Mission/Vision Statement and Funding

Lexington City Schools (291) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

It is the Mission of Lexington City Schools to empower every student to thrive socially, emotionally, and academically in a safe and inclusive environment.
It is the Vision of Lexington City Schools to prepare every student to achieve their aspirations in a rapidly changing world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 173,229.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Screening and Referral Procedures, K-12

Screening Procedures:
K-2: Under screening procedures add K-2: The AIG-SBC at each school will use the mClass and iReady diagnostic results as a universal screener.

Grade 3: The AIG-SBC (School-Based Committee) at each school uses the CogAT test to conduct a broad sweep for potential AIG students annually through universal screening and nominations and formal AIG identifications and services.

Grades 4-12: The AIG-SBC (School-Based Committee) at each school will universal screener such as the End-of-Grade tests will continue to be used to assist in identifying students. The school based committees will remain in place to assist with the identification of students by using teacher recommendations and student work samples. Grades 4-8 use CogAT for new students and any other students who show potential for giftedness. Grades 9-12 use EOC percentile ranking and teacher/student/parent/community member recommendations.

Referral Procedures:
Grades K-2: Students in grades K-2 may be referred to the Nurture Program by a parent, community member, or teacher. Once the student is nominated the teacher will complete an Inventory of Gifted Characteristics.
The AIG-SBC (School-Based Committee) team consisting of AIG teachers and Administration meet to determine if the student meets 3 of 4 criteria:
1. Mastery of Reading and/or Math demonstrated by meeting all LCS criteria in grade level curriculum for reading and/or math.
2. Inventory of Gifted Characteristics
3. Student Work Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers (3 reading including 1 writing, 3 math).
4. Reading and/or Math: At least 1 grade level ahead

Current Grade Level Reading Level/Math (Performance Tasks):
Kindergarten - mClass (score of 450 and above); iReady diagnostic national norms of 75th percentile and higher in reading and

math.

First Grade - mClass (score of 480 and above); iReady diagnostic national norms of 75th percentile and higher in reading and math.

Second Grade - mClass (score of 474 and above); iReady diagnostic national norms of 75th percentile and higher in reading and math.

Grades 3-12: Students in grades 3-12 may be referred to the AIG Program by a parent, community member, or teacher. Once a student is referred, the following items are submitted for consideration: Standardized Aptitude test scores (CogAT) and most current Standardized Achievement Test Scores (EOG).

* **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.

The LCS AIG Plan provides multiple pathways to identification. Aptitude scores alone provide criteria for Intellectual Giftedness in Pathway One. Aptitude and Achievement scores are used in combination for identification in Pathway Two. Pathway Three includes standardized measures as well as Student Portfolios and also includes informal measures and stakeholder recommendations. Standardized and research-based data are compiled with non-traditional information to create a broad pool of students for consideration to include under-represented populations. The AIG School-Based Committee (AIG-SBC) at each school conducts a broad sweep for potential AIG students annually through universal screening and nominations and formal AIG identification / services. These same methods are also used to establish a pool of candidates for possible Nurture Services in Grades K-3, and aptitude and achievement scores are obtained for identification following nomination to the AIG SBC. Quantitative and qualitative measures from diverse sources are also included in the data compilation. Pathway Three was developed to provide flexibility, and to allow equitable access for students using a broader range of non-traditional data such as learning profiles and rating scales for students in grades K-12.

The three Pathways to identification of AG and IG are as follows:
Pathway 1: Intellectually Gifted (Must meet one criteria)
___ STANDARDIZED APTITUDE score of 98th percentile or greater on the Subtest or Composite

Pathway 2: Academically and Intelligently Gifted AIG, AIG(R) or AIG(M) (Must meet both criteria)
___ STANDARDIZED APTITUDE score of 85th percentile or greater on the Subtest or Composite
___ STANDARDIZED ACHIEVEMENT score of 85th percentile or greater in Reading and/or Math
[AIG(R) and/or AIG(M)]

Pathway 3: Academically and/or Intellectually Gifted AG, AR or AM (Must meet 4 of 6 criteria)
___Standardized Aptitude Score 75th percentile or higher
___Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 80th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)
___Research-based, norm-referenced Gifted Rating Scales/Checklists
___Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math
___Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers
___Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests.

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

We are a Title one school system with economically disadvantaged students. Our students have limited access to real world experiences/opportunities therefore, teacher input is critical for identifying the strengths of our students. The referral and identification practices used in LCS are responsive to having an equitable representation of students in our AIG program. Please refer to our demographic data analysis.

There are disproportionalities in the representation of certain subgroups in the district. The multiple pathways for AIG identification ensure that the demographic makeup of our district is reflected with regard to ethnicity, economic status, Multilingual proficiency, and twice-exceptional learners. Pathway Three allows flexibility in reviewing additional, non-standardized measures when giftedness is indicated, but standard criteria are not met.

Pathway 3: Academically and/or Intellectually Gifted AG, AR or AM (Must meet 4 of 6 criteria)
___Standardized Aptitude Score 75th percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders)

___Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 80th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)

____Research-based, norm-referenced Gifted Rating Scales/Checklists

___Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math

___Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers.
___Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	<5%	---	---	---	5.24%
Male	---	<5%	5.43%	---	7.38%	---	5.09%
Total	---	<5%	<5%	---	6.60%	---	5.16%

Percent of Total AIG Students Identified as Dual Exceptionality

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

The AIG School Based Committee informs teachers of the referral process each spring during a staff meeting. Additional one-on-one meetings are held for teachers who have more questions. All documents/forms/samples are provided to each teacher for any student who may qualify for services. Teachers are informed how to refer a student and the items that need to be completed when bringing a student to the committee.

Teachers begin gathering data such as:

-Standardized Aptitude Score 75th percentile or higher

-Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 80th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)

-Research-based, norm-referenced Gifted Rating Scales/Checklists

-Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math

-Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers

-Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests

Teachers submit documentation to the AIG coordinator to ensure the paperwork is completed correctly. The AIG-SBC (School-Based Committee) then meets to place students in appropriate AIG services. A spreadsheet is housed at each school with each student that goes through the process, and the results of meeting or not meeting the criteria. A folder is made for each student who is placed to receive services and is kept in the front office. Each fall and spring the AIG coordinator will check the Headcount against the spreadsheet and folders to ensure all students are identified correctly.

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

The AIG School Based Committee informs teachers of the referral process each spring during a staff meeting. Additional one-on-one meetings are held for teachers who have more questions. All documents/forms/samples are provided to each teacher for any student who may qualify for services. Teachers are informed how to refer a student and the items that need to be completed when bringing a student to the committee. Teachers begin gathering data. Teachers turn in documentation to the AIG coordinator to ensure the paperwork is completed correctly. The AIG-SBC (School-Based Committee) then meets to place students in appropriate AIG services. A spreadsheet is kept at each school with each student that goes through the process and if they meet or did not meet the criteria. A folder is made for each student who is placed to receive services and is kept in the front office and stays with the student throughout their school career. Each fall and spring the AIG coordinator will check the Headcount against the spreadsheet and folders to ensure all students are identified correctly.

Parents/Families/Students:

Lexington City Schools AIG Program has a website that parents, families, and students can visit to learn more information about our program/services. Schools also have brochures to inform the parents, families, and students of our referral process, program, and they can also contact their child' s teacher or other personnel for further information.

Parents of third graders are notified in the Spring each year both before and following the Third Grade administration of the AIG screening test administered in Lexington City Schools. Parents are provided with evaluation information and service options via letter following the spring screening. Parent meetings are held at the during each school year to formulate Differentiated Education Plans. Parents and students are involved in developing and documenting Differentiated Education Plans.

Community:

Lexington City Schools AIG Program has a website that the community can visit to learn more information about our program/services. We also have a brochure to inform the community of our referral process, program, and school personnel they can contact for further 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.

Parents are provided with evaluation information and service options during results meetings held near the end of each school year. A folder is made for each student which includes referral and consent forms, testing protocols and results, as well as the Differentiated Education Plan, as listed on the AIG Folder Checklist. This folder is kept in the front office and transitions from school to school so as to stay with the student throughout their school career. Parent meetings are held during each school year to formulate Differentiated Education Plans. Parents and students are involved in developing and documenting Differentiated Education Plans.

* **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.

Differentiated Education Plans are developed and documented annually for K-12 students to articulate differentiated curriculum and instructional services that match and meet the needs of each student. The DEP's in Lexington City Schools are initially developed for each student by the AIG Teachers, the student's classroom teachers, the student, and the parents. Differentiated Education Plans are reviewed annually during parent conferences. ESL and EC personnel are invited to collaborate on twice-exceptional students.

*** Ideas for Strengthening the Standard**

We need to continue to identify students at the secondary level and maintain a healthy practice of documentation at the middle and high schools. Professional development facilitated by our elementary school AIG teachers for middle and high school teachers will assist with creating a smooth vertical process for paperwork correcting any paperwork mishaps.

Planned Sources of Evidence

*	Professional development sign-in sheets
*	AIG Folders/Checklist and packets
*	Agenda and minutes for end of year and beginning of year meetings

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Parent/Caretaker Consent for Initial Placement in the AIG Program

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

Students in grades K-5 receive differentiated instruction in the regular education classrooms in reading and/or math. Early Kindergarten entry and grade advancement are opportunities provided to our youngest students. Kindergarten students are clustered in groups of three students in general education classes and receive differentiated instruction in reading and/or math. AIG services to students are designed to emphasize higher order, critical, and creative thinking skills in all core curricular areas.

Advanced skills in applied literacy and mathematics in the context of science and social studies instruction is also a district practice. AIG services include multidisciplinary units, integrated projects, and interest based learning. Services are provided to students in grades 4-8 on a daily basis in classrooms that contain AIG students and small clusters of students who have the potential to be formally identified in the coming months through high performance and/or interest. Clustering our gifted learners on a daily basis across all classrooms provides ongoing opportunities for meeting the social and emotional needs of our students. Students who are IG through Pathway 1 receive additional services once a week for 45 minutes from the certified AIG Teacher via pullout groups. Students work on projects that encourage creativity and collaboration with their peers.

Service options include programming for aptitude, achievement and student interests to address a wide range of unique student needs and area of identification. Differentiation of instruction in all classrooms is the overriding philosophy in Lexington City Schools and for the implementation of services to gifted learners. Differentiated content, instructional resources, flexible grouping, and methods for ongoing assessment are documented on the Education Plans. Educational Plans can include cluster services in regular education classrooms, accelerated classes in reading and / or math, acceleration and compacting specific subjects, grade acceleration, early admission to Kindergarten, and access to interest-specific coursework based on each student's unique needs.

Reading and language arts services for students identified as AR/AIG/AG can include advanced vocabulary study, advanced literature studies in fiction and nonfiction, integrated studies with applied literacy in science, social studies and math, as well as differentiated writing instruction using advanced rubrics. Math services for students identified as AM/AIG/AG can include advanced problem-solving, high school course options for acceleration, and extracurricular math opportunities.

Service options for high school students can include an array of coursework that offers enrichment, extension, and acceleration of

curriculum. Services are provided to students in grades 9-12 on a daily basis in classrooms that are honors, Advanced Placement, or Dual enrollment in college courses. This allows gifted learners access to specific areas of study. Internships, apprenticeships, and independent studies can also be included on Educational Plans for high school students. Service options on Educational Plans can also include elective choices, extracurricular academic activities, clubs and creative competitions.

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

The Lead AIG teacher directly works with the Department of Teaching and Learning to ensure that we are integrating services. We have adopted a R.I.S.E (Rigorous Innovative Schools for Everyone) Initiative. Within this initiative we have several new programs that are a focus; Leader in Me, Spanish Immersion (K-6), STEAM classes at the Elementary Schools, Apple Initiative, and Student Led Conferences. AIG students are participating in at least one, if not all, programs throughout the year. The lead AIG teacher aligns services with these initiatives. Our school counselors incorporate SEL initiatives and programs to serve all students, including our AIG students. At that time, grouping practices transition from the use of achievement and ability data on each individual student to coursework based on achievement, ability and student choice. Counselors plan with students and parents to choose the most rigorous and challenging coursework based on student abilities, interests, and vocational choices. Historical student data is examined and used to guide student grouping and classroom placements. Grouping practices are flexible in that students at the middle school are assigned to AIG reading and /or Math teams based on ability levels and interests, as well as on meeting the social and emotional needs of students. Our district is also expanding its efforts in the MTSS process to support systems already in place.

Lexington City Schools holds district PD sessions with new teachers, and includes a session on the characteristics and needs of gifted learners. Teachers, AIG specialists, and counselors collaborate to plan cooperative learning opportunities, cluster grouping and interest-based projects that support the social emotional needs of our AIG students in PLC meetings. At the middle school, the social needs of students are used to form flexible groups across the content areas. At the high school, meeting the social and emotional needs of students is included in the daily activities of the School Counselors and through additional activities such as Club Day and extra curricular activities. Problem based learning is used to address the social aspect of working together, especially at the middle school.

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

Reflective of Lexington City Schools Strategic Plan 2024-2029, Instructional Excellence highlights the delivery of rigorous, personalized, and innovative learning opportunities that prepare students for a global world. For example: By 2029, 80% of LCS graduating seniors will have completed at least three courses or experiences at the college or professional level, encompassing both

academic and career oriented pathways.

Policies and researched-based practices are enforced across the district to ensure differentiated instruction. Differentiated instruction is utilized by all teachers in Lexington City Schools and are the basis for classroom grouping assignments. Grouping practices that ensure the support and growth of AIG students are evident from the time of identification through the eighth grade, K-8. Prior to high school, LCSs AIG students are clustered in AIG teacher classrooms and receive services five days each week. Students at the high school level, grades 9-12, develop a four year plan for coursework completion.

Instruction to our students is differentiated and services are flexible and documented for each AIG student. High levels of academic growth are expected by creating opportunities and challenges for all students in the AIG classrooms and in advanced placement courses. AIG services are documented on the Education Plan for each student. AIG teachers are full time, school based staff members who have the same responsibilities and expectations as all other Lexington City Schools employees.

* **Practice D**

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

Every school in Lexington has a school based AIG committee. The membership of each school's committee consists of teachers, administrators and support staff. Each program standard and practice of the AIG program are shared with committee members. Grade level PLCs, MTSS teams, and district coaching teams consistently analyze data to ensure flexible groups are appropriate, practical, and fluid. Weekly (PLCs), quarterly (MTSS) and annual meetings are held to discuss strengths and needs of each program and practice at every school in the district. Additional meetings are held with each school's principal to discuss the provision of differentiated services and instruction for students. Data is used to form flexible groups to address students' specific needs. Specific areas of strengths and needs in each standard and practice are discussed in order to ensure that school wide programs include best practices in gifted education.

Resource Pull Out: Resource pull out classes offer enrichment and instructional opportunities. This can be a small group of students with a need for enrichment and/or differentiation in a certain area.

Accelerative Pull Out: Based on student's needs which is recognized by composite scores on Aptitude tests. Students will receive an additional 45 minute resource weekly pull-out session to work on social emotional needs or other areas of student interest.

Cluster Grouping within a Regular Class: A cluster group of 3-5 AIG students is assigned to a regular heterogeneous class. The cluster group teacher works with AIG teachers based at this school to design an appropriate differentiated curriculum for this group. Flexible grouping occurs in the classroom when different abilities are nurtured.

Cross-grade Flexible Group in Specific Subjects: Students are grouped across grade levels within the school based on their needs and performance in subjects that they excel.

Flexible Grouping Across Classrooms: All students in the grade level are grouped according to their needs. Teachers use the data to instruct the students on their level.

Thrive Time: Students are grouped according to their interests for additional enrichment opportunities weekly. Topics vary from STEM, literature, music, arts, math, etc.

* **Practice E**
Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

The Director of Special Programs in Lexington meets with teachers and school administrators at key transition points (K-1, 5- 6 and 8-9) to ensure continuity in programming and services. Transition meetings at key transition points (K-1, 5-6, and 8-9) in order to ensure that each student is placed and enrolled in classrooms and classes that meet the academic and social/emotional needs of the student. Additional information of an historical nature is shared between teachers, administrators, and school counselors on each student at key transition points. The director will collaborate with key stakeholders to update an AIG Quick Guide or handbook to provide an overview of the AIG components. Differentiated Education Plans are used to guide the services for each student. The plans are monitored and changed when necessary to ensure appropriate instruction is in place.

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

The district will continue to bridge the gap between the transitional points from elementary to middle to high school. To ensure there is no break or drop in service, each school's counselor(s) and/or AIG teacher(s) will review the AIG reports when creating students' schedules and support services. These teams will meet at the end of each year to collaborate on a smooth transition. School administration will also be a part of these conversations and the district's AIG plan will be used as a reference and guide.

* **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.

Opportunities for subject and grade acceleration, compacted content, and credit by demonstrated mastery are provided for all students and documented in each student's differentiated education plan. Teachers analyze data to identify students who can be accelerated in reading or math groups through differentiation in specific grade level classrooms through the eighth grade.

****Whole Grade Acceleration:** In order for a student to accelerate a grade, we will consider the whole child to determine the best fit:
-Age/Maturity
-Grades and Benchmark Test Scores will be reviewed from a variety of grade levels
-EOG Test Scores - Percentiles will be reviewed from a variety of grade levels.
-Aptitude scores (when appropriate).

The final decision will rest with the Principal, school-based teams, and parental input.

All students in North Carolina Public Schools in grades 9-12 are eligible to request an opportunity to earn credit by demonstrating mastery for available courses. Key information and brochures are made available to students and parents. In the event there is no EOC for the course, a teacher-made assessment is available for students to master out of the course.

****Compacted Content:** Students that meet district level established criteria may be enrolled in courses that compact standards in order to meet their academic needs.

Credit by Demonstrated Mastery: LCS follows NCDPI policies and procedures for CDM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks."

Dual Enrollment: Dual enrollment is offered through the Career and College Promise program. This is designed to offer qualified high school structured dual enrollment opportunities that provide both entry-level jobs skills as well as pathways leading to a certificate, diploma or degree.

Early entrance into Kindergarten: This is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment.

****A team is comprised of professional educators who consider various standards to indicate readiness:**
-Student aptitude: 98th percentile on an intelligence test
-Achievement: 98th percentile on either reading or math standard assessment
-Performance: Child performs tasks well above same-age peers
-Observable student behaviors/student interest: child will demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day
-Motivation/Student Interest: Principal conducts in informal interview with the child to gain more knowledge.

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

The Lexington City Schools district has a Nurture program for students in grades K-3 who are clustered in groups of at least three in the elementary schools. The following information is on LCS Nurture Program Placement Record:

*Mastery of Reading and/or Math demonstrated by being above grade level on iReady diagnostic assessments.
*Inventory of Gifted Characteristics Score: _____ Date of Test: ____/____/_____
*mCLASS Dibels 8 - EOY K = 450+ 1st = 480+ 2nd = 474+ Score: _____
*Student Work Portfolio demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math (3 reading including 1 writing, 3 math)

Reading Portfolio:_____ Math portfolio: _____

Media Coordinators incorporates STEAM Challenges into their lessons to cultivate the potential of all students.

Students in first and second grade attend media classes once a week. In the media classes, our Media Coordinators introduce students to curriculum they might not have in a regular classroom setting such as coding and STEAM challenges. However, classroom teachers and media coordinators collaborate via informal conversations and PLCs to discuss lessons that may align for both media class and the classroom setting. Both of these experiences foster critical thinking skills, collaboration, communication, and creativity.

As grants and funding become available, enrichment opportunities are offered to rising 2nd graders, 3rd graders, and 6th graders, and 9th graders in the district who demonstrate strong academic promise. Efforts are placed on all students, especially those whose strengths are readily observable as well as those students who strengths are not yet cultivated. Students will be introduced to age-appropriate lessons and activities that offer challenge and rigor.

* **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.

Front-loading: Students in grades K-3 have an opportunity to be in our Nurture Program. This program provides enrichment opportunities to meet the needs of the individual learners. Students who are placed in our Nurture program can work a grade level above their peers. The program provides enrichment opportunities to meet the needs of the individual learners.

In our efforts to support equity, Lexington City Schools will begin offering additional talent development opportunities in grades 3-12 as a means to broaden access to all students. These opportunities include, but are not limited to, Math 24, Battle of the Books, writing contests, The teacher works on activities to enhance their talents. ie; Coding and Robotics, Arts (chorus, drumming), chorus, band, Innovation lab at the middle school and SPARK lab to high school, and summer enrichment camp. Our hope is to be able to

identify students who might not perform academically, but demonstrate showing their abilities in other ways via these types of opportunities of exposure.

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

Extra curricular programs and events are offered to all students at each school in the district, but vary between the elementary and secondary levels. Programs and events are promoted at the school level through school staff and students are encouraged to participate in areas of their interest. Extracurricular activities enhance talent development by providing opportunities to explore interests, develop skills, and build confidence, often leading to the discovery and cultivation of hidden talents. Participating in extracurricular activities also helps students develop crucial skills that are beneficial for their future. These activities teach discipline, time management, teamwork, and problem-solving, which are transferable skills that can be applied in academic, personal, and professional settings.

Elementary programs include Battle of the Books, Geography Bee, Math 24, Robotics, News Crews, Science Nights, Yearbook club, and Beta Club (which cultivates student leaders) are also offered. Each year students compete on teams within our district. Teachers in our elementary schools work with the teams and encourage participation. As students see their peers competing, they begin to want to participate in the future.

At the secondary level, academic, creative and occupational opportunities are offered on a registration basis and are documented on the DEP. Athletics, academic competitions, Battle of the Books (middle and high), Yearbook club, chorus competitions, robotics, National Honor Society, Mu Alpha Theta Club (Math Honors), and Beta and Kindness Clubs are just a few of the extra curricular activities that enhance and further develop the needs and interests of AIG students. Connect 21 offers after school tutoring and enrichment opportunities for grades 6-8. Governors School, Student Council, Junior ROTC are also opportunities by which students can participate in as interests arise.

When funding becomes available, Lexington City Schools offers an enrichment summer camp for rising 2nd, 3rd, and 6th graders.

This 2-week camp will provide students with a preview of upcoming curriculum expectations and field trips focused on enrichment ELA, math, and science.

*** Ideas for Strengthening the Standard**

Ensure that staff who are directly involved with identified students participate in DEP development at the middle and high school levels via district and building level PLCS, meetings, and transition forms located in the student's cumulative folder.

Planned Sources of Evidence

*	Transition forms to accompany folders.
*	Availability and advertisement of opportunities: social media (X, Facebook, Twitter), districts, and school/district websites, etc.
*	Collaboration with teachers/staff in other specialized areas (EC, ESL, MTSS, etc.) in the form of quarterly/semester meetings with recorded agendas and minutes.

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	AIG Initial Student Eligibility and Placement Record AIG Initial Student Eligibility and Placement Record

Lexington City Schools (291) 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.

District-wide, our AIG Teachers work together in school-level PLCs and district-level alignment meetings to develop curriculum maps, pacing guides, and common units of study. When planning, emphasis is placed on critical thinking, reasoning, problem solving and inquiry.

Using Core and Essential Standards as a basis, AIG teachers use differentiated instructional practices to ensure student growth and learning. Various curriculum modifications are matched to characteristics shared by subgroups of learners that include cognitive ability, prior knowledge, learning style preferences, interests, and learning rates. Differentiation strategies bring about change in content, process, product, assessment, grouping practices, teaching strategies, classroom resources, and pace of learning. Core Standards are the foundation for classroom learning and readily lends itself to being aligned to higher order thinking and problem solving, and compacted, accelerated, and deeper curriculum work along with coaches in each school support teachers in the creation and implementation of high quality lessons in the curriculum and differentiated instructional strategies.

For grades K-5, Collaboration occurs each week with staff members in grade level PLCs. Core Standards are adapted into a three hour literacy block in our elementary schools, and incorporates fiction and non-fiction texts in order to build reading strategies.

District-wide, Project Based Learning activities, virtual reality technology, technology projects are student-driven and encouraged for enrichment, extension, and acceleration of any lesson.

At the secondary level, students have access to more rigorous and specialized coursework:
Honors and Advanced Placement (AP) courses offer higher-level content, which is especially suited for gifted learners.
Project-Based Learning: Complex, real-world problems or projects that require critical thinking and collaboration, encouraging gifted students to apply knowledge in new and innovative ways.

Lexington Middle School, grades 6-8, offers Math 1 in 8th grade for Middle School. Students also have the opportunity to take Math II in 8th grade, along with Spanish.

Lexington Senior High School, grades 9-12, offers two English, two Science, and two Social Studies Advanced Placement (AP)

courses. Additionally, students have the opportunity to take college classes at the Community College and earn college credits while in high school.
Vertical alignment meetings take place between the middle and high school to adjust the standards in each grade level based on the feedback, discussions, and data.

Several of the schools in the district have special curriculum focus (Pickett Elementary, grades 1-5, **Spanish Immersion & STEAM**; Southwest Elementary **Global Academy**, grades 1-5; Charles England Elementary, grades 1-5-**STEAM**; Lexington Middle School, grades 6-8-**STEAM**.

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

Curriculum and Instruction in Lexington City Schools is augmented with inquiry learning, concept-based instruction, curriculum compacting, taxonomies of higher level metacognitive thinking, and Socratic search and Paideia seminars.

Curriculum is reviewed and paced each summer based on the feedback from teachers, the standard course of study, and the seamless flow. While teaching standards, students may use a variety of strategies to learn:

-Choice Boards - opportunity to complete standards-based activities based on the interest of the student.

-Questioning Techniques - higher order questioning is encouraged to help students think deeply about subjects.

-Literature Circles - encouraged during reading to encourage students to talk about their reading to gain a deeper understanding of the text.

-Problem/Project Based Learning Activities - offered to help students think deeper about the standards. PBL's allow students to learn across a variety of subjects in one problem/project.

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

Teachers in Lexington City Schools do a great job of incorporating a variety of resources that enhance student learning and allow for creativity, communication, and critical thinking skills:

-Breakout EDU Challenges - allow students to use critical thinking and collaboration skills while solving problems from multiple content areas.

-PBL Resources - allow students to use critical thinking skills to solve a real-world problem

-Overnight Field Trip Experiences - allow students to explore different areas of the state. While students are on the field trips they have classes to learn about different science/social studies topics. -Wordly Wise Vocabulary - students are introduced to new

vocabulary words they can use in context to become better readers

-Hands on Equations - hands on manipulatives that help students explore algebraic equations and expressions

-Lego Math - hand on manipulatives that help students explore fraction concepts -Virtual Reality headsets - allow for enrichment/extension/acceleration.

-Mastery Connect/Benchmark Assessments

Several of the schools in the district have special curriculum focus (Pickett Elementary-Spanish Immersion; Southwest Elementary Global Academy; Charles England Elementary-STEAM; Lexington Middle School-STEM).

Technology resources provide a gateway for many learning opportunities focusing on 21st century skills. In 2019-2020 Lexington City Schools adopted the Apple Initiative. All teachers are provided with a Macbook Air, iPad and Apple TV for their classroom. All LCS students are 1:1 with iPads.

LCS students in grades K-5 receive social emotional support from school counselors. Students have small group sessions with the counselor including, but not limited to, character, integrity, forgiveness, kindness, having a positive attitude, etc.

Elementary school counselors meet with students in small groups or one-on-one sessions based on their needs. Teachers can make recommendations as needed. Safe calmer corners are also housed in each elementary school.

* **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.

Lexington City Schools offers a variety of programs and events that assist in developing critical thinking skills, communication, collaboration, creativity, and leadership. Students will participate in weekly, forty-five minutes STEM/STEAM sessions. During this time, students are encouraged to think critically, communicate, collaborate, and show their creativity when demonstrating their learning. LCS promotes a range of academic competitions to students; Battle of the Books, Math 24, Geography Bee, Poetry Contest, Coding and Robotics, and art showcases.

Middle and high school teachers work closely with other departments to ensure the integration of core subjects. Lexington Middle also offers Battle of the Books, Spelling Bee, Coding and Robotics opportunities. Honors, AP, and CTE courses are offered to students who wish to develop future ready skills and challenge themselves academically. Additionally, Lexington Senior High School offers arts-based programs, such as dance, chorus, band, drama, etc.

Teachers provide students with access to digital platforms, online databases, and educational tools to support research, collaboration, and learning. Schools incorporate technology into everyday learning. Information is shared through collaborative learning environments where students work in teams. Whether working on projects or engaging in group discussions, students develop important teamwork skills, learn to share ideas and information, and understand the value of diverse perspectives. Teachers encourage students to ask questions, conduct research, and analyze information. This approach promotes critical thinking and the ability to evaluate, interpret, and apply information. By grappling with complex questions or problems, students prepare for situations that require analytical thinking and decision-making.

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

AIG teachers use ongoing assessments and progress monitoring to drive instruction and to facilitate grouping practices for differentiating classroom curriculum. mClass is used at the elementary level along with other assessment tools three times per year. Math assessments are conducted four times each year. Ongoing progress monitoring allows us to measure the growth of each student from the beginning of each year to the end of the school year and for the development of a historical document with individual student data. This information is provided to each school at key transition points for all students. Teachers also use a variety of formative and benchmark assessments to inform instruction (mClass and iReady). Pre and Post-Assessments are used to identify students who need additional enrichment, acceleration or extension activities via flexible grouping and other differentiation strategies.

At the secondary level, ongoing assessments serve as a critical tool to inform flexible grouping practices and instructional strategies. These assessments allow for more personalized, data-driven decision-making, ensuring that each student receives the appropriate support or enrichment. By continuously analyzing student performance, teachers can adjust groupings, instructional methods, and interventions to meet the diverse needs of their students, fostering a more engaging and effective learning environment.

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

Differentiated curriculum and instruction is developed collaboratively in LCS as the primary means for providing academic services to all students. Teachers participate in common planning at all schools. All staff members attend monthly meetings to align curriculum between schools, to plan projects, and to support instructional goals for students. Data teams meet quarterly to discuss student response to curriculum and instruction and to review progress.

Cooperative learning, cluster grouping and interest-based projects are practices that also support the social emotional needs of our AIG students. At the middle school, the social needs of students are used to form flexible groups across the content areas. Problem based learning is used to address the social aspect of working together. At the high school, meeting the social and emotional needs of students is included in the daily activities of the School Counselors and through additional extracurricular activities.

*** Ideas for Strengthening the Standard**

Lexington City Schools is committed to offering professional development training on AIG differentiation throughout the district to assist in appropriate identification of students.

Planned Sources of Evidence

*	DEP's for all grade levels
*	Program guidelines for identification including those for Early Identification and Nurture Programs
*	AIG Folders/Checklist and packets

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	NURTURE Program Placement Record

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Standard 4: Personnel and Professional Development

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

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

Lexington City Schools has licensed **lead** AIG teachers who collaborate with the Curriculum and Instruction Department and the Director of Special Programs.

The Lead AIG teacher(s):

-Oversees the screening, referral, identification, and paperwork process at each school.

-Provides leadership for teachers of AIG students.

-Attends professional development opportunities and redelivers the information gained at the sessions.

-Develops, monitors, and evaluates the local AIG plan.

-Works in classrooms of the gifted students to provide instruction and assistance to the AIG teachers as well as transitional support between grade levels.

* **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.

The Lead AIG Teacher also serves as the AIG-Licensed specialist in the district to:

-Provide leadership for teachers of AIG students.

-Work in classrooms of the gifted students to provide instruction and assistance to the AIG teachers as well as transitional support between grade levels.

Elementary classroom teachers work with the Lead AIG teacher in the district to:

-Use research-based instructional strategies when teaching in the classroom.

-Provide advanced curriculum along with the current grade level standards to students in this classroom.

-Gather together once a quarter to collaborate as they plan projects for students.

Secondary classroom teachers work with the Lead AIG teacher to:

-Use research-based instructional strategies when teaching in the classroom.

-Collaborate with guidance the department to offer advanced content in classes. They meet once a quarter in PLC's to collaborate and vertically align projects for gifted students.

The quality and variety of instructional strategies that positively impact our gifted learners include differentiation that addresses individual learning styles, augmented with inquiry learning, concept based instruction, curriculum compacting, higher level thinking, critical thinking, reasoning, problem solving and inquiry.

Professional Development is offered to teachers. Professional development will be offered throughout the year to provide all teachers with new strategies and best practices they can use in their classroom. With every session, we include enrichment/acceleration opportunities to reach all students.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The following staff are surveyed each year regarding their professional development needs: AIG specialists/elementary and secondary classroom teachers. The data is reviewed by our Central Office director and team (coordinators) to plan our professional development opportunities for the year.

At the beginning of the school year, LCS designated a workday to offer all staff (teachers, administration and specialists) a full day of required professional development called EdFest. On this day, a variety of sessions are offered to teachers. We offer sessions that align with the survey responses that meet the needs of teachers. Presenters are encouraged to add enrichment/acceleration pieces to their presentation. The lead AIG teachers are available to offer support to presenters as needed.

We work to offer the following for each school role represented:

- Classroom teachers-characteristics of gifted learners, social and emotional strategies, advanced content resources
- Administrators-characteristics of gifted learners, social and emotional strategies, gifted vocabulary and documentation

- Counselors-social and emotional strategies
- Special Education teachers-teaching twice exceptional students, advanced content resources, characteristics of gifted learners, social and emotional strategies
- ELL personnel-advanced content resources, characteristics of gifted learners, social and emotional strategies.
- Other specialists-characteristics of gifted learners, social and emotional strategies, advanced content resources

Our goal is to provide more support to teachers who are interested in earning their AIG add-on license.

* **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.

Elementary Schools:

Each year in May, our AIG School Based Committee comes together to determine the students who place in our gifted program. Once the decision has been made, the Principal at each elementary school places additional students in the gifted classrooms. Gifted students are served in regular classroom settings and receive services daily. If gifted students are in regular classrooms, they receive additional rigorous services from the AIG certified teacher.

Secondary Schools:

All middle school students are placed on grade level teams and in clustered classes (i.e. Math 1) according to the identified area of qualification. Lexington City Schools has no AIG licensed teachers at the high school, however there are many trained Advanced Placement teachers at Lexington Senior High School. Lexington Senior High School students also have the opportunity to apply for the NC Governor School. This is a 4-week summer residential program for gifted and talented high school students.

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

Professional development provided in the district comes from a multitude of sources. Attendance at the annual State AIG Conference is followed by PLC meetings during which the information is shared among AIG teachers. Professional development is also provided through our partnership with the Piedmont Triad Education Consortium (PTEC). Site based, district level, and web-based PLCs are also ways of providing relevant, ongoing, job-embedded professional development for building capacity of the AIG staff members and ensuring best practices in gifted education are being aligned with our local program goals.

The lead AIG teacher serves as a curriculum coach helping teachers meet the needs of the gifted learners in their classroom.

Our goal is to collaborate with a neighboring school district to develop and deliver more professional development opportunities for our teachers.

Lexington City Schools and its Human Resource department will:
-provide local professional development and study materials to prepare teachers and other support staff to earn AIG licensure through the appropriate Praxis exam(s).
-work with district leadership to provide financial support for teachers who earn an AIG add-on licensure.

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

AIG teachers are provided with ongoing opportunities to reflect on best practices in gifted education. Classroom walk-throughs, teacher observations, peer observations, and instructional coaching are components of routine practices that also support the implementation of new learning.

The 2024-29 Lexington City Schools strategic plan presents a comprehensive roadmap to driving positive student outcomes and enhancing our district's operational efficiency over the next five years. One of our goals is instructional excellence. One of the strategies for this goal is to develop a targeted professional development plan specifically designed to implement inclusive instructional strategies for staff in order to better support academic achievement for special populations students such as ELL, EC, AIG.

LCS AIG department provides locally developed professional developed that focus on differentiation, effective strategies for rigorous instruction, and talent development as well as other topics by district leadership. The district utilizes research based resources, including those provided by NCDPI such as the Call to Action, Guidebook, and Guidebook 2.0.

* **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.

In Lexington City School's strategic plan under instructional excellence, one of our goals is to develop a targeted professional development plan specifically designed to implement inclusive instructional strategies for staff in order to better support academic achievement for special populations students such as ELL, EC, AIG.

The AIG director and coordinator will align with the district's professional development team(s) to:

-ensure services on district committees when strategic vision, mission, and priorities are being set for AIG needs.

-collaborate with instructional staff during PLCs to integrate best practices for gifted learners and those who demonstrate strong academic promise.

-connect the needs of gifted learners with School Improvement Teams and align professional development activities accordingly.

-use technology to share ideas and grade appropriate resource materials.

During the grade level/content meetings, AIG specialists have the opportunity to work directly with classroom teachers and instructional specialists to plan, implement, and discuss best practices and refine professional learning related to gifted learners. Elementary schools have three day-long grade level planning and data meetings in which the AIG specialists should participate. Middle and high school have weekly content/grade level meetings, and monthly faculty meeting that include AIG/AP teachers.

AIG teachers may also co-teach in regular education classroom with clustered groups of AIG students. This will provide opportunity for exemplar lessons to be shared from professional development sessions. AIG teachers meet regularly to monitor and hone in on the AIG plan. The AIG team will maintain a shared Google Drive to share grade level resources and professional development materials.

*** Ideas for Strengthening the Standard**

-AIG teacher recruitment and/or encouragement for add-on licensure.

-Required quarterly AIG meetings for all AIG staff

Planned Sources of Evidence

*	-Sign in sheets
*	Tuition reimbursement
*	Professional Development opportunities/trainings (agendas)

Documents

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

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Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

Lexington City Schools creates a two-way partnership between parents and guardians to meet the needs of gifted learners via open communication. We encourage parents to share observations, concerns, or insights about their child's learning and discuss it with support personnel at their school. Parent / teacher conferences always provide opportunities for conversations regarding strengths, needs, and strategies to support the AIG student in setting specific goals. Emotional and peer supports are provided to support gifted students and their parents in ensuring their child has a balanced and fulfilling school experience.

Parents are currently involved and well informed regarding student services that meet the needs of AIG students. There is a link on the local website that takes parents to a current copy of the AIG Plan as well as to the criteria for AIG identification. When our district assesses all third grade students, a letter is sent home to parents regarding the test administration dates. A Parent Advisory Council is selected and meetings will take place throughout the year. This council is selected via school/teacher recommendations and/or on a volunteer basis via the AIG Parent Survey. This council is currently in place as the selected parents have volunteered to remain on the committee. This council serves as a liaison for other parents and community members by dispersing and receiving information and feedback. Minutes and surveys are shared among stakeholders to enhance the AIG program.

Teachers who have attended Professional Development sessions share relevant information they received with our parents and then again in our AIG PLC meetings as needed. Our AIG-PAC meets to discuss accomplishments and areas of growth. Minutes and surveys are shared with administration to grow and enhance our ongoing communication with all stakeholders.

Individual schools may also facilitate parent / guardian question and answer sessions related to acceleration, extension and enrichment opportunities available during the school year. For example, we have had Governor School information meeting with parents.

* **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.

Lexington City Schools has numerous partnerships with local businesses and community agencies in both Lexington City and Davidson County. Partnerships with institutions of higher learning include Davidson-Davie County Community College, University of North Carolina at Greensboro, and High Point University. Advanced learning and internship opportunities are available through local business and organizations.

Community agencies in our area who support our students and our programs include Communities in Schools, Delta Sigma Theta, NAACP, Rotary Scholars, Project Potential, and The College Foundation of NC who provides banquets, awards, scholarships, assistance with college applications and financial aid. Our middle school students visit college campuses on a grade level, rotational basis to the following universities: University of North Carolina at Chapel Hill, Fayetteville State University, and Lenoir Rhyne University. Elementary parents and families are involved at high levels in Lexington. Activities to increase parental participation and support for our AIG programs and services include quarterly conferences, curriculum nights, school events, and the AIG Parent Advisory Council.

Lexington City Schools partners with area businesses and institutions of higher education to offer rigorous curricula and opportunities for all students.

LCS will seek to partner with external organizations such as institutions of higher education, Regional Education Service Alliance (RESA), Piedmont-Triad Education Consortium, North Carolina Association for the Gifted and Talented (NGCAT), National Association for Gifted Children (NAGC), and other PSUs to create professional development opportunities for teachers, administrators, and community leaders.

* **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.

Parent Advisory Council is selected and meetings are held on a ongoing basis. This council was selected via school/teacher recommendations. This council is currently in place as the selected parents have volunteered to remain on the committee. This council serves as a liaison for other parents and community members by dispersing and receiving information and feedback. Minutes and surveys are shared among stakeholders to enhance the AIG program. Each Parent Advisory Council meeting begins with the State's definition of giftedness, and a handout listing the six standards for the NC AIG Program is provided. During AIG plan development stages throughout the year, the Parent Advisory Council will offer input and feedback. A survey is developed, mailed (or sent electronically), and placed on the website for feedback from parents.

The Administrative Advisory Team comprised of the Chief Academic Officer (CAO), Director of Special Services; School principals; Accountability and Student Information Director; AIG coordinator; Lead AIG teacher review survey results and collaborate

to enhance the program for students and stakeholders.

Student Advisory Team is reflective of student input gathered via digital surveys. Both multiple choice and short response formats were used to collect feedback in the survey. The results were analyzed to make revisions for the 2025-2029 plan.

School Based Council made up of school level AIG teachers, classroom teachers, instructional facilitators, specialists, ESL staff, and guidance counselors were also surveyed for input on the new AIG plan.

AIG District Level Advisory Team consists of the AIG coordinator and school level AIG teachers who examine and analyze survey results to prepare for and make changes to the upcoming 2025-2029 AIG plan.

The surveys are held at the district office under the supervision of the director.

* **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.

Elementary

Teachers at each school meet with parents and families of AIG students and advanced learners each school year in their individual classrooms for Open House/Orientation. Contact information is shared between the teacher and the families, and ongoing communication between the school and the home is very effective using website announcements (via DOJO and call-outs) and reminders (school-level and district-level). The AIG teachers publish a quarterly newsletter that details the activities, field trips, projects, and lesson topics being covered during each grading period.

Secondary

All middle school students are placed on grade level teams and in clustered classes according to the identified area of qualification. Lexington City Schools has one AIG licensed teacher at the high school although there are many trained Advanced Placement teachers at Lexington Senior High School.

AIG newsletters are sent home with students at the elementary and middle schools. Parents of AIG students who require information in a language other than English are provided a newsletter translated into their native language. Each school records weekly call outs to parents with information regarding extra-curricular and enrichment opportunities for their students. Information provided to Central Office employees by community agencies and institutions of higher learning is transmitted to teachers for dissemination to

families of AIG students and vice versa. The district plan and resources will be accessible via the district website. The plan will also be accessible in various languages.

*** Ideas for Strengthening the Standard**

-Continue to send parent/student surveys

-Brochures/flyers at each school for parents

-Hold AIG parent roundtable/advisory meetings

-Plan accessible on School/district level websites

Planned Sources of Evidence

*	Sign in sheets/ Call-outs
*	Distribution of brochures
*	Parent/student survey samples

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	Classroom Teacher-AIG Specialist Survey 2024-2025 Elementary Student (AIG) Program Survey Secondary Student (AIG) Program Survey 2024-2025 AIG Program Parent Survey 2024-2025

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Standard 6: Program Accountability

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

* **Practice A**

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

The AIG Plan for Lexington City Schools is revised and updated according to NC AIG Program Standards with the involvement of all stakeholder groups. The AIG Plan is approved by the LCS Board of Education and sent to DPI for comments. Comments are considered and are used to inform amendments, revisions, and updates to the Plan.

Multiple sources of data are used to review and revise the AIG program and plan. District and school level teams review data sources including, but not limited to, EVAAS, Benchmarks, EOG/EOC and content area assessment tools. Information is gathered from the data to determine individual student growth and achievement. Feedback from stakeholders regarding identification and placement is solicited on an annual basis. Historical data sheets on each student are shared with teachers at key transition points for programming and service provision. The program coordinator collaborates with lead AIG teachers, administrators, and district personnel to reflect, analyze, and revise the AIG plan. Key information, including but not limited to, is reviewed: parent surveys, testing data (CogAT, EOGs, EOCs, school-based portfolios, etc.), community partnerships, and instructional practices.

* **Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The plan is evaluated formatively and summatively by the Director of Special Programs and CAO. The implementation of the local AIG program and plan are monitored by the Lead AIG Teacher in conjunction with the Director of Special Programs and the Assistant Superintendent through quarterly AIG department meetings and quarterly AIG PAC meetings. The program and plan are also monitored and reviewed in monthly updates with school administrators. Placement decisions for students, transition meetings between sending and receiving staff members, annual conference attendance and quarterly committee meetings with parents also ensure that the AIG program is implemented according to state policies and current legislation. Principals conduct classroom walk throughs and observations in order to document the instructional effectiveness of classroom teachers.

* **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.

All allotted funds are used for the local AIG program according to state policy. The Director of Special Programs works with the Director of Finance to create an AIG budget. The Director of Finance monitors the expenditures to ensure funds are being spent correctly. Funds are used to pay the salaries of AIG certified teachers and to provide resources for the program as available. Disaggregated AIG data is a powerful tool for fostering equity and excellence. It not only brings attention to systemic issues and disparities, but also helps drive informed, targeted actions to improve policies, practices, and outcomes for all gifted students, ensuring that the program truly serves its entire student body.

* **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.

Student growth, achievement, and drop out data are analyzed at both the school and Central Office levels using the data from EOG, EOC, SAT, AP, ACT and PreACT. The data is analyzed to help guide classroom instruction of our gifted students. Growth, achievement, and drop out data are disaggregated by the Central Office Administrative Staff Team in collaboration with School Leadership teams to determine areas of need and strategic support for students. The data is presented each quarter to our Local School Board. The board meetings are streamed live so the community can see the data as well. The data is analyzed and used to guide student supports, evaluate program effectiveness, and strengthen the AIG program and services. These practices are in place to ensure transparency, inform mindsets, and policies for equity and excellence. Disaggregated AIG data is a powerful tool for fostering equity and excellence. It not only brings attention to systemic issues and disparities, but also helps drive informed, targeted actions to improve policies, practices, and outcomes for all gifted students, ensuring that the program truly serves its entire student body.

* **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.

Lexington City Schools has 2,805 students. We have 261 students in our AIG Program which represents 8 percent of our population. These are the numbers as of April 2025.

Lexington City Schools ensures that all under-represented populations are represented and retained in the local AIG program. Our broad sweep of students utilizes data gathered through the non-verbal, verbal and quantitative ability test, the CogAT in third grade. Additional Pathways are available to identify and ensure the representation, under-represented populations to be formally identified as AIG students.

Following the CogAT assessment, the lead AIG teachers and program coordinator will collaborate with school and district team to identify qualifying students. The school teams will remain in place to review other qualifying documents. Combined data will determine student placement and services. Additionally our ESL / EC teachers at each school will take an active role in the SBC-AIG team for AIG identification and retention to ensure that language and other identifications do not interfere or prohibit placement that should occur.

When we identify students, out pathway 3 criteria allow for under representative populations to be considered gifted and possibly qualify. Students do not have to have a Aptitude or Ability score in order to qualify for gifted services in this pathway. Pathway 3 (Must meet 4 of 6 criteria):
___Standardized Aptitude Score 75th percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders).
___Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 80th percentile or higher (includes NC End-of-Grade and End-of-Course Tests).
___Research-based, norm-referenced Gifted Rating Scales/Checklists.
___Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math.
___Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers.
___Teacher Observation/ Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests.

* **Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

The Human Resources and Finance / Payroll Departments in Lexington City Schools keep accurate and updated records of teacher certification and teaching assignments. AIG Funding is also used to recruit current teachers for AIG Licensure by providing reimbursement for coursework needed to obtain the licensure. The district supports the focused practice of the AIG Coordinator and school principals of increasing the number of AIG certified teachers in the district who serve our students by actively recruiting qualified candidates within the district and the surrounding areas.

* **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.

Parents and students are provided opportunities throughout the school year to provide feedback regarding the implementation and effectiveness of the local AIG program. Feedback will be gathered by using interactive surveys, written suggestions / comments, asking specific questions, and then following up on the feedback received. These opportunities include Open House/orientation meetings for all AIG Parents and Students at each school at the beginning of the year, monthly staff meetings for members of each school, department meetings with AIG Teachers, and Parent Advisory Committee meetings. Annual meetings are held with School Principals to discuss strengths and areas of improvement for our AIG programming and services.

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

The AIG Plan for LCS is available to the public and is posted on the district's web site. Data that is gathered in response to parent, staff and student surveys, and from evaluation of the AIG program, is shared with parents and other stakeholders at our Parent Advisory Committee meetings and yearly at our School Board Meetings. Our school board meetings are live-streamed and archived in a database, so the material shared can be accessed at any point.

* **Practice I**

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

The AIG plan is written and then approved by the local school board and DPI. Students who are identified as AIG are always identified as AIG. Exits from AIG do not occur. Parents may request that their student not be provided AIG services or included in AIG classrooms, but the identification remains with the student. LCS offers an array of service options to support struggling gifted students. The district has procedures in place for informed consent, transfer students from other LEAs, procedures for resolving disagreement with identification or services, and due process procedures for parental notification.

Parent notification letters are sent home in English and Spanish with third grade students before the mass screening of the CogAT. Informed consent for assessment occurs when students are tested outside of the screener window in a grade level other than third grade. Copies are kept in the student's AIG file. Reassessment occurs for students recommended by the lead AIG teacher or as parent/teacher request. This will be offered during the annual testing window (February - March) in grades 5, 6, 7, & 8. This can include but is not limited to students that do not have an aptitude score on file. Student aptitude test scores are valid for two years after the date of testing. Retesting will occur outside of the two year window. An individual permission to test is collected by parents or guardians for students that are recommended for reassessment. Copies are kept in the student’s AIG file.

Once eligibility has been determined, consent for identification and initial placement occur during initial AIG identification with a permission to receive AIG services from parents/guardians. The consent letter will be in English and Spanish. Copies are kept in the student’s AIG file. Transfer students from other North Carolina districts with current AIG services will maintain those services for the duration. Eligibility may be verified by PowerSchool, Infinite Campus or other official AIG documentation. Lexington City School's individual student eligibility and placement record will be completed and added to the student's AIG file. Lexington City School's parental consent form and DEP or IEP will be completed and added to the student's AIG file.

Eligibility of transfer students from other states will be verified with documentation from the transferring school district. New parent consent for identification with permission from parents / guardians to receive AIG services will be provided in both English and Spanish.

The AIG plan for LCS is available to the public an dis posted on the district's website. Data that is gathered in response to parent, staff and student surveys, and from evaluation of the AIG program, is shared with parents and other stakeholders at our quarterly Parent Advisory Committee meetings and yearly at our School Board Meetings. Our school board meetings are live-streamed and archived in a database, so the material shared can be accessed at any point.

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

Process	Procedure
Informed consent for identification	* Through school recordings and school websites, parents are notified that their child will participate in a screener for eligibility into the AIG program.
Informed consent for placement	* Once eligibility has been determined, a "Parent/Guardian Consent for Initial Place in the AIG Program" is sent home to the parent. The parent then responds to the consent on that same form.
Transfer procedures	* PROCEDURES FOR TRANSFER STUDENT PLACEMENT 1. The Guidance Counselor informs the chairperson of the SBC-AIG that an identified AIG student has enrolled. 2. The Guidance Counselor requests records from previous school. A student who has paperwork indicating a similar placement in another school system or has transcripts that show accelerated course placement will be temporarily placed in the corresponding class level in LCS while the AIG SBC reviews paperwork and determines eligibility under LCS guidelines. 3. Upon receipt of records, the AIG-SBC reviews the records and determines identification and appropriate services. 4. The Individual Student Eligibility and Placement Record is completed and added to the student record. 5. Parental consent for identification and recommended services on the Differentiated Education Plan (DEP) or Individual Differentiated Plan (IDEP) is obtained.
Reassessment procedures	* Parents/families may seek outside, independent evaluations from a licensed psychologist and submit the results to the child's school counselor for review by the school's AIG Program Team. The parent should notify the program coordinator of their intentions to seek reassessing.
Procedures to resolve disagreement	* PROCEDURES TO RESOLVE DISAGREEMENT WITH THE AIG IDENTIFICATION OR AIG PROGRAM SERVICES Parents or guardians may request a review of Academically and/or Intellectually Gifted (AIG) services if they feel that: (a) Lexington City Schools improperly failed to identify their child as an AIG, AG, or IG student, or (b) The plan for the AIG Program has not been implemented appropriately in regard to their child. The LCS Grievance Procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, placement, and/ or provision of educational services and programs to students. A parent or guardian disagreeing with the decisions reached by school personnel should first seek an informal

parent or guardian disagreeing with the decisions reached by school personnel should first seek an informal resolution of the disagreement by going through the administrative chain of command, which occurs in this order: classroom teacher, principal, Director of Special Programs, Assistant Superintendent for Elementary or Secondary Education, and Superintendent. All parties are encouraged to reach a resolution at the school level or administrative level. If a resolution is not reached at the administrative level, parents may appeal the school district's decision by requesting an impartial hearing with an Administrative Law Judge through the Office of Administrative Hearings. The parent or guardian may also have the right, under certain circumstances, to file a complaint with the Office for Civil Rights or file suit in the federal court system.

A) INFORMAL RESOLUTION AT THE ADMINISTRATIVE LEVEL

STEP 1 – Conference with the Director of Special Programs

A parent or guardian wishing to invoke the appeals process for his/ her child shall make a written request for a conference to discuss the grievance and seek resolution within 30 days following the acts or omissions giving rise to the grievance. The written request shall be directed to the principal and Director of Special Programs, 1010 Fair Street, Lexington, NC 27292 within 30 days following the acts or omissions giving rise to the grievance. In addition,

A) The written request shall fully describe the grievance.

B) The Director of Special Programs shall grant the conference within 10 school days following receipt of the request.

C) The Director of Special Programs will conduct an investigation of all allegations and will review the procedures and decisions of the school's AIG school-based committee, personnel, and principal, if applicable. A written response shall be made to the parent or guardian and principal from the Director of Special Programs within 20 school days of the conference unless further investigation is necessary or the conference necessitates that more time be taken to respond.

D) Only the parent, guardian, or someone acting in loco parentis will be permitted to attend or represent the student at the conference with the Director of Special Programs.

STEP 2 – APPEAL TO THE Chief Academic Officer and/or SUPERINTENDENT

If the grievance is not resolved pursuant to the conference with the Director of Special Programs, the parent may appeal the decision to the Lexington City Schools Superintendent. The request must be made in writing to the Superintendent within 20 days of receiving the Director of Special Program's decision. The superintendent will review the request and supporting documents and schedule and hold a conference with the grievant, principal, and any other individuals the superintendent determines to be appropriate within 10 school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. If the student or his/her parent wish to bring an attorney to the

conference, advance notice must be given to the Superintendent so that a Board attorney may attend the conference and/or the school official whose decision has been called into question may have legal counsel present at the conference. The superintendent shall provide a written response within 20 school days of the conference unless further investigation is necessary or the conference necessitates that more time be taken to respond. In responding, the superintendent may not disclose information about other students or employees that by law is considered confidential.

STEP 3 – APPEAL TO THE BOARD OF EDUCATION

If the grievance is not resolved at the Superintendent level, the parent may appeal by requesting a hearing before the Board of Education. The request must be made in writing to the Board of Education, 1010 Fair Street, Lexington, NC 27292 within 10 days of receiving of the Superintendent's decision.

a. Mandatory Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within 10 days of receiving the superintendent's response.

2) The Board of Education may designate hearing panels composed of not less than 2 members of the board to hear and act upon such appeals in the name of and on behalf of the Board of Education. The hearing will be conducted pursuant to LCS Board Policy 1.11 Hearings Before the Board.

3) The board will provide a final written decision within 10 school days of hearing the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

4) Only the parent, guardian, or someone acting in loco parentis will be permitted to attend or represent the student at the conference with the Director of Special Programs.

STEP 4 – State Level Grievance Procedure
A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or (ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the

administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*** Ideas for Strengthening the Standard**

-Share survey results with all stakeholders

-Share newsletters on website

Planned Sources of Evidence

*	Survey collection
*	Newsletters on individual school webpages
*	Live-streamed board meetings with archived minutes and data
*	2022-2025 AIG Plan
*	AIG district datebase/Powerschool

Documents

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

Local Board of Education Approval

Lexington City Schools (291) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/06/2025

AIG Related Documents

Lexington City Schools (291) 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	LCS Board of Education Approval Signatures

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Parent/Caretaker Consent for Initial Placement in the AIG Program
AIG Standard 2 Additional Resources	N/A	AIG Initial Student Eligibility and Placement Record AIG Initial Student Eligibility and Placement Record
AIG Standard 3 Additional Resources	N/A	NURTURE Program Placement Record
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	Classroom Teacher-AIG Specialist Survey 2024-2025 Elementary Student (AIG) Program Survey Secondary Student (AIG) Program Survey 2024-2025 AIG Program Parent Survey 2024-2025
AIG Standard 6 Additional Resources	N/A	

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Phrase	Definition