

McDowell County Schools (590) 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)

Our Mission and Vision Statements

Vision

INSPIRING SUCCESS:

Future-Focused, Student-Centered, Mission-Driven

Mission Statement

The mission of McDowell County Schools is to deliver excellence in education where students are engaged in collaboration, communication, and innovation so that they graduate ready to achieve success and positively shape the future.

The McDowell County School System embraces the following as its core values and beliefs. Through all district operations and activities, it will . . .

- Stress the importance of students by making data-driven decisions that
- establish high expectations for all;

- create conditions enabling them to learn; and
- serve their academic, social, emotional, physical, and cultural needs.
- Cultivate meaningful relationships.
- Ensure schools are safe, nurturing places where everyone engages in learning with curiosity and excitement.
- Emphasize the importance of daily attendance by all.
- Create a culture of achievement for students and adults to –
- develop both individual and collective talents,
- maximize and fulfill their potential, and
- prepare for future success.
- Establish a collaborative culture resulting from –
- great customer service,
- respect and compassion for individual and cultural differences,
- access for ALL, and
- a strong work ethic.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 332,782.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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.

McDowell County Schools provides opportunities for every student K-12 to show their strengths and talents through our universal screening efforts. Screening Processes will be initiated by Advanced Learning and Talent Development Specialists (ALTDS) and will start with a Data Sweep. Data Sweeps will be conducted after each testing event throughout the school year, and students scoring 88% or higher will be targeted. ALTDS will gather testing data from assessments including, but not limited to:

- K-2 Literacy Assessments: Universal Screeners, Benchmarks, and Progress Monitoring (DIBELS 8)
- Computer adaptive assessments
- BOG3
- EOGs
- EOCs
- CogAT
- PreACT
- ACT


Advanced Learning and Talent Development Specialists perform data sweeps at the beginning, middle, and end of the year to determine who should be referred for identification.

In addition to the data sweeps, students may be referred to the AIG program by:

- Self referral
- Parent referral
- Teacher referral
- Administrator referral

Each student meeting the screening requirements will be added to a grade band specific Master Screening and Referral Spreadsheet for the academic year.

<p>Once data is collected, the referral process will be initiated for any K-12 student when Achievement or Aptitude criteria (described in practice 1b) for the Placement Pathways have been met. Any student referred by self, parent, teacher, or administrator will be treated directly as a referral.</p> <p>Individual student data will be collected on the Summary of Student Eligibility and Options Record sheet. ALTDS will update the shared Master Screening and Referral spreadsheet to indicate students moving from screening to referral status.</p> <p>To follow through on referral, a School Site Decision Form will be completed at the school level for referral to the program or for more data to be collected based on the evidence presented on the Summary of Student Eligibility and Options Record sheet. School Principals, ALTDS, classroom teachers, and School Counselors will serve on the school level Review Team to review and determine if the student has advanced learning needs beyond what is provided by the regular educational program. The School Site Decision Form will be signed by the Review Team.</p> <p>If the Review Team decides that a student does not need advanced learning services, his/her teachers are notified that they are now a part of our talent development focus groups for that academic year.</p> <p>If the Review Team decides that a student does need advanced learning services, parents/guardians will be contacted to initiate a Placement Meeting.</p> <p>Parents/guardians will sign and date the School Site Decision Form if the Review Team suggests identification of Academic Reading (AR), Academic Math (AM), Academically Gifted for both Reading and Math (AG), or Academically and Intellectually Gifted (AIG).</p> <p>The shared Master Screening and Referral Sheet will be updated for each student, and students who qualify for identification will be added to the local AIG Headcount roster.</p>	<p>* 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.</p> <p>McDowell County Schools' process to track data for AIG identification includes multiple criteria for evidence of giftedness. Criteria include a variety of assessment tools with a focus on student strengths through both quantitative and qualitative evidence.</p> <p>Any K-12 student may be eligible for advanced learning services through 3 pathways in McDowell County Schools.</p> <p>Pathway 1:</p> <p>Students may qualify for advanced learning services in reading or mathematics or both reading and mathematics by attaining:</p> <ul style="list-style-type: none"> ▪ 93% or higher on two consecutive reading achievement tests including the ACT, preACT, EOC, EOG, or 90% or higher on IOWA Basic to be considered for placement AR. <p>or</p> <ul style="list-style-type: none"> ▪ 93% or higher on two consecutive math achievement tests including the ACT, preACT, EOC, EOG, or 90% or higher on IOWA Basic to be considered for placement AM. <p>or</p>
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<ul style="list-style-type: none"> ▪ 93% or higher on two consecutive reading and math achievement tests including the ACT, preACT, EOC, EOG, or 90% or higher on IOWA Basic to be considered for placement AG. <p>Pathway 2:</p> <p>Students may qualify for advanced learning services in reading and mathematics by attaining:</p> <p>93% or higher on state achievement in both Math AND Reading or 90% or higher on IOWA Basic along with 90% or higher composite Aptitude Score will be considered for placement as AIG.</p> <p>State achievement tests may include: ACT, preACT, EOC, or EOG.</p> <p>Aptitude tests may include: Cognitive Abilities Test (CogAT) or any full-scale psychological testing administered by a licensed psychologist (ie: WISC, WJ, or SB5).</p> <p>Pathway 3:</p> <p>McDowell County Schools will honor placements from other North Carolina Public School systems. If a student qualifies for advanced learning services in a different county, McDowell County Schools will honor that placement and determine services based on need for the student.</p> <p>Advanced Learning and Talent Development Specialists will partner with EC and ML teachers, MTSS teams and other support staff as needed to provide equity in identification practices.</p>	<div>  Click here to remove the table and use only the narrative field. </div>
<p>* Practice C</p> <p>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.</p> <p>MCS and the ALTDS team will maintain attention to diversity through annual data analysis comparing MCS subgroup percentages to AIG subgroup percentages.</p> <p>In using this data, MCS currently recognizes that the ML:Hispanic population is underrepresented in our advanced learning services throughout our district and our schools.</p> <p>In response to this data, the ALTDS team disseminates information to our educators on how gifted characteristics may present differently in our ML:Hispanic population. Additionally, screening for advanced students throughout middle school and high school has increased our identified Hispanic numbers. This intentional screening provides multiple entry points for identification. MCS recognizes that increased language acquisition and academic exposure in grades 6-12 helps lead to representation in district AIG demographic data.</p>	<div> <div>Page 5 of 46</div> <div>5/23/2025 4:17:07 PM</div> </div>

Director of Advanced Learning and Differentiation also oversees Title III and will provide ML Strategies and Supports in collaboration with ML teachers.

Additionally, ALTDS intentionally focuses on other underrepresented student populations by working in collaboration with:

EC staff:

Will work to identify students who are receiving EC services but are potentially gifted through data monitoring and conferencing with EC specialists.

McKinney-Vento Director:

Will work to identify transient children, homeless children, homebound children and/or those in foster care who arrive outside the time of the systemic screening through the recommendation of counselors and/or social workers as well as classroom teachers for screening and referrals.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	6.92%	---	11.23%
Male	---	---	6.08%	---	7.10%	---	11.16%
Total	---	7.64%	5.28%	---	7.02%	---	11.19%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

The ALTDS team is each responsible for a grade level band of students, their screening, referral, and identification. The ATLDS team is in consistent contact with schools within their grade band throughout this process.

ALTDS have established the district's guidelines for screening, referral, and identification procedures. Consistent monitoring of these procedures will be done throughout the year by the use of shared Google Sheets that document the following:

- Individual Screening Pool Lists/Data Sweep
- Master List of Screening and Referrals along with Non-placed List of Evaluated Students
- Master List of Identified Students with demographic data
- Student Transfer Master List

<p>Additionally, the ATLDS team collaborates within their office to ensure consistency of implementation of processes throughout the LEA.</p> <p>ALTDS will internally audit the district's AIG records bi-annually with the DPL-required headcount process.</p>	
<p>* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.</p>	<p>MCS/ALTD Specialists will articulate and disseminate procedures to:</p> <p>School and District Personnel through:</p> <p>School Staff meetings: ALTDS share the procedures for identification, screening, referral, and identification processes for all staff members at each school during the first semester of each year.</p> <p>BT Training: During the beginning of year PLCs, beginning teachers will receive an overview of basic characteristics of giftedness, the MCS AIG Plan, Differentiated Education Plans, advanced learning Tiered Services Information, and the Flow Chart for Referrals and Placements.</p> <p>Teacher Advanced Learning Newsletter: Newsletters created and curated by ALTDS specific to grade bands and distributed via email to all schools.</p> <p>School Counselors: Social Emotional Needs of the Gifted (SENG) newsletters (SENGvines) will be shared via email with school counselors throughout our district.</p> <p>Parents and Guardians through:</p> <p>Parent/Guardian Meetings:</p> <p>1) ALTDS will share the procedures for identification, screening and referral with each school and the district by means of a recorded informational video with infographics. This will be made available on the district website. Each school can elect to disseminate information with a parent connect system, classroom communication system, or their learning management system in the observer portal. The video will be translated to Spanish for the Hispanic community. A translator will be available for face to face meetings, phone calls, and the translation of print materials.</p> <p>2)ALTDS will share information with newly-identified students and their parents at the student's initial placement meeting. The meeting will consist of the signing of the School Site Decision Form and the development of the DEP (Differentiated Education Plan) with input from classroom teachers, parents, and ALTDS. DEPs will be updated and reviewed annually.</p> <p>Parent Advanced Learning Newsletter: Newsletters created and curated by ALTDS specific to grade bands and distributed via email to all AIG parents/guardians.</p> <p>Students through:</p> <p>Secondary Students Advanced Learning Newsletter: Newsletters created and curated by ALTDS specific to grade bands and distributed via email to all identified AIG students.</p> <p>Community through:</p>

<p>MCS Advanced Learning website: Our district website will be maintained with current information concerning screening, referral, and placement procedures along with grade band specific advanced learning service options and current opportunities.</p> <p>Advanced Learning Brochure: An advanced learning brochure has been developed for use system-wide and will also be shared with each student and their parent/guardian at the initial placement and DEP meetings.</p> <p>The Language of the Family/Guardian:</p> <p>An interpreter will be utilized as needed for face to face meetings, parent/guardian phone calls, and parent letters and other print information will be available in the language of the family/guardian.</p>	<p>* Practice F</p> <p>Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.</p> <p>Once the AIG review team signs the school-site decision form for placement or an added identification area, parents and guardians of newly-identified students will have a placement meeting with an ALTDS to explain evidence of placement, identification labels, and advanced learning services. The school site decision form will also be signed by the parent/guardian at this meeting, and this signed date will begin advanced learning services for the student. New identification or updated identification for students will be indicated within Infinite Campus and a Record of Special Services Form will be placed in the student's cumulative folder.</p>	<p>* Practice G</p> <p>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.</p>	<p>ALTDS will:</p> <p>A yearly DEP is developed with input from an ALTDS Specialist, classroom teachers, and parent / guardians for each identified AIG student that clearly outlines the services a student receives within MCS grades K-13.</p> <p>DEPs will include the student identification area; student strengths and needs related to durable skills; learning environment options; content modification options; special programming options; and signatures from an ALTDS Specialist , parent/guardians, and a classroom teacher or school representative.</p> <p>Advanced learning services offered to students on the DEP will be student-centered and based on: the student's recent achievement and classroom performance; the student's educational and post-secondary plans; the student's interest and readiness; anecdotal data from parents, teachers, and an ALTDS Specialist; and the student's response to previous advanced learning services.</p> <p>ALTDS Specialists will invite parents/guardians to collaborate on DEP and advanced learning service options at placement meetings, DEP annual review meetings, and AIG parent nights. Additionally, secondary ALTDS Specialists have open conversations with parents and students during coursework registration periods and school-choice options meetings. These conversations often lead to and/or determine advanced learning service options.</p>	
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*** Ideas for Strengthening the Standard**

- Offer a Grade Level 6 Universal Screener – Naglieri.
- Be a part of Beginning Teacher meetings throughout the school year concerning advanced learning topics.

Planned Sources of Evidence

* Eligibility Document	
* DEP Documents for Elementary, Middle, and High School	
* Flow Chart of Referral and Identification Processes	

Documents

Document Template

N/A

Document/Link

 [Standard 1 Stakeholder Feedback](#)

Type

AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community	
<p>McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</p>	<p>Standard 2: Comprehensive Programming within a Total School Community</p> <p><i>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.</i></p> <p>* 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.</p> <p>Advanced Learning Students K-13 will receive supportive academic and intellectual services inside the general education classroom provided by the classroom teacher in order to address individual student needs.</p> <p>Additionally, students who are identified will receive a tiered level of academic and learning environment support based on their individual advanced learning needs.</p> <p>For K-5 students,</p> <p>Tier I level of services can include but is not limited to in-class flexible grouping, tiered assignments, and curriculum support with access to advanced classroom enrichment.</p> <p>Tier II level of services can include but is not limited to subject grouping, cluster grouping, problem-based learning, and subject-aligned programming.</p> <p>Tier III level of services can include but are not limited to grade acceleration, subject acceleration, curriculum compacting, and passion projects.</p> <p>All tiers for K-5 include access to special programming including academic advising and durable skills support, summer programs, enrichment clubs, field trips, and extracurricular activities.</p> <p>ALTDS will provide elementary curriculum support through meetings with teachers, principals, and counselors where stakeholders will identify students' academic and durable skills needs as well as any teacher needs to provide differentiated lessons, enrichment, and strategies.</p> <p>Elementary curriculum direct and indirect support can be offered in the following ways based on individual student needs:</p> <ul style="list-style-type: none"> ▪ ALTDS Push In to regular classroom setting ▪ ALTDS Pull Out from regular classroom setting ▪ ALTDS 1:1 Consultative Support ▪ ALTDS Teacher Support through PLC meetings ▪ ATLDS Curriculum Support through Google Classroom

- ALTDS Provision of Information concerning Extracurricular Activities, including Educational Opportunities for students

Elementary students will receive tiered levels of curriculum support based on the evidence used for placement. ALTDS Curriculum support will be offered in:

- Literacy (AR / AG / AIG/ IG)
- Math (AM / AG / AIG/ IG)

For 6-8 students,

Tier I level of services can include but is not limited to in-class flexible grouping, tiered assignments, and interest-based electives.

Tier III level of services can include but are not limited to grade acceleration, subject acceleration, curriculum compacting, and credit by demonstrated mastery.

All tiers for 6-8 students include access to special programming including academic advising and durable skills support, summer programs, enrichment clubs, field trips, and extracurricular activities.

ALTDS will provide middle school curriculum support through meetings with teachers, principals, and counselors where stakeholders will identify students' academic and durable skills needs as well as any teacher needs to provide differentiated lessons, enrichment, and strategies.

Middle school curriculum direct and indirect support can be offered in the following ways based on individual student needs:

- ALTDS Push In to regular classroom setting
- ALTDS Pull Out from regular classroom setting
- ALTDS 1:1 Consultative Support
- ALTDS Teacher Support through PLC meetings
- ATLDS Curriculum Support
- ALTDS Provision of Information concerning Extracurricular Activities, including Educational and Service-Learning Opportunities for students

Middle school students will receive tiered levels of curriculum support based on the evidence used for placement. ALTDS Curriculum support will be offered in:

- Literacy (AR / AG / AIG/ IG)
- Math (AM / AG / AIG/ IG)

For 9-13 students, Tier I level of services can include but is not limited to in-class flexible grouping, tiered assignments, and interest-based electives. Tier II level of services can include but is not limited to advanced coursework, cluster grouping, NCVPS course options, independent study, problem based learning, and passion project content options.

Tier II level of services can include but is not limited to Honors coursework, participation in cooperative innovative high school, and NCVPS course options, along with independent study and problem-based learning content options.

Tier III level of services can include but are not limited to Dual Enrollment, AP Coursework, NCSSM online coursework, internships, credit by demonstrated mastery, and curriculum compacting.

All tiers for 9-13 students include access to special programming including academic advising and durable skills support, summer programs, agent of change projects, enrichment clubs, field trips, and extracurricular activities.

ALTDS will provide high school curriculum support through meetings with teachers, principals, and counselors where stakeholders will identify students' academic and durable skills needs as well as any teacher needs to provide differentiated lessons, enrichment, and strategies.

Secondary curriculum direct and indirect support can be offered in the following ways based on individual student needs:

- ALTDS Push In to regular classroom setting
- ALTDS 1:1 Consultative Support
- ALTDS 1:1 Advisement and Advocacy Support
 - Course Registration
 - College Planning
 - Career Planning
 - Durable Skills Support
- ALTDS Curriculum Support through PLC and district meetings
 - Advocating for Honors, AP, and CCP course offerings
 - Vertical Alignment
 - Acceleration Advisement
- ALTDS Provision of Information concerning Extracurricular Activities, including Educational and Service-Learning Opportunities for students

Secondary students will be encouraged to enroll in Honors or Advanced classes, AP, and / or CCP courses that match their area of giftedness.

- Adv or Honors ELA /English (AR / AG / AIG)
- Adv or Honors Math (AM / AG / AIG)
- Interest-Based Choice for Adv or Honors coursework (IG)

ALTDS will directly and indirectly support advanced learning programming to our schools by providing the following services to teachers, counselors, and educational support staff that includes but is not limited to:

- Professional Development
- Data Tracking

<ul style="list-style-type: none"> ▪ Coaching / Consulting ▪ Resource Development and Support ▪ Acceleration Advisement and Support 	<div> <div> <div></div> <div>Click here to remove the table and use only the narrative field.</div> </div> </div>
<p>* 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.</p> <p>ALTDS will meet with K-13 students multiple times throughout the semester to check-in on academic progress; additionally, ALTDS will focus on helping all MCS advanced learners develop durability skills, paying specific attention to adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p> <p>ALTDS will maintain contact and partner with parents, classroom teachers, and student support services at each school through various meetings throughout the year including PLCs, DEP meetings, Parent/Teacher Conferences and Student-Led Conferences.</p> <p>Within this stakeholder group, ALTDS, parents, teachers, student support services, evaluate student-centered strengths and needs in the following areas:</p> <ul style="list-style-type: none"> ▪ Student Achievement ▪ Consistent Attendance ▪ Growth with Durable Skills ▪ Growth toward Educational Goals and/or Post-Secondary Goals 	<div> <div> <div></div> <div>Click here to remove the table and use only the narrative field.</div> </div> </div>
<p>* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p> <p>Every three years and as needed, ALTDS, along with district stakeholders, create and modify the District AIG Plan in order to connect MCS's AIG program and services with the district's priorities and resources.</p> <p>MCS's priority with the AIG program is to provide rigorous educational opportunities K-13. Practices inside of our district will align with the following goals:</p> <ul style="list-style-type: none"> ▪ Providing clear and consistent communication between students, parents, educators, and the community. 	

<ul style="list-style-type: none"> ▪ Sharing personalized resources through curriculum, opportunities, and PD that prioritizes the needs of advanced learning students. ▪ Offering support through advocating and advising of advanced learning students throughout their K-13 experience. <p>At the same time, District evaluation of data through student growth and proficiency helps ensure that the academic needs of advanced learners are addressed K-13.</p>	<p>* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</p> <p>At the elementary school level, with teacher and principal input using anecdotal data, students are intentionally placed in classrooms with teachers that will best meet their needs.</p> <p>In elementary and middle school, teachers use WIN Time to facilitate intentional, flexible groups of students for enrichment purposes. Teachers use a variety of data to assess student mastery of standards and to move students within these groups.</p> <p>At the middle school level, students are given the ability to self-select Advanced courses. At the high school level, students are given the ability to self-select Honors, AP, or CCP courses. ALTDS along with school counselors will ensure parents and students are made aware of these opportunities at each secondary grade level.</p>
	<p>* 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.</p> <p>The ALTDS team will create an AIG Overview presentation that explains MCS's AIG program and services. ALTDS will share this presentation yearly with administrators at the beginning of the year's Elementary and Secondary Principals' meetings. ATLDS will also meet and share this presentation with each school staff at the beginning of each school year and address any teacher questions or concerns. In addition, this AIG Overview presentation will be posted on the MCS county AIG website and will be shared through our grade-level specific advanced learning teacher newsletters and district cabinet notes.</p> <p>At the end of each school year, ALTDS will create and share with district leaders a District Advanced Learning Snapshot which disaggregates advanced learning demographics, AIG referrals, identifications, attendance trends, and AIG Certified teacher data. ALTDS will meet with district leaders to discuss District and School Specific Snapshots for the intentional use of reflection concerning advanced learning services as well as district goal setting.</p> <p>Additionally, ALTDS will create a School Specific Advanced Learning Snapshot for each school which disaggregates advanced learning demographics, AIG referrals, identifications, attendance trends, and AIG Certified teacher data. Mid-Year Data Glimpses will also be provided throughout the year with advanced learning student performance data. ALTDS will meet with school principals at the beginning and end of the school year to discuss District and School Specific Snapshots for the intentional use of planning and reflection concerning advanced learning services as well as goal setting and grouping practices.</p>
	<p>* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>

ALTDS will be responsible for the following concerning AIG students and their continuation of K-13 services:

- Create and share school specific AIG Master List with each school's principal
- Create and share DEPs with teachers each school year, and as students are identified
- Utilize a data platform to provide detailed information about AIG identification area and ALTDS check-in meetings.
- During DEP development each school year, ALTDS informs classroom teachers of known student advanced learning academic and durable skill strengths and needs.

ALTDS will also provide extra support to students during key transition time periods, such as:

- Transition between 5th and 6th grade by helping communicate academic options for Middle School placement
- Transition between 8th and 9th grade by helping communicate academic options for High School placement

Transition support may include the following stakeholders: parents, ALTDS, EC Specialists, principals, students, teachers, counselors, or other support staff as needed. Additionally, MCS supports these transitions through school visits, High School Options Meeting, Open House Nights, registration guidance for students and parents, and Summer Bridge Programs.

*** 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.

ACCELERATION

MCS recognizes that acceleration can be offered through curriculum compacting, credit by demonstrated mastery, subject acceleration, or whole grade acceleration. For each of these types of acceleration to occur, the following is advised:

- For students in grades K-7, Tier I and Tier II advanced learning services are strongly suggested prior to consideration for acceleration.
- Students should be referred and assessed for acceleration in the spring prior to the beginning of the next school year.
- A Consideration for Acceleration data collection process will be followed for all students.
- An advisory team composed of ATLDS, Teachers, Administration, and Parents/Guardians will meet to review the Consideration for Acceleration paperwork which considers the following factors to determine student readiness and motivation: achievement and aptitude data; emotional, social, and physical maturity; long-term educational impact; and post-secondary end goals of the student.
- The Consideration for Acceleration procedure may result in the following options for the advanced learner's needs:
 - Continued Curriculum on Grade Level
 - Curriculum Compacting
 - Subject Acceleration

- Whole Grade Acceleration

CREDIT BY DEMONSTRATED MASTERY

Credit By Demonstrated Mastery (CDM) procedures will follow NCDPI's regulations and implementation guide. CDM information from NCDPI will be linked on the district's AIG website.

Students applying to complete the CDM process along with their parents/guardians will meet with their school's CDM team to discuss the process timeline and requirements. Students shall then follow NCDPI regulations to demonstrate mastery through a multi-phase assessment.

EARLY KINDERGARTEN ENROLLMENT

Early Kindergarten Enrollment procedures will follow NC HB-1099 which states criteria in the following areas:

- Aptitude - 98th percentile - The parent is responsible for arranging and paying for this aptitude test.
- Achievement - 98th percentile - The parent is responsible for arranging and paying for this achievement test.

** All testing must be administered after April 16. **

- Performance - Parents will submit a sample of student work showing the student is able to perform tasks above their age peers.
- Observable Student Behavior / Student Interest - Parents must submit two recommendation letters with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or other adults with direct knowledge of the child.
- Motivation to learn / Student Interest - Principals shall determine this information in an informal interview with the child and a more structured interview with the parent.

While all of these criteria are considered, Early Kindergarten admission is determined by a team consisting of: the District's Assistant Superintendent for Learning and Federal Programs, the Principal, Classroom Teacher, ALTDS, and School Counselor. Once early admission is determined, the AIG referral paperwork procedures will be followed to determine AIG eligibility.

DUAL ENROLLMENT

- CCP courses are advertised and offered to students during regular course registration timelines in cooperation with McDowell Technical Community College. MTCC sets the eligibility requirements for participation in this coursework.
- NCSSM dual enrollment is advertised and offered by an application process in cooperation with NCSSM during Sophomore year.
- NCVPS courses are advertised and offered to students during regular course registration.

Additionally, ALTDS, along with district administrative personnel, will maintain and use an AIG Handbook that outlines definitions, policies, and procedures for each AIG service offered including but not limited to:

- Flexible Grouping
- Curriculum Compacting
- Tiered Assignments

<ul style="list-style-type: none"> ▪ Credit by Demonstrated Mastery (as set by NCDPI guidelines) ▪ Dual Enrollment (CCP / NCSSM / VPS) ▪ Subject / Grade Acceleration ▪ Early Kindergarten Enrollment ▪ Independent Studies ▪ Agent of Change ▪ Problem-Based Learning ▪ NCSSM Course Offerings 	<p>* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.</p> <p>Using district-wide data from DIBELS 8, universal screeners, and teacher input, ALTDS will help teachers identify and target K-3 students with outstanding potential and/or advanced achievement. ALTDS will individually or in a small group assess the level of students' academic, intellectual, and durable skills strengths and needs and respond by utilizing a rigorous curriculum for students at the K-3 level.</p> <p>To ensure student-centered excellence, ALTDS will collaborate with EC and ML specialists as well as social workers, McKinney/Vento workers, and school counselors to provide purposeful and intentional talent development programming for our K-3 students.</p>
<p>* 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.</p> <p>ALTDS provides advanced learning curriculum and resources to teachers in grades 4-12. Teachers have the freedom and flexibility to utilize these resources with ALL students.</p> <p>For our 4-8 students,</p> <p>Flexible grouping is a front-loading practice used district-wide. Assessment data is gathered and analyzed on an ongoing basis and is used to determine these groups. Flexible groups broaden access to advanced learning curriculum and enrichment. Teachers have the opportunity to foster academic and intellectual curiosity and activate potential in all students through the utilization of advanced curriculum and enrichment tasks.</p> <p>Additionally, Middle School campus tours, High School campus tours, Open House Nights, and Summer Bridge programming are offered between the key transition times of grades 5 and 6, and grades 8 and 9 to all students in MCS.</p>	

<p>ALTDS will encourage all 4-13 advanced learning students to participate in summer learning opportunities by providing an annually updated list of summer camps and classes offered throughout our state in conjunction with a variety of universities and educational entities.</p> <p>For our 9-12 students,</p> <p>ALTDS will encourage students to participate in college campus and industry visits, along with volunteer, mentorships, internships, and job shadowing opportunities throughout our local community with a variety of local businesses.</p> <p>Additionally, MCS Cooperative Innovative High Schools offer Summer Bridge camps, MTCC Expo, and Seminar classes for all students.</p> <p>Through these frontloading opportunities, ALTDS and teachers will work with outside resources such as NC public and private universities; AP / College Board Program; local NC Community Colleges; and NCSSM to provide opportunities for advanced learning students to access advanced programming while still being supported by MCS.</p>	<p>* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p> <p>ALTDS will encourage and help each school in our district provide extracurricular opportunities which foster academic and intellectual interests to enrich the services for AIG students or any student who needs advanced, rigorous content K-13 including but not limited to:</p> <ul style="list-style-type: none"> ▪ Book Clubs and Competitions ▪ Math Clubs ▪ STEM Clubs and Competitions ▪ CTE Clubs and Competitions ▪ Leadership Clubs and Competitions ▪ Career Interest Clubs ▪ Band Camps and Competitions ▪ CARP ▪ College Visits ▪ Governor's School ▪ Summer Programs
<p>* Ideas for Strengthening the Standard</p>	

- An ALTDS representative will be on the district-wide MTSS team.
- At high school level, offer a WIN or homeroom time period where students' needs are targeted for academic achievement or enrichment.

Planned Sources of Evidence

*	Tiered Services per Elementary, Middle, and High School	
*	Case Study for Acceleration	
*	Mid Year Data Glimpses	
*	Cabinet Notes to all MCS Staff	

Type	Documents	Document/Link
AIG Standard 2 Additional Resources	N/A	 Standard 2 Stakeholder Feedback

Standard 3: Differentiated Curriculum and Instruction	
McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>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.</i>
<p>* 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.</p> <p>The Director of Advanced Learning and Differentiation, Principals, and classroom teachers, along with ALTDS, will adapt the SCOS K-12 by:</p> <ul style="list-style-type: none"> ▪ Collaborating during PLCs to analyze student achievement data, learning profiles, and upcoming classroom standards to determine which students will be best served through rigor of enrichment, extension, acceleration, or curriculum compacting. ▪ Collaborating during PLCs as needed and upon request to plan, model, and co-teach differentiated instruction, activities, and student work products for advanced students in the regular classroom K-13. ▪ Teachers at each grade level will be provided with challenging content resources developed locally and using additional resources from the Advanced Learning Library and online resources. ▪ For K-8 students, extended reading and math lessons and resources will be made available for use during specific intervention times during the school day ▪ Honors level teachers at the secondary level (9-12) will be trained to adapt curriculum through differentiation, acceleration, extension, and enrichment using advanced learning instructional practices. 	
<p>* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.</p> <p>Principals and classroom teachers along with ALT D specialists will collaborate to create rigorous, advanced learning curriculum options based on student readiness, interests, and learning profiles in alignment with the SCOS utilizing pre-assessment and ongoing assessment data; PLCs with grade-level team meetings; and vertical planning through PLCs with subject area teams in order to develop a plan of differentiation for all advanced learners.</p> <p>Classroom teachers, along with ALT D specialists will employ a variety of instructional practices to address a range of learning needs at all grade levels. Strategies will include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Encouraging / Implementing inquiry-based methods, including but not limited to: <ul style="list-style-type: none"> • In-Depth Analysis • Project/ Problem-Based Learning 	

- Maker Spaces
- Exploring Multiple Perspectives
- Embedding Literacy Standards
- Critical Thinking skills
- Opportunities that allow student Creativity
- Socratic Seminar practices
- Providing opportunities in grades 6-13 for students to self-select advanced and rigorous coursework through the following:
 - Advanced Courses (6-8)
 - Honors Courses (9-12)
 - AP Courses
 - Dual Enrollment
 - NCSSM Connect Courses
 - NCVPS
 - Credit by Demonstrated Mastery

McDowell County Schools will also:

- Provide an opportunity for students to attend a STEM-themed magnet middle school with a multi-grade level, collaborative, project-based focus.
- Provide an opportunity for high school students to attend Cooperative Innovative High School programs that allow for completion of an associate's degree in conjunction with a high school diploma.
- Provide information that encourages students to pursue additional courses, enrichment activities, and / or independent projects through out of district educational partnerships including, but not limited to:
 - Governor's School
 - NCSSM
 - MAHEC
 - Career Internships through local businesses in collaboration with MCS's CTE program
 - CARP / LINC - local career-readiness and leadership programs

*** Practice C**

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

Classroom teachers along with ALTDS will develop and implement curriculum and instructional methods through a variety of research-based resources to support student-centered intellectual and durable skills strengths and needs.

All McDowell County Schools have 1:1 technology in classrooms supported by district technology facilitators to provide students a blended learning environment which uses a variety of online and computer assisted resources to expand opportunities. Online research-based resources along with Advanced Learning Library resources include but are not limited to:

K-5

- Jacob's Ladder
- Junior Great Books
- College of William and Mary Units
- PETS
- PBL Projects
- Wordly Wise
- Byrdseed Lessons
- Root Word Development
- Critical Thinking Resources
- Noetic Challenge Math
- Zaccaro's Challenge Math
- Math Rules
- NCTM Illustrative Math Tasks
- NCDPI Learning Labs
- NCDPI Durable Skills Performance Tasks

6-13

- NCDPI Learning Labs
- NCDPI Durable Skills Performance Tasks

<ul style="list-style-type: none"> ▪ PBL Projects ▪ Word Within the Word ▪ Jacob's Ladder ▪ IXL ▪ Gizmos ▪ NCTM Illustrative Math Tasks ▪ Delta Math ▪ Voyage Math ▪ MATHCOUNTS Problem Archives ▪ Desmos ▪ AP Classroom 	<p>* 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.</p> <p>Classroom teachers, CTE personnel, and ALTDS will foster the development of future-ready skills at all grade levels and content areas by utilizing the following strategies:</p> <ul style="list-style-type: none"> ▪ Encouraging classroom conversations that allow for academic critical discussions and dialogue with peers which fosters development of 21st century durable skills through the use of: <ul style="list-style-type: none"> • Socratic Seminars • Debate • Book Clubs • Kagan Strategies ▪ Embedding critical thinking skills within content areas ▪ Seeking out opportunities to apply content in real-world contexts ▪ Creating authentic opportunities for students to interact with peers and adults from around the world in their learning process
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<ul style="list-style-type: none"> ▪ Encouraging development of leadership programs and opportunities through community involvement and service learning ▪ Promoting partnerships with community organizations <ul style="list-style-type: none"> • MAHEC • CARP • LINC • Career Internships through local CTE program ▪ Encouraging mentoring, job shadowing, internships, and/or apprenticeships with local business partnerships 	<p>* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>Principals and Classroom Teachers will use the Advanced Learning Snapshot and Mid-Year Data Glimpses, developed by ALTDS, to determine both short-term and long-term flexible grouping arrangements as well as advanced learning needs and interventions both at a district level and school level.</p> <p>On-going assessments that Principals, Classroom Teachers, and ALTDS can consider to drive student-centered curriculum includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ Classroom common assessments from Schoolnet ▪ NC Check-Ins ▪ EOGs ▪ EOCs ▪ EVAAS Predictive Data ▪ Universal Screening Data ▪ Anecdotal data <p>Data used from these resources will direct curriculum development and advise student and school scheduling to meet learning and achievement needs. MCS will cultivate collaborative conversations through PLCs concerning data and student growth to determine instructional effectiveness and to prepare for future instruction.</p>
<p>* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>McDowell County Schools will:</p>	

<ul style="list-style-type: none"> Support and encourage all stakeholders to receive on-going and continuous professional development focused on advanced learning and talent development and the needs of gifted learners K-13 Provide information and opportunities for teachers to obtain AIG Certification Support and expect differentiated curriculum and instruction to be implemented by all instructional staff Provide time and structure for grade-level and/or subject area PLCs for collaboration and curriculum/lesson planning and analyze data from formative and summative assessments to monitor and evaluate instructional effectiveness Encourage and provide structured time for collaboration between classroom teachers, ALTDS, EC teachers, ML teachers, and counselors to advocate for and ensure support and services are provided for students. <p>ALTDS will:</p> <ul style="list-style-type: none"> Advocate for Advanced Learning programming and resources with principals, senior leadership, and the Board of Education. Collaborate with Regional and State-Wide AIG Support Teams to ensure local practices and procedures align with state standards and best practices. 			
* Ideas for Strengthening the Standard			
<ul style="list-style-type: none"> Creating Advanced Learning Google Classrooms for Middle School Creating Advanced Learning Canvas Classes for High School Honors level coursework practices, trainings, and mindsets pushed to Middle School Advanced Coursework. Cluster Guide/Grouping Documents to support Principals with rostering 			
Planned Sources of Evidence			
*	Honors Coursework Templates		
*	WIN Time/Academic Support Schedules for spans-Elementary, Middle, and High School		
*	Screenshot from ALTDS Google Classroom		
Type		Documents	Document/Link
AIG Standard 3 Additional Resources		Document Template	Standard 3 Stakeholder Feedback

Standard 4: Personnel and Professional Development	
McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
<p>* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p> <p>McDowell County Schools' Advanced Learning and Talent Development Specialists are AIG licensed educators who work together to guide, plan, develop, implement, revise, and monitor the local advanced learning program and AIG plan under the direction of the Director of Advanced Learning and Differentiation. One ALTDS team member will serve as acting AIG Coordinator.</p> <p>Three ALTDS Specialists serve MCS by:</p> <ul style="list-style-type: none"> ▪ Supporting classroom teachers and advanced learners by helping design differentiated instruction and curriculum ▪ Supporting the durable skill needs of advanced learners by working with school counselors and other support staff ▪ Collaborating across departments district-wide to help meet the needs of advanced learners ▪ Working independently or in small groups with students to provide advanced learners with enrichment and extension based on student need <p>ALTDS and the Director of Advanced Learning and Differentiation hold regular PLC meetings to ensure AIG programming and the MCS AIG plan is being implemented consistently across the district.</p>	
<p>* 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.</p> <p>Currently, MCS has one Advanced Learning and Talent Development Elementary Specialist that serves all eight elementary schools, one Advanced Learning and Talent Development Middle School Specialist that serves three middle schools, and one Advanced Learning and Talent Development High School Specialist that serves three high schools. Students enrolled in The Summit Academy and McDowell Connect are served by their respective grade level specialist.</p> <p>K-13 ALTDS Specialist will address the academic, intellectual, and social and emotional needs of AIG students and will support the implementation of the local AIG program across grade levels by</p> <ul style="list-style-type: none"> ▪ Overseeing the screening, referral, and identification processes at the district level ▪ Maintaining documentation of student identification evidence and services provided 	

<ul style="list-style-type: none"> ▪ Providing leadership and advocacy for the needs of advanced learners at all levels ▪ Monitoring implementation of program services ▪ Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs ▪ Developing, monitoring, and evaluating the local AIG plan ▪ Collaborating with other district leadership to align efforts on behalf of gifted students ▪ Providing professional development and resources to engage educators in continued adult learning regarding best practices regarding the needs of advanced learners ▪ Developing partnerships with and communication strategies for families and the community to support advanced learning ▪ Collaborating with district-level leadership in order to effectively represent, provide information concerning, and advocate for advanced learning students 	<p>* 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.</p> <p>The Advanced Learning Advisory Council will facilitate and seek out professional development opportunities for all staff to stay up-to-date on advanced learning research and educational best practices. These opportunities will be shared through county-wide convocations and professional development days; cabinet meeting notes; email; and Advanced Learning newsletters.</p> <p>Classroom Teachers are encouraged to attend professional development concerning the following topics:</p> <ul style="list-style-type: none"> ▪ Overview of AIG Services including the Screening and Placement Process ▪ Acceleration, Differentiation, Enrichment, and Extension Curriculum Strategies ▪ Advanced Learning Instructional Practices ▪ Data Analysis and Grouping Practices <p>Advanced Learning and Talent Development Specialists are encouraged to attend professional development from NCDPI's Office of Advanced Learning and Gifted Education including regional and state-wide meetings. ALTDS will also be encouraged to attend the NCAGT and NAGC annual conferences to stay up-to-date on advanced learning research and best practices.</p> <p>Student Services Personnel are encouraged to attend professional development concerning the following advanced learning topics:</p> <ul style="list-style-type: none"> ▪ Overview of AIG Service Options and Opportunities including the Screening and Placement Process ▪ Characteristics of Advanced Learners <p>School Administrators are encouraged to attend professional development concerning the following advanced learning topics:</p> <ul style="list-style-type: none"> ▪ Overview of AIG Plan / Placement Process
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<ul style="list-style-type: none"> ▪ Characteristics of Advanced Learners ▪ Acceleration, Differentiation, Enrichment, and Extension Strategies ▪ Advanced Learning Instructional Practices ▪ Data Analysis and Grouping Practices 	<p>* 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.</p> <p>ALTDS partners with school-based administrators to ensure effective advanced learning grouping of students with AIG licensed educators or educators who demonstrate data-evident success with advanced learners.</p> <p>ALTDS will also provide educator training for Honors Level Coursework and encourage collaboration with College Board PD for AP teachers.</p>
<p>* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>In conjunction with the District Strategic Plan, MCS will prioritize recruiting, developing, and retaining highly qualified AIG-licensed classroom teachers.</p> <p>The Advanced Learning Advisory Council will support the Human Resource Officer along with school principals in the recruiting of AIG - licensed teachers through advertisement of positions and job recruitment fairs.</p> <p>Principals, along with the ALTDS team, will support the retention of AIG- licensed teachers through on-going professional development embedded with advanced learning research-based strategies to ensure student and teacher growth.</p> <p>The current number of AIG licensed staff will be shared as part of Advanced Learning District and School Specific Snapshots.</p>	<p>* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Based on district data, The Advanced Learning Advisory Council will identify gaps in the needs of our advanced learners and will provide and encourage professional learning opportunities through the lens of excellence in student-centered learning regarding mindsets, policies, and practices of advanced learning.</p> <p>* 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.</p>
<p>In conjunction with the District Strategic Plan, MCS will provide differentiated professional development opportunities focused on the needs of advanced learners including training for:</p>	

- Beginning Teacher Training
- Teachers New to MCS
- AIG Certified and Licensed Teachers
- Honors / AP Teachers
- Student Support Staff

All district PD provided by ALTDS will be integrated with gifted characteristics and advanced learning strategies, methods, and models.

* Ideas for Strengthening the Standard

- Incentivize AIG add-on licensure for district educators
- Give opportunities for non-AIG licensed teachers to attend conferences that are integrated with advanced learning strategies, methods, and models.
- Identifying and utilizing certified staff in each building that can serve as Advanced Learning Support

Planned Sources of Evidence

* Unboxing Enrichment Slidedecks-K-8 and Secondary

* Teacher Newsletters-Elementary, Middle, and High School

* Honors Coursework Professional Development and Implementation

Type	Documents	Document Template	Document/Link
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AIG Standard 4 Additional Resources		N/A	 Standard 4 Stakeholder Feedback
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Standard 5: Partnerships	
McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
<p>* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ▪ academic and intellectual ▪ social and emotional. 	
<p>With the goal of supporting the academic, intellectual, social, and emotional needs of AIG students, MCS, through the ALTDS team, encourages strong, two-way partnerships with parents/families and the community including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Helping to identify leaders from parent and community networks to support programming options and develop services for gifted learners. ▪ Provide opportunities for parents/stakeholders to share ideas and input through <ul style="list-style-type: none"> • Yearly stakeholder surveys • AIG placement meetings • DEP meetings ▪ Assist in facilitating MCS events with other district departments to offer advanced learning support including: <ul style="list-style-type: none"> • High School Choice Transition Meetings • Middle School Student Transition Meetings • Annual DEP meetings • Career Development Plan Student Meetings • Messaging App for K-8 parents 	
<p>* 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.</p>	

For students, MCS has established partnerships with the following institutions of higher education, local business, and industry partners including, but not limited to:

- McDowell Technical Community College
- CARP
- LINC and the McDowell Chamber of Commerce
- CTE Apprenticeships, Internships, and Job Shadowing
- Lake James Environmental Association and local college volunteers
- NCSSM
- MAHEC
- ASU Upward Bound
- Gear Up
- CULA
- NC Science House
- Former MCS students at Universities and in key scholarship programs

ALTDS will ensure that identified students will have access to these partnerships which provide student interest and talent-driven enrichment, extension, and acceleration.

For teachers, MCS has established partnerships with the following institutions of higher education, local business, and industry partners including, but not limited to:

- WRESA
- NCCAT
- LINC
- Externships with Local Businesses
- NCAGT
- College Board AP Summer Institutes
- NC AP Partnership
- Microcredential Opportunities
- Regional Universities

- NC Science House
- STEM West

ALTDS will encourage teachers to participate with these partnerships in order to enhance academic and intellectual opportunities for advanced learning students.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The Advanced Learning Advisory Council will meet annually with stakeholders representative of the district's demographics including:

- Administrators
- Classroom Teachers
- Exceptional Children Specialists
- Multi-Lingual Specialists
- School Support Staff
- Students
- Parents
- Community Members

The ALTDS team will review district demographics on an ongoing basis to ensure representation from various groups.

The Advanced Learning Advisory Council will meet annually with the goal of providing MCS students a rigorous education. During Advisory Council meetings, members will address the following:

- Feedback from Stakeholders
- District-Wide Snapshot Data
- AIG Achievement Data
- AIG Plan Implementation Progress
- Goal Setting and Action Steps

Responses to stakeholder feedback, annual data, and future program goals will be shared through:

- Advanced Learning Student / Parent Newsletters

<ul style="list-style-type: none"> ▪ Advanced Learning Teacher Newsletters ▪ ALTDS District Website ▪ Advanced Learning Snapshots ▪ Mid-Year Data Glimpses 	<p>* Practice D Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>
<p>MCS will inform all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> ▪ Local AIG Plan ▪ Local AIG Program Services ▪ Policies Relating to Advanced Learning and Gifted Education ▪ Ways to Access Opportunities Available to AIG Students <p>In doing so, ALTDS will utilize district resources and structures to communicate with families in the following ways:</p> <ul style="list-style-type: none"> ▪ Sending automated and direct parent phone calls ▪ Emailing parents/guardians ▪ School / AIG Social Media Outlets ▪ District Website ▪ In-Person, Video, or Digital Presentations ▪ Hosting Informational Meetings ▪ AIG Brochure ▪ Local Publicity ▪ Maintaining AIG District Website which shares: 	

- Our local AIG Plan
- MCS's AIG Brochure
- Screening, referral, and identification procedures
- MCS's AIG Instructional Handbook
- Grade-level specific AIG services

- Monthly K-5, 6-8, 9-13 Advanced Learning Parent Newsletters

MCS will provide advanced learning parent resources which offer accessibility in native languages.

* Ideas for Strengthening the Standard

- AIG Parent Nights with Guest Speakers
- Student TED talks
- Parent Panel at AIG Parent Nights, Transition Nights, and Open Houses
- Videos and Infographics that are Multilingual
- Include a dictionary of AIG / Educational terms for the Advanced Learning Website and the AIG Plan

Planned Sources of Evidence

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| * Monthly Newsletters for Parents and Students-Elementary, Middle, and High School |
| * McDowell County Schools, ALTDS Website Hyperdocs-Elementary, Middle, and High School |
| * AIG Brochure |

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

Standard 6: Program Accountability

McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

MCS's Advanced Learning Advisory Council monitors both the implementation and the effectiveness of the local AIG program for all student populations.

Annually, the Advanced Learning Advisory Council evaluates programming at the individual school and district level by monitoring an array of data points including screening and referral data, student achievement data, and stakeholder survey data.

To provide continuous improvement and revision to the current plan, self-assessment surveys are sent yearly to each stakeholder group including but not limited to:

- AIG Family/Guardians
- AIG Students
- Classroom Teacher
- School Counselors
- Librarians

Every three years, the Advanced Learning Advisory Council follows NCDPI AIG Program Standards to revise and evaluate MCS's local AIG Plan.

Revisions of the local AIG Plan and implementation of the AIG program begins with gathering feedback from various stakeholders, reviewing three-year trend data, and a program self-assessment.

The Advanced Learning Advisory Council seeks and gathers input and advice from an expanded Advisory Council during this rewrite period that includes individuals representing various roles and areas of expertise, which includes:

- District-level leadership,
- School-based administration,
- School counselors
- Teachers

<ul style="list-style-type: none"> ▪ Parents / Families ▪ Students ▪ Community Members <p>The Advanced Learning Advisory Council follows a DPI structured timeline for creating and revising the local plan while ensuring alignment of MCS's District plan with new state AIG standards and legislation.</p> <p>The new AIG Plan draft is then presented and proposed to the Local Board of Education. During this process, through our district website, emails, and parent contact systems, the draft and a feedback survey are provided for the public. Time is allowed for edits and revisions if requested.</p> <p>Once board approved, the final copy of the Local AIG plan is uploaded to the SBE/DPI for review and comment.</p> <p>The following school year, the Advanced Learning Advisory Council implements the new, board-approved plan with fidelity.</p>	<p>* 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.</p> <p>Ongoing reflection, data collection, monitoring, and implementation of the local AIG program and plan will be ensured by the Advanced Learning Advisory Council.</p> <p>District Leaders will:</p> <ul style="list-style-type: none"> ▪ examine AIG achievement data and trends that exist at the school and district level <p>ALTDS will:</p> <ul style="list-style-type: none"> ▪ examine AIG achievement data and trends that exist at the school and district level ▪ collect and analyze screening and referral data looking at student-centered learning needs ▪ gather student data for AIG identification purposes ▪ create and revise DEPs annually with students, parents/families, and teachers ▪ communicate advanced learning needs of students with administrators, teachers, and parents ▪ seek feedback from stakeholders through the creation, distribution, and review of annual surveys <p>Teachers will</p> <ul style="list-style-type: none"> ▪ ensure content and learning environment align with each student's DEP ▪ provide feedback concerning the AIG program through DEP meetings, placement meetings, PLC meetings, and stakeholder feedback surveys.
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<p>Meetings throughout the year with principals, teachers, and leadership examining student achievement data, to address school needs and alignment with the AIG plan.</p> <p>Conduct stakeholder surveys annually to gather implementation data from teachers, students, and family/guardians.</p> <p>Information collected from stakeholder meetings will be shared with ALTDS and leadership for consideration in shaping and modifying the implementation of the AIG plan.</p>	
<p>* 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.</p> <p>The Director of Advanced Learning and Differentiation will ensure that state funds designated for the local AIG program have been used according to state policy.</p> <p>AIG allocated funds are used to accomplish goals of the local AIG program including but not limited to:</p> <ul style="list-style-type: none"> ▪ Hiring of Advanced Learning and Talent Development Specialists ▪ Screening Measures ▪ Ongoing Teacher AIG licensure and certification and AIG training ▪ Advanced Learning Curriculum and Resources ▪ Advanced Learning PD for ALTDS and teachers <p>The CFO and the Director of Advanced Learning and Differentiation will monitor expenditures on a monthly basis.</p>	
<p>* 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.</p> <p>The Advanced Learning Advisory Council will collect data concerning the AIG program from the following stakeholders:</p> <ul style="list-style-type: none"> ▪ Student Information Coordinator ▪ School Administrators ▪ Certified Staff including ML and EC Personnel <p>To examine the impact of practices on AIG student achievement and growth, yearly beginning, middle, and end data collections will be made by ALTDS from available data sources including but not limited to:</p>	

- EVAAS
- DIBELS 8
- NC Check-Ins
- Universal Screeners
- EOGs
- EOCs
- preACT

Data is examined by ALTDS, paying close attention to growth and identification of McDowell County's underserved populations and subgroups including but not limited to:

- ML
- EC
- Gender
- Race
- Ethnicity

In order to analyze trends over time, ALTDS will also accumulate data including but not limited to:

- College credits gained by students
- Post-secondary plans information for AIG students
- Scholarship information
- Successful AP completion rates
- AIG dropout rate data

ALTDS Specialists at the 6-12 level will meet with AIG identified students to develop long term graduation and career development plans. ALTDS will help monitor the progress toward graduation collaborating with the Director of Student Services and school counselors.

ALTDS Specialists will work in collaboration and share data with the Director of Advanced Learning and Differentiation who will aggregate and disaggregate student achievement and growth data for District and School MTSS teams.

ALTDS Specialist will create annual Advanced Learning Snapshots for District leadership and Principals showing annual data trends for both the district and individual schools. Trend data from Snapshots will be used to guide advanced learning practices across grade levels.

<p>* 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.</p> <p>Assessment data and student performance data is screened at the beginning, middle, and end of the year by Advanced Learning and Talent Development Specialists in order to recognize trends in performance for all students in regards to referrals, identification, and retention of AIG students.</p> <p>Each school in the district is assigned to an Advanced Learning and Talent Development Specialist in order to offer comprehensive and consistent support for AIG identified students as well as students that have been screened in previous years. The specialists monitor demographic trends and provide support for AIG identified and high-performing students across the district based on needs present in the classroom.</p> <p>ALTD Specialists create, maintain, and add to shared spreadsheets with data on referrals and identification. These sheets contain demographic factors to ensure student-centered access to the AIG program. This data is then shared through Advanced Learning Snapshots.</p> <p>Specialists collaborate with the Director of Advanced Learning and Differentiation to support MTSS teams at the district and school level to identify needs of AIG students in subgroups to evaluate the effectiveness of strategies used with these students.</p>	<p>* 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.</p> <p>The district human resource office maintains records of AIG licensure and local/regional endorsements.</p> <p>Principals are provided data concerning which teachers are AIG certified in their annual Advanced Learning Snapshot and asked by ALTD Specialists to consider licensure and/or local or regional credentials of classroom teachers when AIG students are clustered.</p> <p>Provide and encourage professional development aligned with advanced learning indicators and instructional practices. Regional endorsement opportunities are shared with principals and staff district-wide through weekly Superintendent Cabinet Meeting notes to encourage teachers to pursue AIG Licensure.</p> <p>Teachers of AP classes are strongly encouraged to attend AP Summer Institutes, AP Symposiums, and AP PLCs.</p> <p>* 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.</p> <p>On an ongoing basis, formal and informal feedback will be collected by Advanced Learning and Talent Development Specialists from stakeholders to ensure consistency and fidelity of program vision and to ensure service delivery is consistent across schools within the district.</p> <p>This feedback concerning the AIG program is gathered and shared in various methods including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Parent / Guardian Contact - through phone calls, email, and meetings ▪ Annual AIG surveys
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<ul style="list-style-type: none"> ▪ District leadership meetings ▪ Advisory meetings with students ▪ Annual DEP meetings ▪ ALTDS collaboration at grade-level PLCs <p>The Director of Advanced Learning and Differentiation along with the ALTDS team will take information and data gathered from stakeholders to refine and further develop the AIG Plan and AIG Programming at least every State-required plan cycle and locally as needed.</p>	<p>* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p> <p>The McDowell County Schools AIG Plan will be available for public view on the system and printed copies available at each school site.</p> <p>Specialists will communicate the AIG Program Information available to families in the students' home language. Specialists will communicate the AIG Program information through the following means including but not limited to:</p> <ul style="list-style-type: none"> ▪ K-8 parent messaging app ▪ monthly Advanced Learning Student and Guardian Newsletters specific for Elementary, Middle, and High School identified students and their guardians ▪ monthly Advanced Learning Teacher Newsletters specific for Elementary, Middle, and High School educators ▪ Advanced Learning Snapshots ▪ Mid-Year Data Glimpses ▪ NC Report Card
<p>* 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.</p> <p>The following process will continue to safeguard the rights of AIG students and Family/Guardians:</p> <p>All written policies, procedures, and practices will be available in native languages, printed, and online formats.</p> <p>Procedure for Consent for Identification:</p> <p>Parents/Guardians will be notified of Universal Screening and will be given the opportunity for students to opt out of testing if so desired.</p> <p>Parent/Guardian will sign a Consent to Test form prior to any individual or small group aptitude test.</p> <p>Procedure for Consent for Placement In AIG Program:</p>	

Parent/Guardian will sign the School Site Decision Form for participation in the program. ALTDs will ensure consent form / processes will be readily available. Various methods of contacting parents will be made including phone calls and letters to home address; however, MCS reserves the right to place and serve a student according to the School Site Decision.

Procedure for Transfers from Other LEAs:

If a student transfers into the district and has been previously identified as Academically or Intellectually Gifted, the district will honor the placement. A School Site Decision form will be signed by the AIG Review Team and the Parent/Guardian to acknowledge continuation of placement.

Procedure for Reassessment:

Students who are identified and placed into the MCS AIG program will remain identified and will receive services unless a parent/guardian requests withdrawal from the AIG program. All students are considered regardless of placement after every State assessment cycle.

Students who are not identified and placed will be considered every year after every State assessment cycle to determine if identification or further testing is needed.

Parents/Guardians who disagree with a student's placement, non-placement, and / or delivery of services should follow MCS's Procedure for Resolving Disagreements.

Procedure for Resolving Disagreements:

Should a disagreement occur, Parents / Guardians should contact an ALTD Specialist or the Director of Advanced Learning and Differentiation in writing detailing concerns. Any disagreements about placement or services should be resolved at the lowest possible level beginning with the school review team.

Procedure to resolve disagreements:

SCHOOL LEVEL: The family/guardian may request a conference with the AIG Review Team to discuss concerns. The conference will be granted within ten school days of receipt of the request. After the conference the team will respond to the disagreement in writing within ten school days.

CENTRAL OFFICE LEVEL: If the family/guardian wishes to appeal the school level decision, they may provide a written request to the district's Director of Advanced Learning and Differentiation within ten days of the issuance of the school level response. The Director of Advanced Learning and Differentiation will review the school level decision and respond in writing within ten days of receipt of the appeal request.

BOARD OF EDUCATION LEVEL: If the disagreement is not resolved after the appeal to the central office, the family /guardian may request an appeal to the Board of Education within ten days of receiving the central office decision.

STATE LEVEL: If the disagreement is not resolved at the local level, a family/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the general statutes.

The scope of review shall be limited to:

- whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
- whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

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. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Due process procedures are made available online and offered in brochure or digital format at each student's AIG placement meeting.

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*** Ideas for Strengthening the Standard**

- Further develop unified data tracking spreadsheets to continue to examine trends over school years.
- Further develop unified data tracking spreadsheets to continue to examine student growth within each school year.

Planned Sources of Evidence

* District Snapshot (BOY and EOY)

* School Level Snapshot-Elementary, Middle, and High School

* Parent/Certified Staff Surveys

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









McDowell County Schools (590) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents

McDowell County Schools (590) 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)]	 <u>Local Board of Education Approval Template</u>	 <u>PSU Board Approval Signatures Page</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>Standard 1 Stakeholder Feedback</u>
AIG Standard 2 Additional Resources	N/A	 <u>Standard 2 Stakeholder Feedback</u>
AIG Standard 3 Additional Resources	N/A	 <u>Standard 3 Stakeholder Feedback</u>
AIG Standard 4 Additional Resources	N/A	 <u>Standard 4 Stakeholder Feedback</u>
AIG Standard 5 Additional Resources	N/A	 <u>Standard 5 Stakeholder Feedback</u>
AIG Standard 6 Additional Resources	N/A	 <u>Standard 6 Stakeholder Feedback</u>

Phrase		Definition	