate the value of increasing AIG-certified staff. For example, if 25% of a school's students are AIG-identified, administrators are encouraged to strive for similar representation among certified faculty.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Lenoir County Public Schools (LCPS) is committed to advancing equity and excellence in gifted education by providing professional learning that challenges current mindsets, examines policies and practices, and builds the capacity of educators to identify and nurture potential in all student populations. Identifying Needs for Equity and Excellence To address equity in AIG services, the district has identified the following professional development needs: ▪ Examining and addressing underrepresentation of student groups in AIG identification and services ▪ Shifting mindsets about what giftedness looks like across diverse cultural, linguistic, and socioeconomic backgrounds ▪ Building educator capacity to implement inclusive identification practices and provide equitable access to rigorous instruction and enrichment opportunities LCPS will use district AIG referral, screening, and identification data, disaggregated by subgroup, to identify gaps and inform the focus of professional learning. Professional Learning Plan and Implementation The AIG Coordinator will facilitate a multi-phase professional learning plan centered on the "Call to Action" Briefing and Guidebook, developed to support equity in gifted education: 1. NCDPI Briefing Study Groups AIG School Contacts, district curriculum leaders, and school administrators will participate in a district-led study of the Call to Action materials to: 1. Reflect on current mindsets, policies, and practices 2. Identify root causes of underrepresentation 3. Create school-level action steps for change 2. Data-Informed Conversations Regular sessions will be held to analyze referral and headcount data to: 1. Track and understand trends in student identification by subgroup
---	--

2. Support schools in setting equitable referral goals 3. Highlight practices that lead to increased representation 3. Ongoing Microlearning: “Bite-Size PD” Series Through the AIG listserv and monthly communications, educators will receive concise, targeted PD focused on: 1. Equity in identification and instruction 2. Mindset shifts around talent development Implementation strategies for inclusive practices. Resources will include excerpts from the Call to Action Guidebook, scholarly articles, and research-based tools.	* 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. Lenoir County Public Schools (LCPS) intentionally aligns professional development for AIG stakeholders with district-wide instructional initiatives and best practices in gifted education. This alignment ensures coherence in our teaching and learning systems and supports the growth of all learners, including our gifted population. Integration with District-Wide Initiatives LCPS has prioritized the following areas in our district's continuous improvement model: ▪ Strengthening core instruction through standards-aligned planning, assessment, and differentiation ▪ Advancing equitable grading practices based on mastery ▪ Expanding digital learning practices to personalize instruction ▪ Addressing learning loss and accelerating growth through MTSS-aligned supports AIG professional development aligns with these goals by embedding best practices in gifted education, such as differentiated instruction, curriculum compacting, and enrichment strategies, within the broader context of core instructional improvement and equity. Alignment with Local AIG Program Goals The major goals of the current AIG Plan cycle include: ▪ Increase the number of AIG-licensed teachers • Supported through the AIG Licensure Cohort, Praxis preparation, and financial incentives for successful completion ▪ Deliver targeted professional development for all stakeholders • Ongoing PD for teachers, counselors, and administrators in areas such as identification, characteristics of gifted learners, and social-emotional needs ▪ Support talent development in K–2, especially in underidentified schools
--	---

- Differentiated PD and coaching focused on nurturing early potential through observation, enrichment, and flexible grouping
- **Investigate the use of local norming for more equitable identification**
 - PD for school leaders and AIG contacts around equitable practices and data-informed identification

Each of these goals is supported by a layered professional learning plan designed to ensure that all staff working with gifted learners are equipped with the knowledge, tools, and strategies to meet their needs.

* Ideas for Strengthening the Standard

- AIG licensure cohort program with funding incentives
- Focused recruitment and retention efforts for AIG teachers
- Quarterly PLCs for AIG teachers
- NCAGT Conference and other conference opportunities

Planned Sources of Evidence

- | |
|--|
| * AIG Coordinator meetings with AIG School Contacts (Meetings and Rosters) |
| * Lesson Plans |
| * Observation and Walkthrough Data |
| * Professional Development Materials and Rosters |
| * AIG Licensure Cohort Data |
| * Licensed AIG Teacher Data |
| * CIET Meetings/Agendas/Rosters |

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

Standard 5: Partnerships

Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

Lenoir County Public Schools (LCPS) is committed to building meaningful, two-way partnerships with parents and guardians to support the whole child—academically, intellectually, socially, and emotionally.

Two-Way Communication and Collaboration

At the beginning of each school year, all schools host an Open House event where AIG parents have the opportunity to meet their child's teacher, discuss the Differentiated Education Plan (DEP), and learn how AIG services will be provided throughout the year. These DEP meetings are a foundational point of two-way collaboration, allowing parents to share insights about their child and provide feedback that helps personalize services.

In addition to these structured annual meetings, schools provide multiple opportunities throughout the year for parent-teacher conferences, during which AIG services, progress, and student needs can be discussed collaboratively. Teachers and parents are encouraged to share concerns, successes, and strategies, creating an ongoing feedback loop.

To further strengthen two-way engagement, LCPS will implement an annual AIG Program Survey for parents and teachers. This survey will capture feedback on program effectiveness and parent perspectives on how the district can better support gifted learners both academically and emotionally.

District-Level Engagement Opportunities

To provide ongoing, district-level opportunities for input and involvement, LCPS is launching a Gifted Parent Night. This event will feature breakout sessions that address the academic, intellectual, and social-emotional needs of gifted students. Parent input will be actively solicited to inform future topics, formats, and supports.

Additionally, the annual Gifted Gala brings together AIG students, families, educators, and community stakeholders. Students showcase their learning, while parents have direct access to AIG teachers, coordinators, and administrators. This event also serves as a forum for gathering feedback and building partnerships that celebrate and support gifted learners.

The district AIG webpage includes the AIG Plan, resources for families, and a feedback form where parents can ask questions, request additional support, or offer suggestions. Parent questions submitted via the website are reviewed by the AIG Coordinator, who responds directly and may follow up for deeper conversation or collaboration.

Community and Social-Emotional Supports

Recognizing the social and emotional needs of gifted students, LCPS partners with local agencies such as Lenoir/Greene Partnership for Children and Triple P Parenting to offer relevant programs to families. These agencies meet regularly with school personnel to align offerings with current student needs and support structures.

Each school also partners with a local mental health agency to provide in-school services. Teachers, counselors, and parents collaborate to ensure that students who may benefit from additional social-emotional supports are connected with resources. Counselors act as liaisons to facilitate access and maintain communication between service providers, schools, and families.	
* 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.	Lenoir County Public Schools (LCPS) maintains a broad network of partnerships with institutions of higher education, local businesses, and community organizations to enhance the AIG program through opportunities for both students and educators. These partnerships promote enrichment, extension, and acceleration, while also supporting professional growth for staff. Enrichment, Extension, and Acceleration Opportunities for Students ▪ Lenoir Community College (LCC): LCPS collaborates with LCC to provide accelerated academic pathways through Early College and Dual Enrollment options via College and Career Promise. These programs allow high-achieving students to earn college credits while still in high school. ▪ Career and Technical Education (CTE) & Lenoir County Business Advisory Council: LCPS AIG students benefit from real-world learning through pre-apprenticeship, apprenticeship, and internship experiences. The Lenoir County Manufacturers Association sponsors Manufacturing Day where students tour local facilities and explore career pathways in advanced manufacturing. ▪ Chick-fil-A Leadership Academy: In partnership with the local Kinston Chick-fil-A, high school juniors and seniors, many of whom are AIG students, participate in a structured leadership development program designed to build soft skills, community service habits, and college readiness. ▪ Kinston-Lenoir Parks and Recreation Department: This department partners with LCPS to host large-scale events at the Kinston Community Center, including the annual Gifted Gala, where AIG students display projects and interact with the broader community. ▪ NC Governor’s School: LCPS actively supports and encourages students to apply for this prestigious summer academic and enrichment program designed for North Carolina’s most advanced learners. ▪ Public Library System: The Lenoir County Public Library offers extracurricular activities, academic contests, and access to the NC Cardinal digital book database to expand literacy and self-directed learning. ▪ Crown Equipment Corporation: This industry partner supports the LCPS high school robotics team and offers apprenticeship opportunities that connect STEM learning with hands-on application. Professional Learning Opportunities for Teachers and AIG Staff ▪ College Advising Partnerships: LCC advisors and UNC College Advisers work directly with high school students and teachers to promote college readiness, offering support aligned with the academic trajectories of AIG students. ▪ The Lenoir Education Foundation, Apple Education, and the Kinston Community Council for the Arts support AIG-related professional learning and enrichment opportunities for teachers through grants, collaborative events, and access to technology and arts-based instruction. ▪ LCPS partners with Suddenlink, the Committee of 100, the Chamber of Commerce, and the LCC Aerospace and Advanced Manufacturing Center to stay connected with workforce trends and ensure that AIG services align with local and global demands for advanced skills.

Scholastic and Competitive Opportunities

- LCPS is an active member of the NC Association for Scholastic Activities (NCASA) and regularly participates in regional and state-level competitions that challenge students in academic and creative disciplines.

*** 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.

Lenoir County Public Schools (LCPS) has established an AIG Advisory Council to support the continuous development and improvement of the local AIG program and services. The advisory group plays a vital role in shaping district-wide gifted education efforts.

Membership and Representation

The AIG Advisory Council includes a broad and diverse range of stakeholders:

- AIG teachers
- AIG school contacts from each school site
- School and district administrators
- Instructional coaches and support staff
- School counselors and social-emotional learning staff
- Parents/guardians of AIG students from each grade span (K-5, 6-8, 9-12)
- Community partners, including representatives from local businesses, higher education, and civic organizations

Each school is represented on the council to ensure geographic and demographic diversity reflective of the LCPS student population. Membership is reviewed and updated each AIG Plan cycle to maintain balanced representation across grade levels, cultural backgrounds, and professional roles.

Advisory Group Purpose and Responsibilities

The AIG Advisory Council meets yearly and serves in both a consultative and collaborative capacity. The group's core responsibilities are organized around four key functions:

1. Development of the Local AIG Plan

1. Review draft goals, strategies, and program priorities based on data and current needs
2. Provide input on talent development, identification practices, and service options
3. Recommend community-based supports or partnerships to strengthen programming

2. Implementation Support

1. Serve as AIG ambassadors and communication liaisons at each school
2. Assist in organizing and promoting events such as the Gifted Gala and Gifted Parent Night
3. Share insights from school-level implementation to inform district-wide adjustments

3. Monitoring and Evaluation

1. Complete surveys or participate in focus groups to evaluate the effectiveness of AIG services
2. Help interpret feedback from students and families to guide mid-cycle improvements

4. Revision and Continuous Improvement

1. Provide structured feedback during mid-cycle and end-of-cycle AIG Plan reviews
2. Suggest revisions based on new research, state guidance, or local data trends
3. Contribute to shaping future professional development priorities based on needs observed in the field

Through this advisory structure, LCPS ensures that the AIG program remains responsive, inclusive, and aligned to the district's core goals of equity, excellence, and academic growth for all learners.

*** Practice D**

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

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

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

Communication Plan Overview

Lenoir County Public Schools (LCPS) employs a comprehensive, multimodal communication plan to ensure students, parents/guardians, staff, and community members are informed of the AIG Plan, available services, policies, and advanced learning opportunities throughout the school year.

Dissemination of Key AIG Information

- The Local AIG Plan is posted on the LCPS AIG webpage in both English and Spanish, accessible to the public at all times.
- District-created communication templates are provided to AIG school contacts to ensure consistent messaging regarding screening, nomination, identification, placement, testing results, and service delivery.

▪ DEP/IDEP meetings are conducted annually with families to discuss service options, develop or revise the plan, and answer parent questions. A copy of the DEP/IDEP is sent home at both the beginning and end of the school year, with written explanation of any changes in services. ▪ For newly identified students, an initial placement meeting is held at the school level to orient families to the AIG program and establish the initial DEP. These meetings provide space for two-way communication and family questions. Ongoing and Accessible Communication ▪ The LCPS AIG webpage includes: • A copy of the full AIG Plan • Descriptions of services for K-12 • Frequently asked questions • Current gifted education research and updates • Links to external resources and enrichment opportunities ▪ Schools and the district maintain ongoing newsletters, emails, and social media posts to highlight enrichment events, such as the Gifted Gala, Science Showcase, and leadership opportunities. ▪ The LCPS Public Information Officer and school-based webmasters collaborate to maintain up-to-date digital communication and ensure public event announcements reach the broader community through a variety of platforms. ▪ The AIG Coordinator communicates weekly with the Curriculum and Instruction Executive Team and monthly with principals to share updates about gifted programming, upcoming opportunities, and policy changes. ▪ An AIG teacher email listserv is maintained to provide AIG contacts with timely updates about district and state policies, professional learning opportunities, and instructional resources.	* Ideas for Strengthening the Standard ▪ AIG Advisory Council roles and input ▪ Ongoing list of field trip and extension opportunities ▪ Continuing CTE partnerships ▪ Extensive list of extra-curricular opportunities for students available on LCPS AIG Webpage
Planned Sources of Evidence * Gifted Gala Programs	

* Connect-Ed Messages and School Newsletters		
* AIG Plan, Forms, Letters, etc. translated into the student's native language through the use of Google translate and LCPS staff when possible		
Type		
Documents		Document/Link
Document Template		
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability	
Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability <i>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.</i>	
* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.	Lenoir County Public Schools utilizes a comprehensive evaluation process to assess the effectiveness of the AIG program from multiple perspectives. We collect and analyze data through self-assessments, survey results, and evidence of student performance. Surveys are administered to AIG students, parents, and teachers to gather feedback on the strengths and areas for growth within the program. Additionally, we review student achievement data, program participation rates, and growth measures to ensure we are meeting the diverse academic, intellectual, social, and emotional needs of gifted learners. This data informs decision-making and guides continuous improvement efforts. The revision process for the Local AIG Plan follows a structured timeline to ensure that programming and services are effectively updated to support AIG students and families. The process begins in the fall of the planning year, with the AIG Coordinator attending the State Coordinator's Conference, regional meetings, and DPI webinars on plan development. The AIG Writing Team, which includes representatives from all grade spans, works collaboratively to analyze data, research best practices, and draft necessary revisions. Updates on plan development are provided weekly to the Curriculum Instructional Executive Team and monthly to principals to ensure district-wide alignment. The local Advisory Council and teacher leadership teams are consulted for key plan improvements during the revision year. Once approved by the Lenoir County Board of Education, the AIG Plan is submitted to the North Carolina Department of Public Instruction (DPI) and the State Board of Education (SBE) for review and feedback, in accordance with N.C.G.S. 115C-150.5-.8 (Article 9B). The AIG Plan is a "living document" and remains available on the district website, where updates and refinements are incorporated as needed. Schools are responsible for monitoring the implementation of the plan's procedures to ensure consistency in gifted services across the district.
* 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.	To monitor the implementation of the AIG program and plan on an ongoing basis, Lenoir County Public Schools utilizes a multi-tiered approach, involving regular data collection, reviews, and communication among key personnel. 1. Documentation by AIG Contacts: AIG Contacts will document and submit their work, reflecting collaboration with the school-based AIG Team. This documentation will include evidence of required professional development (PD) attendance, annual DEP meetings, fall and spring AIG Headcounts, referrals and testing spreadsheets, and AIG school-level meeting minutes. All evidence will be collected and maintained digitally, ensuring real-time access for monitoring purposes. 2. District-Level Monitoring by the AIG Coordinator: The AIG Coordinator will monitor the implementation of guidelines and perform regular reviews of the program at each school. The evaluation will include the use of the Self Assessment Tool every three years. The AIG Coordinator will hold scheduled Professional Learning Communities (PLCs) for AIG Contacts and AIG teachers to focus on the AIG plan's implementation and emerging trends in gifted education. Weekly meetings with the Curriculum Instructional Executive Team and monthly meetings with school principals will provide a consistent forum for updates, feedback, and adjustments to ensure fidelity in implementation.

3. Role of the Curriculum Instructional Executive Team:

The Curriculum Instructional Executive Team will periodically meet to assess the implementation of the AIG plan. This team will use the Self Assessment Tool at the conclusion of each three-year cycle to evaluate progress. The team will also analyze survey data from staff and stakeholders to identify areas of strength and opportunities for growth, ensuring that adjustments are made as needed.

4. AIG Advisory Council's Role:

The AIG Advisory Council will routinely assess district programming and implementation of the Local AIG Plan. The council will examine evidence of successful implementation and provide recommendations for any necessary modifications to improve services for AIG students and families.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

Lenoir County Public Schools strategically develops and monitors the AIG budget to ensure alignment with program goals, student and stakeholder needs, and effective plan implementation. The budget is created each spring in collaboration with the Associate Superintendent, Finance Director, and AIG Coordinator and is reviewed annually to adjust for changing student needs and available funding. The development process includes an analysis of student performance data, survey feedback from stakeholders, and program evaluation results to ensure funds are allocated where they will have the most impact.

Budget Priorities and Alignment with Program Goals

During this AIG Plan Cycle, our major program goals include:

- Focused professional development to support teachers, administrators, and other stakeholders in implementing effective gifted education practices.
- Increased involvement of school counselors and specialists to address the academic and social-emotional needs of gifted learners.
- Talent development for underrepresented populations to increase equitable identification and access to services.

A significant portion of the 034 AIG Budget is allocated to certified AIG teaching positions to provide direct services at the school level. Additionally, funding is prioritized for professional learning initiatives, instructional resources, and talent development programs that align with our program's goals.

Monitoring and Accountability of Expenditures

To ensure that funds are utilized appropriately and effectively, expenditures are monitored through a two-step approval process:

1. **Initial Budget Approval:** The AIG Coordinator collaborates with the Assistant Superintendent and Finance Director to review funding requests and align them with program priorities before approval.
2. Ongoing Financial Oversight: Expenditures are regularly reviewed by the AIG Coordinator, Assistant Superintendent, and Finance Director to ensure spending aligns with the Local AIG Plan. Adjustments are made as necessary based on program needs and student outcomes.

Financial reports and spending audits are conducted to track expenditures and verify that funds are being used to implement the AIG program as designed. This process ensures fiscal responsibility and compliance with state policies, allowing us to provide high-quality gifted services to students across the district.

* Practice D

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

Lenoir County Public Schools maintains and analyzes multiple sources of student achievement, growth, and dropout data for AIG students. Data is disaggregated over time to recognize patterns and trends that inform mindsets, policies, and practices to support equity and excellence in gifted education.

Monitoring and Analyzing Student Achievement and Growth Data

The AIG Coordinator is an active member of the district-level Curriculum Instructional Executive Team, which includes leadership from the elementary, middle, and high school curriculum departments, exceptional children's department, testing and accountability, federal programs, CTE, EL, and digital learning. This cross-departmental collaboration ensures transparency and a data-driven approach to decision-making for AIG programming.

Student growth and achievement data is analyzed at multiple levels:

- **District-Level Data Meetings (Monthly):** A portion of each meeting is devoted to reviewing student achievement trends and discussing instructional strategies to support AIG learners.
- **School-Based PLCs (Bi-Weekly):** Schools conduct structured Professional Learning Communities (PLCs) to analyze AIG student progress, using a range of data sources, including:
 - EVAAS projections
 - Past EOG/EOC scores
 - MCLASS and other screening results
 - NC Check-Ins/Benchmarks
 - Common Formative Assessment Data
 - Attendance and behavioral data
 - Dropout risk indicators
 - Performance in advanced coursework

Monitoring and Analyzing AIG Dropout Data

Lenoir County Public Schools has a rigorous dropout prevention process to ensure AIG students remain engaged in school. The Assistant Superintendent chairs the Alternate Placement Committee (APC), which works with students and families to explore intervention strategies before a student considers dropping out.

Additional dropout prevention efforts include:

- Dropout Prevention Officer: Works closely with students identified as at risk.
- Early Warning Indicators: Attendance patterns, academic performance, and behavioral concerns are tracked to identify students in need of intervention.

- Collaboration Among AIG Coordinator, Administrators, and Counselors: These stakeholders meet regularly to discuss at-risk students and implement targeted interventions, such as academic support plans, counseling services, and mentorship programs.

Using Data to Inform Instruction and Service Delivery

Trend data is disaggregated annually and reviewed quarterly to ensure instruction and service delivery meet the evolving needs of AIG students.

- School- and district-level data analysis informs:
 - Adjustments to curriculum pacing and instructional strategies.
 - Increased access to talent development programs for underrepresented populations.
 - Expansion of enrichment opportunities and advanced coursework.
 - Professional development for educators on effective differentiation strategies.

Using Trend Data to Shape Policies and Practices

Lenoir County Public Schools uses long-term disaggregated data to inform policies, practices, and mindsets related to gifted education. Specific success indicators tracked over time include:

- AIG student demographics based on yearly headcount.
- Number of internships and pre-apprenticeships available to AIG students.
- Dual enrollment participation and success rates.
- College acceptance and scholarship data.
- Advanced Placement (AP) course enrollment and successful completion rates.
- CTE completer data and WorkKeys certification results.
- Number of AIG certified teachers at each school

*** 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.

Lenoir County Public Schools has developed a structured system to maintain and analyze data related to referral, identification, services, and retention of students in the AIG program. This system is designed to ensure that no student's racial, ethnic, economic, linguistic, or exceptional status reduces their likelihood of access to gifted services.

A centralized digital system is used to collect and organize data from each school, including referral logs, evaluation outcomes, AIG headcount by subgroup, DEP records, and service delivery documentation. This information is updated regularly and reviewed twice a year by the AIG Coordinator in collaboration with the Director of Accountability and the Curriculum Instructional Executive Team.

Disaggregated data is examined to identify trends and patterns over time. This analysis supports ongoing efforts to ensure equitable identification and service delivery. Information is shared with district and school administrators, and used to guide professional development, revise local practices, and make informed decisions about programming. The district continues to explore best practices—such as local norming and alternative data points—to improve equitable identification and retention across all demographic groups.	* 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.	Lenoir County Public Schools maintains current licensure and credentialing data for all personnel serving K–12 AIG students. These systems help ensure alignment with the district's AIG goals and support equitable access to qualified educators. System for Maintaining AIG Licensure and Certification Information The district uses a collaborative and systematic process to track licensure credentials: ▪ Annual Data Collection: Each spring, the Human Resources Department provides the AIG Coordinator and school administrators with an updated list of teachers holding AIG licensure. ▪ Position Allotment Planning: This licensure data is used in district-level staffing and allotment meetings involving the Superintendent's Office, HR, and school leaders to inform personnel decisions and ensure equitable staffing across schools. ▪ School-Level Tracking: AIG School Contacts maintain records of which teachers are providing AIG services and ensure that staff professional development and licensure status is up to date. Strategic Use of Credentials to Meet AIG Plan Goals The district leverages personnel data to strengthen AIG programming and advance program goals: ▪ AIG Licensure Cohort: Lenoir County Public Schools offers an AIG Licensure Cohort that meets in the fall and spring. • Priority is given to teachers at schools with few or no licensed AIG staff. • The district pays the Praxis test fee for educators who complete the coursework and pass the exam. ▪ Encouragement and Support: Teachers are regularly encouraged to pursue AIG licensure. Program details and available support are communicated by the AIG Coordinator and principals. ▪ Professional Development Alignment: District-established professional learning expectations ensure that all staff working with AIG students—including teachers, counselors, and administrators—engage in targeted training aligned with AIG program goals.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.
---	--	--	---

Lenoir County Public Schools uses multiple methods to gather stakeholder feedback on the AIG program to inform continuous improvement and ensure equitable implementation across schools.

Formal Feedback Collection

- **Annual Stakeholder Surveys:** Surveys will be distributed annually to AIG students, families, and teachers to assess program strengths and areas for growth. Results will be shared with principals and the Curriculum Instructional Executive Team to inform decisions and adjustments.
- **AIG Advisory Council**
 - Serves as a districtwide focus group composed of representatives from every school.
 - Ensures that diverse voices and communities are represented.
 - Provides feedback on implementation and alignment of the AIG plan.
- **DEP/IDEP Meetings**
 - Parents/Students meet annually with AIG teachers and school contacts to review students' Differentiated Education Plans.
 - These meetings include time for families to provide feedback about services and programming.

Ongoing, Embedded Feedback Structures

- **School-Based PLCs and AIG Team Meetings**
 - AIG Contacts collect formal and informal feedback through regularly scheduled PLCs, staff meetings, and AIG-specific team discussions.
- **District Leadership Structures**
 - The AIG Coordinator meets weekly with the Curriculum Instructional Executive Team and monthly with school principals.
 - These meetings include AIG updates, implementation monitoring, and opportunities to share feedback collected at the school level.
- **Professional Learning Feedback Loops**
 - Feedback is gathered through AIG PLCs and PD sessions to better understand teacher needs and to strengthen ongoing implementation efforts.

*** Practice H**

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

Lenoir County Public Schools is committed to transparent communication of AIG program evaluation results with all stakeholder groups to support reflection, planning, and continuous improvement.

Annual Review and Data Collection

Each spring and/or summer, the AIG Coordinator leads an evaluation of the AIG program using a variety of data sources, including:

- Student achievement and growth data (e.g., EOG/EOC, EVAAS)
- AIG Headcount and subgroup demographic data
- Talent pool development and referral/identification data
- Survey results from students, families, and teachers
- Informal feedback from AIG contacts, PLCs, and professional development sessions
- Teacher licensure, recruitment, and retention data
- Notes and agendas from AIG school contact meetings

From this analysis, a yearly checklist of next steps and target areas is developed to guide continued progress toward Local AIG Plan goals.

Midpoint and 3-Year Evaluation

- At the midpoint of the plan cycle, the district completes the Interim Report for submission to NCDPI and uses this reflection to adjust implementation strategies.
- During Year 3, a collaborative stakeholder group including AIG school contacts, AIG teachers, counselors, and district leaders convenes to review all program data and revise the Local AIG Plan for the next three-year cycle.

Community Stakeholders

- Public sharing of key program goals and outcomes may occur through board meetings, district communication channels, or community partnerships.
- Community representation on the AIG Advisory Council will ensure that broader input is reflected in program evaluation and revision.

*** Practice I**

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

Lenoir County Public Schools (LCPS) maintains clear, written procedures to safeguard the rights of AIG students and their parents/guardians. These policies ensure transparency, consistency, and fairness at every stage of the AIG process, including referral, evaluation, identification, placement, reassessment, and transfer. The procedures are communicated through meetings, written notices, and documents housed in each student's AIG folder.

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

Process

Procedure

Informed consent for identification	*	- Before any evaluation is conducted, parents/guardians must sign the Consent for Evaluation form. - This consent is kept in the student's active AIG folder or inactive folder if the student is not identified.
Informed consent for placement	*	- If a student is identified as eligible for AIG services, the parent/guardian receives: - The Gifted Education Student Eligibility Record - A Permission to Serve form, which must be signed before services begin - At this time, or at the beginning of a school year, parents meet with school staff to review the student's Differentiated Education Plan (DEP).
Transfer procedures	*	- When a gifted student transfers into LCPS: - The school counselor notifies the AIG contact and requests records from the previous school. - If the student transfers from within LCPS, gifted status is visible in PowerSchool. - Upon review of documentation, the school-based AIG team completes the Gifted Education Student Eligibility Record (AG2). - If placement is appropriate, a DEP is created, and parents/guardians receive: - A copy of the DEP - The district's AIG Grievance Procedure
Reassessment procedures	*	- Reassessment may be initiated if new evidence suggests additional areas of giftedness. - The process includes: - A teacher referral - Two of three required artifacts demonstrating advanced performance - If concerns arise about a student's current placement: - The AIG contact, principal, parent/guardian, and AIG Coordinator meet to determine necessary modifications. - A modified DEP or an Individual Differentiated Education Plan (IDEP) is created and monitored. - The student's formal identification remains intact unless the team recommends otherwise.

* Procedures to resolve disagreement LCPS provides a structured, multi-step process for resolving disagreements related to AIG identification, services, or placement. This process is publicly available on the district AIG website: Step 1: - Parent/guardian requests a meeting with the school's AIG contact and principal within 30 days of a decision. - Meeting is held within 10 school days. - Written notice of the decision is communicated within five days. Step 2: - If concerns persist, a conference with the AIG Coordinator may be requested within 15 days. - The meeting occurs within 10 school days; a written response is sent within five days. Step 3: - If needed, the parent/guardian may meet with the Associate Superintendent within 15 days of the Coordinator's response. - A final district-level decision is communicated within five days of the meeting. Step 4: - If resolution is not reached, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. - This step can only be taken after all three prior steps have been followed.	* Ideas for Strengthening the Standard - AIG Advisory Council - PLCs with AIG Coordinator, AIG contacts, and/or teachers - Self-Assessment and Survey Results - Data analysis at the school and district levels utilizing headcount data and standardized testing data
Planned Sources of Evidence	* Budget and Expenditure Sheets

* Self Assessment and Survey Results		
* Referral and Placement Data		
Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/30/2025 

AIG Related Documents

Lenoir County Public Schools (540) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

Phrase		Definition	