

Mission/Vision Statement and Funding

Moore County Schools (630) 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)

Moore County Schools  
Academically and/or Intellectually Gifted Program:  
Awakening Curiosity, Igniting Minds, Growing Excellence

**Mission:** The Moore County Schools (MCS) Academically and/or Intellectually Gifted (AIG) Program creates a supportive, engaging, and safe learning environment to promote continual growth. To ensure the success of high-achieving students, we provide an appropriately challenging educational program.

**Vision:** The MCS AIG Program will seek, identify, and grow gifted learners across all ethnic, geographic, and socio-economic groups.

Core Beliefs:

The MCS AIG Program believes in:

- Creating learning environments that value and nurture intellectual and academic ability and creativity in all schools
- Providing services and opportunities to meet the unique cognitive and affective (social-emotional) needs of gifted students in grades K-12
- Growing the gifts and talents of students who show potential to perform at substantially high levels
- Regularly communicating with and involving stakeholder groups in gifted education
- Continually assessing and reflecting to improve our AIG program

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

| State Funding   | Local Funding | Grant Funding | Other Funding |
|-----------------|---------------|---------------|---------------|
| * \$ 784,089.00 | * \$ 9,000.00 | * \$ 0.00     | * \$ 0.00     |

|                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                         |
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| Standard 1: Student Identification                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                         |
| Moore County Schools (630) 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.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                         |
| <p><b>* Practice A</b><br/>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.</p>                                                                                                            | <p>Moore County Schools (MCS) utilizes a screening and referral process that leads to identification at all grade levels and provides opportunities for all students to demonstrate strengths and talents.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |                         |
|                                                                                                                                                                                                                                                                                                                                                             | <p>Referrals for testing are accepted on an ongoing basis throughout the year. Screening takes place during established windows throughout the school year (fall, winter, and spring). MCS believes in consistently screening and encouraging open referrals from teachers, parent(s)/guardian(s), and students to maximize the identification of academically and/or intellectually gifted (AIG) students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                         |
|                                                                                                                                                                                                                                                                                                                                                             | <p>Referrals are accepted from parent(s)/guardian(s), teachers, community members, and peers. Students may also refer themselves for consideration. Referral packets are available from any AIG teacher, as well as from the MCS AIG website. Referral packets include opportunities for anecdotal evidence by asking the referrer to answer open-ended questions that reflect on the student's talents and strengths. In addition, teacher referral packets include a rating scale that looks at specific strengths within the five core elements addressed by the MCS AIG program: Advanced Communication and Research Skills, Creative Thinking and Creative Problem-Solving Skills, Higher Order Critical Thinking Skills, Personal Development and Interpersonal Relationships, and Application of Knowledge. A referral does not automatically guarantee testing will take place, but all referrals are considered by the school-based Gifted and Talented Review Team to determine if enough evidence exists to recommend testing.</p> |                           |                         |
|                                                                                                                                                                                                                                                                                                                                                             | <p>During screening windows, AIG teachers review quantitative and qualitative data sources to gather the names of students who show academic and/or intellectual potential. Quantitative data sources that AIG teachers screen for academic potential include reviews of mClass data, data available from the district universal screener, End-of-Grade and End-of-Course results, Beginning-of-Grade results for third grade, performance on the Pre-ACT, and the AP Potential report. Qualitative data sources that AIG teachers screen include referrals from parent(s)/guardian(s), teachers, and other staff members, referrals from community members, and student participation in the talent development program.</p>                                                                                                                                                                                                                                                                                                                 |                           |                         |
|                                                                                                                                                                                                                                                                                                                                                             | <p>MCS utilizes universal screening for all students not already identified as AIG in second grade and sixth grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |                         |
| <p><b>* Practice B</b><br/>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>Screening and referrals are available for MCS students in all grade levels, K-12. Due to the limited number of students referred and screened in grades 9-12, the Specialist for Advanced Studies is the coordinator for the screening and referral process in those grades. AIG teachers are primarily responsible for screening and referrals in grades K-8.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |                         |
|                                                                                                                                                                                                                                                                                                                                                             | <p>MCS utilizes universal screening for all students not already identified as AIG in second grade and sixth grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |                         |
| <p>The table below outlines the basic process followed in Moore County Schools (MCS) for Academically and/or Intellectually Gifted (AIG) student identification.</p>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                         |
| <table> <tr> <td>Review/Screen Test Scores</td><td>Referral Form completed</td></tr> </table>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Review/Screen Test Scores | Referral Form completed |
| Review/Screen Test Scores                                                                                                                                                                                                                                                                                                                                   | Referral Form completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |                         |

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| <p>AIG teachers meet with the school-based Gifted and Talented Review Team</p> <ol style="list-style-type: none"> <li>Review student data and identify students to proceed with the testing process.</li> <li>Complete a Screening Form for students who will test (Grades 3-12).</li> </ol> |                                                                                                                                                    |
| <p>Consent to Test Form sent home to parent(s)/guardian(s)</p>                                                                                                                                                                                                                               |                                                                                                                                                    |
| <p>Testing takes place</p>                                                                                                                                                                                                                                                                   |                                                                                                                                                    |
| <p>Student Qualifies for AIG Services</p> <p>Meet with parent(s)/guardian(s) to review test results, discuss placement, and complete a Differentiated Education Plan (DEP).</p>                                                                                                              | <p>Student Does Not Qualify for AIG Services</p> <p>Meet with parent(s)/guardian(s) to review test results. Discuss next steps as appropriate.</p> |

The process for AIG identification in MCS begins with screening or a referral for testing. The school-based Gifted and Talented Review Team reviews all students who have been identified through screening or referred to determine appropriate candidates to move forward to identification testing. Once students have been recommended for testing, the AIG teacher reaches out to the parent(s)/guardian(s) to review the data the team gathered and considered when they recommended testing. A Consent to Test form is signed by the parent(s)/guardian(s) giving permission to test. Once consent has been given, the AIG teacher conducts testing within the next available testing window. Results from all testing are discussed and shared with the parent(s)/guardian(s) regardless of qualification for services.

MCS utilizes four pathways for identification, including a non-traditional pathway. The four pathways leading to identification align with the five areas of identification recognized by the North Carolina Department of Public Instruction.

- Intellectually Gifted (IG)
- Academically Gifted in Reading and Math (AG)
- Academically Gifted in Reading (AR)
- Academically Gifted in Math (AM)
- Academically and Intellectually Gifted (AI)

Identification criteria are shared via the MCS website and at annual back-to-school meetings with all staff. In addition, each school webpage has a link directing parents to the MCS AIG website, which outlines the identification process. A Frequently Asked Questions page is also posted, which responds to common questions and concerns related to the identification process.

During the identification process, students take a combination of ability and achievement tests to determine their strengths and areas for growth. Ability tests are tests that have been developed independent of specific learning content. These tests are designed to measure general problem-solving abilities and are used to assess general intellectual ability. Achievement tests have been developed to measure specific school-based content taught at the student's current grade level.

The four pathways used by MCS under the 2025-2028 AIG Plan are:

|                                                                 |                                                                                             |                                                             |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>Pathway 1</b></p> <p>Identification as Intellectually</p> | <p>96th percentile or above composite or partial composite on an approved ability test.</p> | <p>No achievement test data is needed to qualify as IG.</p> |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------|

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| Gifted (IG)                                                                                                                                                                                                                                                                                                                                                                                                              | OR<br>Trend of 90th - 95th percent composite or partial composite on two ability tests<br><br>A subtest score alone (Verbal, Quantitative, Nonverbal) is insufficient for IG identification.                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pathway 2</b><br><br>Qualification as Academically Gifted (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM)                                                                                                                                                                                                                                                                                 | 90th percentile or above on the composite or partial composite of an approved ability test<br><br>OR<br><br>90th percentile or higher on a content subtest of an approved ability test<br><br>If a content subtest is used, then the achievement testing or EOC/EOG testing must be a subject-area match.                                                                                                                                                                                                                                                                                               | 90th percentile or higher on an approved achievement test in Reading Total, ELA Total, Extended ELA Total, and/or Math Total<br><br>OR<br><br>2 years of scoring Level 5 on EOG/EOC within a 3-year period in Math and/or Reading. Scores must be in the same content area for 2 years within a 3-year period.<br><br>Area of Identification will match the achievement test area(s). |
| <b>Pathway 3</b><br><br>Academically and Intellectually Gifted (AI)                                                                                                                                                                                                                                                                                                                                                      | 96th percentile or higher on a composite or partial composite of an approved ability test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 90th percentile or higher on an approved achievement test in Reading Total, ELA Total, or Extended ELA Total, AND Math Total<br><br>OR<br><br>2 years of Level 5 on EOG/EOC within a 3-year period in Math AND Reading.                                                                                                                                                               |
| <b>Pathway 4</b><br><br>Non-Traditional Pathway (Grades 3-12)<br><br>Area of Qualification determined based on a comprehensive review of student portfolio.                                                                                                                                                                                                                                                              | The school-based Gifted and Talented Review Team refers students to this pathway. Students referred for this pathway demonstrate a need for non-traditional consideration for gifted identification. To place via the non-traditional pathway, students participate in grade-appropriate performance tasks, which will be used as part of a student portfolio to demonstrate potential. The student's responses and work samples are analyzed by a district team, which includes the Specialist for Advanced Studies and at least two other AIG teachers using a rubric based on the MCS AIG Standards. |                                                                                                                                                                                                                                                                                                                                                                                       |
| MCS utilizes a variety of ability and achievement tests to assess student strengths and assist in the identification of students who need AIG services.                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |
| Ability tests utilized in MCS for AIG Identification may include:                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Cognitive Abilities Test (CogAT)</li> <li>• Otis-Lennon School Ability Test (OLSAT)</li> <li>• Naglieri General Ability Test (NGAT)</li> <li>• Naglieri Nonverbal Ability Test (NNAT)</li> <li>• SAGES-Reasoning</li> <li>• Individual psychological assessments (i.e., Stanford Binet Scales, Woodcock-Johnson Test of Cognitive Abilities, or the Wechsler Scales)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |
| Achievement tests utilized in MCS for AIG identification may include:                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |

- Iowa Test of Basic Skills (ITBS)
- Stanford Test of Achievement (STA)
- SAGES-Language Arts/Social Studies
- SAGES-Math/Science

Students are given up to two different ability tests and one achievement test during a testing window to identify a student for gifted placement and services.

Students may take the same ability or achievement test only once in an 18-month period. A different test may be given within the 18-month time frame, but the same test will not be administered to the same student within 18 months, or the results will not be accepted to determine eligibility for AIG services.

Once a student has been assessed for AIG services, additional AIG testing will not occur for 18 months. This 18-month period allows time for the student to develop and mature socially, emotionally, and academically. In addition, this 18-month window ensures the best opportunity for valid and reliable results if the student is reassessed for AIG identification and services in the future.

#### Private Testing

Families may wish to pursue private testing through a licensed psychologist. Parents who elect to pursue evaluation through the services of a private source do so at their own expense.

Parents should consult with the Specialist for Advanced Studies prior to private testing to determine which tests will be accepted by MCS.

Testing results must be reported with national percentile data in the form of an official score report provided directly from the test administrator to the Specialist for Advanced Studies. Once the Specialist for Advanced Studies receives and verifies the report, it will be shared with the school AIG teacher and the school-based Gifted and Talented Review Team to be used with any additional evidence to determine eligibility for AIG placement and services.

Private reports will be considered during the established screening windows. Reports submitted between screening windows will be held for review until the next available screening window.

The Specialist for Advanced Studies reserves the right to refuse the use of private test scores for AIG placement upon discovering unethical testing practices.

#### Transfer Policy

Students who transfer to MCS and were previously identified as gifted will be placed for services with MCS upon receipt of official paperwork showing a prior identification. Students will not be identified or served until official paperwork is received by the school's AIG teacher or the Specialist for Advanced Studies. Paperwork may be provided by the parent/guardian or sent from the previous school.

#### Military Transfer Policy

Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children), students from military families who move into the MCS district and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification must be provided to the AIG teacher at the school or the Specialist for Advanced Studies before official placement and services can begin.

#### Reassessment

MCS does not routinely reassess students previously identified for AIG services.

Students who present compelling data changes may qualify for a change in identification and/or services.

Parents or teachers who notice data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher or the Specialist for Advanced Studies to arrange for a meeting to review the data and make adjustments to placement and/or services as determined by the parent(s)/guardian(s), the AIG teacher, and the school.

### **\* 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.

Moore County Schools (MCS) is committed to seeking out students from under-represented populations who demonstrate or have the potential to demonstrate superior academic and intellectual abilities. To uncover hidden potential, various screening, referral, and identification procedures are in place to ensure that students from all populations, regardless of their experience or environment, have the opportunity to demonstrate potential.

The percentage of students from linguistically and culturally diverse backgrounds and twice-exceptional students remains under-represented in our identified Academically and/or Intellectually Gifted (AIG) population. Only one percent of our AIG population is identified as twice-exceptional. English Language Learners are similarly under-represented in the AIG population.

Despite small gains in the identification of Hispanic students over the past three years, Hispanic and African American students continue to remain under-identified in MCS. The AIG program continues to focus intentionally on talent development, appropriate screening and testing procedures, and professional development so that our teachers can address any potential barriers to recognizing potential in our under-represented populations.

The Specialist for Advanced Studies partners with all principals, but especially with those at Title 1 schools across the district, to ensure information related to the AIG program is shared at back-to-school nights and curriculum nights hosted by the school. This ensures that our economically disadvantaged students see opportunities to engage with the AIG program.

The MCS AIG screening process includes several annual reviews of a variety of qualitative and quantitative measures to ensure that we seek out students from all demographic groups. Qualitative screening measures include observations, participation in talent development services, and referrals. Referrals are accepted from parent(s)/guardian(s), teachers, peers, and students.

Teachers are provided Professional development to make them aware of potential indicators to look for when identifying gifted students from underrepresented populations. This is particularly important as teachers may also refer students for participation in talent development. The professional development specifically includes factors to consider when referring students from underrepresented populations in order to improve our referrals of diverse students.

Information about AIG identification, referrals, and services is shared with the AIG Parent Advisory Council annually. Informing parents directly about AIG identification and services has correlated with an increase in the number of diverse referrals we receive.

The Specialist for Advanced Studies works with the Planning, Accountability, and Research (PAR) department to generate an annual report based on End-of-Grade and End-of-Course data, which highlights the top 10% of students from each ethnicity represented in MCS. The Gifted and Talented Review team at each school reviews these students' names to determine appropriateness for inclusion in talent development or testing for services. This allows us to intentionally seek out students who are showing potential at the top of their peer group when considering experience and environment, and looking beyond a minimum score on an assessment.

A partnership has been fostered between the school psychologists and the Specialist for Advanced Studies to help screen students who have been referred for Exceptional Children's services. As psychologists complete testing, they notify the Specialist for Advanced Studies of any students who show potential for being twice-exceptional.

The inclusion of a non-traditional pathway to identification has improved our identification of underrepresented populations, particularly those whose primary language is not English. Students are recommended for identification through the non-traditional pathway when the school-based Gifted and Talented Review Team completes the MCS AIG Screening Form. The Screening Form asks the team to consider factors that may have prevented the student from demonstrating their full potential in the classroom or through standardized testing. These determinations aim to ensure that students' racial, ethnic, economic, or other factors do not reduce their likelihood of access to AIG identification. The screening form ensures we eliminate all possible barriers to assess a student's potential and strengths accurately. When completing the screening form, the team specifically considers whether an alternate assessment is needed. This may include considerations of which type of test to utilize and which testing environment will best reflect the strengths and potential of the student; one example of this is whether the student needs to be tested one-on-one or using an untimed test. When testing linguistically diverse students, every effort is made to test students in their native language or to use a test that does not require a command of English, such as a nonverbal ability test.

## Percent Ethnicity Identified as AIG

|               | Asian<br>% | Black<br>% | Hisp<br>% | Native Amer<br>% | Multi<br>% | Pac Islander<br>% | White<br>% |
|---------------|------------|------------|-----------|------------------|------------|-------------------|------------|
| <b>Female</b> | ---        | <5%        | 6.43%     | ---              | 12.23%     | ---               | 17.04%     |
| <b>Male</b>   | 21.95%     | <5%        | 6.99%     | ---              | 11.78%     | ---               | 18.35%     |
| <b>Total</b>  | 17.12%     | <5%        | 6.72%     | ---              | 12.00%     | ---               | 17.73%     |

## Percent of Total AIG Students Identified as Dual Exceptionality

<5%

### \* Practice D

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

Moore County Schools (MCS) strives to ensure consistency in their screening, referral, and identification processes. The Specialist for Advanced Studies works closely with the Academically and/or Intellectually Gifted (AIG) teachers to monitor screening, referral, and identification processes to ensure they are implemented consistently throughout the district.

A detailed flowchart and description of the process from screening to identification is available for all AIG teachers to follow in the MCS AIG Teacher Handbook. This was created at the request of AIG teachers to provide support and to ensure they follow a consistent process across all schools.

AIG teachers are required to maintain screening and testing documentation through the use of digital rosters. These rosters are housed in a shared, secure Google Drive and can be accessed by the Specialist for Advanced Studies at any time.

To ensure consistency in the placement of students, AIG teachers fill out an electronic form to enter newly identified students into Infinite Campus. This form includes the testing results that meet the criteria outlined in the current AIG plan and the services provided to the identified student, as indicated on the Differentiated Education Plan (DEP), which is created during the placement meeting. If AIG teachers are inappropriately placing students according to the criteria established by the AIG plan, the Specialist for Advanced Studies follows up with the individual teacher to provide coaching.

The Specialist for Advanced Studies conducts audits of the AIG folders within the district at least once during the plan cycle, but more frequently if needed. Folder audits are scheduled to align with the bi-annual headcount collected by the North Carolina Department of Public Instruction. A random sampling of folders is checked at each school to ensure appropriate documentation is maintained for each AIG student. AIG teachers are required to sign a verification form with each headcount, indicating that they have checked the headcount against the physical AIG folders at their school(s).

In September, the Specialist for Advanced Studies provides all AIG teachers with a list of students who scored a level 5 on EOGs/EOCs the previous year. AIG teachers review these lists to determine if any students need additional consideration from the school-based Gifted and Talented Review Team for identification testing or if any students who are already identified need to adjust their area of identification due to additional achievement data.

Finally, during quarterly meetings, the AIG Parent Advisory Council provides regular feedback on the consistency of AIG services and communication between the different areas of the district. The AIG Parent Advisory Council is made up of parent representatives from all schools, as well as teacher representatives.

### \* Practice E

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

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| <p>Information regarding screening, referral, and identification processes is shared in various formats and times throughout the school year to maximize the outreach. Information related to the Academically and/or Intellectually Gifted (AIG) program is shared digitally on the Moore County Schools district website. Individual school websites are linked to the district website, where information related to screening, referral, and identification is housed. In addition to providing a flow chart that illustrates the screening, referral, and identification process, the website contains frequently asked questions to help address questions and concerns related to the AIG program and services.</p> <p>A printed brochure containing similar information to the website is available in English and Spanish for those who do not have internet access. The AIG teacher at each school distributes these brochures to interested parents/guardians and ensures materials are available for interested parents/guardians and community members.</p> <p>Face-to-face communication continues to be our most effective method of communicating information regarding the AIG program and services. Staff receive information at back-to-school staff meetings and through direct communication with the AIG teachers. Parents often approach classroom teachers first with questions related to the AIG program and services. Classroom teachers are encouraged to connect interested parents with the AIG teacher as soon as possible to further explain the screening, referral, and identification processes and answer questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>* Practice F</b><br/>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>The Academically and/or Intellectually Gifted (AIG) identification process is documented from the initial phases of screening and referral through the testing and identification process. This documentation begins with digital screening and testing rosters completed by the AIG teacher to record the names of all students screened, referred, and tested, regardless of the outcome.</p> <p>After testing is completed, and regardless of outcome, the AIG teacher holds a meeting with the parent(s)/guardian(s) to review all results from testing. At that time, an Identification Decision Summary Sheet is completed and reviewed. This sheet summarizes the results from all the testing and data collection. This documentation includes an area to indicate a decision related to identification and whether services are required. The Identification Decision Summary Sheet is provided to the family for their records, and a copy is placed in the student's AIG folder housed at the school. Copies of all testing score reports are also maintained in the student's AIG folder and provided to parents/guardians for their records.</p> <p>After completing the Identification Decision Summary Sheet, if the student has been identified as needing AIG services, they are tagged in Infinite Campus. All identification evidence is entered into Infinite Campus as part of the gifted record, including relevant testing data used for placement. This ensures the student has a permanent digital record that travels with them even if they transfer between schools or districts within the state.</p> <p>An AIG folder is created for students, which is used to store a printed copy of the consent to test, testing reports, the Identification Decision Summary Sheet, and a current Differentiated Education Plan (DEP) or Individual Education Plan (IEP). AIG folders are stored at the school level in a secure location and move with the student at key transition points. Copies of the AIG folder can be requested by parents/guardians at any time.</p> | <p><b>* Practice G</b><br/>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><u>Differentiated Education Plan</u></p> <p>Moore County Schools maintains a Differentiated Education Plan (DEP) for all students formally identified as gifted and receive direct Academically and/or Intellectually Gifted (AIG) services with the AIG teacher. The DEP outlines the area of identification and specific service delivery options available to the student. During the initial placement meeting, the AIG Teacher and parent(s)/guardian(s) discuss which service options are available and are most appropriate to meet the identified student's needs. Service options that are selected to meet the student's needs are also entered into Infinite Campus as part of the student's digital gifted record.</p> <p>The DEP document outlining services is reviewed annually by the AIG teacher and the parents/guardians to ensure that services are still appropriate and are meeting the student's needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                 |

The parent(s)/guardian(s) or the AIG teacher may call a meeting at any time to discuss changes to a student's area of identification and/or level of service if significant data changes are evident.

## Individual Differentiated Education Plan

Students who need modifications or specific accommodations not included on the regular DEP will have an Individual Differentiated Education Plan (IDEP) developed. The IDEP does not replace the DEP but is a support to ensure the student's unique needs are met. For example, students who are grade or subject advanced, admitted early to kindergarten, or twice exceptional students may require an IDEP to be developed to address special circumstances not covered by the DEP.

An IDEP will be developed for any student who is receiving Consultative Services and is not receiving direct, face-to-face services from the AIG teacher. Development of the IDEP should include the writing of specific goals and be accompanied by at least quarterly meetings between the student and the AIG teacher to review progress towards those goals.

An IDEP may also be appropriate for AIG students who are underperforming or whose performance is found to no longer match their identification. Since an IDEP does not replace the DEP, it should be viewed as an intervention to help support these students with specific goals for improvement.

Development of an IEP should be accompanied by quarterly meetings with the AIG teacher to review individual goals and progress towards those goals.

### \* Ideas for Strengthening the Standard

- Update printed brochure and website information
- Prioritize talent development services at schools that are under-identified

## Planned Sources of Evidence

|                                                        |  |
|--------------------------------------------------------|--|
| * Printed brochure available in English and Spanish    |  |
| * Digital screening and testing rosters                |  |
| * AIG student folders containing appropriate paperwork |  |

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

Standard 2: Comprehensive Programming within a Total School Community

**Moore County Schools (630) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

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

**\* Practice A**

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

The Moore County Schools (MCS) Academically and/or Intellectually Gifted (AIG) program services are provided through various service delivery models to meet the different levels of need exhibited by gifted learners. Service options are discussed during initial placement meetings by the AIG teacher, parents/guardians, and, if appropriate, the student. Service delivery options are reviewed annually to ensure services continue to align with student areas of need. If students present compelling evidence necessitating a change in service, the AIG teacher will arrange a meeting with relevant stakeholders, including teacher(s) and parent(s)/guardian(s), to discuss necessary changes.

Service options should be considered as a menu of opportunities. During initial placement and annual reviews, stakeholders are encouraged to consider the student's affective (social-emotional) and academic needs when determining which services are needed. Services are indicated on the student's Differentiated Education Plan (DEP) and recorded as part of the digital gifted record in Infinite Campus.

Students identified as AIG within MCS receive a minimum of 45 minutes of service time weekly or 90 minutes bi-weekly. Affective needs of gifted students are addressed as part of the services provided by the AIG teacher. Life skills and coaching are embedded into projects and units planned by AIG teachers to address specific issues related to giftedness, such as underachievement, overexcitabilities, and perfectionism. In addition, some school psychologists and school counselors offer specific small group sessions to gifted students to address specific affective needs.

A key role of the AIG teacher is to serve in a coaching and consultative capacity for all teachers at their school(s). In this capacity, AIG teachers are responsible for consultation and co-planning with the classroom teacher(s) to ensure effective extension and enrichment of the North Carolina Standard Course of Study.

|                                   | Description of Service:                                                                                                                                                                                                                                                                                                                                                                         | Recommended for:                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>AIG Enrichment Study Group</b> | The purpose of enrichment study groups is to tap into the need for specific intellectual development of gifted identified students. AIG teachers design these study groups to focus on developing student creativity, critical thinking, and problem solving through the use of a variety of activities such as project-based and problem-based learning, coding, robotics, and logic problems. | Grades K-8<br>Students Identified as Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI) |
| <b>AIG Academic Study Group</b>   | Academic study groups aim to enrich and extend the NC Standard Course of Study to new levels of rigor and depth that will challenge academically gifted students. AIG teachers plan with the classroom teacher to deliver these lessons to small groups, either                                                                                                                                 | Grades K-8                                                                                                     |

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|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <p>in the classroom utilizing a co-teaching model or through a small group pull-out model. This option works particularly well if the school has implemented appropriate cluster grouping. When appropriate, the AIG teacher will create separate academic study groups to address reading and math skills.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Students Identified as Academically and Intellectually Gifted (AI), Academically Gifted (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM).</p> |
| <b>AIG Consultative Services</b>     | <p>Identification under AIG Consultative Services requires the development of an Individual Differentiated Education Plan (IDEP). The IDEP allows students to set specific academic goals and plan quarterly monitoring meetings with the AIG teacher or facilitator at the school. The AIG teacher collaborates with the classroom teacher(s) to ensure the student's academic and affective needs are met in the regular classroom environment.</p> <p>The IDEP and Consultative Services remain effective until the beginning of the following school year, at which time a reassessment should take place to ensure appropriate placement and services.</p> | <p>Grades K-12</p> <p>Students who are identified but elect not to receive direct AIG services.</p>                                                                         |
| <b>AIG Independent Study</b>         | <p>Students interested in independent study opportunities will work with the AIG teacher to develop a product plan outlining the problem/topic/issue to be studied, along with a project timeline and final product due date.</p> <p>Students are expected to submit regular reflections and progress updates to the AIG teacher. Upon completion of an independent study project, students should share their final product with an authentic audience. Independent Study services are traditionally provided as an addition to other service options; they should not supplant other services offered.</p>                                                    | <p>Grades K-12</p> <p>Recommended for profoundly gifted students or those pursuing a selective course of study.</p>                                                         |
| <b>Grade or Subject Acceleration</b> | <p>Students in grades K-8 must meet MCS criteria for whole-grade or single-subject acceleration as described in Standard 2, Practice G, for this option to be considered. A minimum of 46 points on the Iowa Acceleration Scale is needed to recommend whole-grade or single-subject acceleration. The final decision regarding subject or grade advancement rests with the school principal.</p> <p>Students in grades 9-12 may accelerate through a subject or discipline at an advanced rate at the discretion of the high school, and dependent on scheduling availability.</p>                                                                             | <p>Grades K-12</p> <p>Recommended for academically gifted students and profoundly gifted students.</p>                                                                      |
| <b>Advanced Academic Coursework</b>  | <p>Students may qualify for advanced-level math coursework according to the provisions of Senate Bill 500/ Session Law 2019-120/ NCGS 115C-81.56. Students in grades 4 and 5 who earned a level 5 on the math EOG the previous year will receive a minimum of 45 minutes of advanced math work weekly. Beginning in grade 6, students who meet the requirements participate in compacted math. Students who qualify for compacted math</p>                                                                                                                                                                                                                      | <p>Grades 4-12</p> <p>Recommended for students who are academically</p>                                                                                                     |

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| <div><div></div><div>Click here to remove the table and use only the narrative field.</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| <div><div><b>* Practice B</b></div><div>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.</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| <p>Moore County Schools recognizes that, in addition to having unique academic and intellectual needs, gifted learners also have unique affective (social and emotional) needs. During initial placement meetings, the Academically and/or Intellectually Gifted (AIG) teacher and parent(s)/guardian(s) discuss the unique affective needs of gifted students to ensure services align appropriately. At meetings for students being considered for grade or subject acceleration, the Specialist for Advanced Studies specifically addresses affective considerations related to acceleration decisions.</p> <p>The AIG teachers address the affective needs of their students in a variety of ways. This may be in the form of advice, addressing scheduling or class issues, or just listening and problem-solving with the student as needed. AIG facilitators at the high school serve a similar function by providing advice about scheduling, scholarships, and post-secondary plans. AIG teachers include quarterly lessons that focus on persistence, underachievement, anxiety, and self-advocacy. AIG teachers frequently use picture books as an entry point in grades K-8 to get students talking about these affective issues and how they impact their lives.</p> <p>Three specific social-emotional lesson plans have been developed for use by all the AIG teachers in the district to ease students through key transition points. In third grade, AIG identified students complete lessons about what it means to be gifted. In sixth grade, they focus on navigating middle school successfully; in eighth grade, they begin to think about the future with lessons focused on high school planning and beyond. These lessons are taught across the district as one way that AIG teachers address the unique affective needs of gifted students.</p> <p>Elementary and middle schools conduct "kid talks" as part of the multi-tiered system of support (MTSS) process. These talks are held with individual students two to three times yearly to review individual student data and set appropriate goals. These talks are often led by the building administration, members of the MTSS team, core classroom teachers, and/or the school instructional support facilitator. These are also opportunities for individual students to confer about their affective needs.</p> <p>In grades 9-12, gifted students' affective needs are met by the high school counselors and AIG facilitators. A partnership with Student Support Services has provided opportunities for school psychologists and school counselors to offer additional support for gifted students by working with small groups on lessons addressing affective needs such as underachievement, grit, perfectionism, and test anxiety. Additionally, this partnership allows for direct communication between high school counselors and the Specialist for Advanced Studies related to the unique needs of AIG students in high school; both academic and affective. AIG facilitators also serve as a point of contact for gifted students to discuss issues related to scheduling, scholarships, advancement opportunities, and post-secondary plans.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
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| <p><b>* Practice C</b><br/>Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p> <p>The Academically and/or Intellectually Gifted (AIG) program in Moore County Schools (MCS) is aligned with the district's strategic plan, which identifies the district's priorities. The district strategic plan is undergoing revision during 2025; however, the AIG program will continue to align the AIG program and services with the goals outlined in the current and revised MCS strategic plan, specifically in the area of academic achievement.</p> <p>The Specialist for Advanced Studies, along with the AIG teachers, serve as the primary advocates for the AIG program with senior leadership, principals, and community stakeholders. The Specialist for Advanced Studies provides regular updates related to AIG programming and services during leadership meetings as requested.</p> <p>The AIG teachers and Specialist for Advanced Studies strive to ensure that AIG services are an integral part of the total Instructional program within MCS. The Specialist for Advanced Studies position is a part of the department for Curriculum and Instruction. As such, this position is well-placed to share information relating to the AIG program with other content area specialists to ensure alignment within expected instructional practices, district programs, and the selection of district resources. The Specialist for Advanced Studies seeks out partnerships with the digital integration facilitators and school-based instructional support facilitators to connect AIG teachers and students with appropriate resources and materials. In addition, the Specialist for Advanced Studies collaborates with the department of Planning, Accountability, and Research to ensure AIG programming and services are aligned with assessment policies within the district. Additionally, a partnership with Student Support Services ensures support for the AIG program and alignment with counseling practices and policies within the district.</p> <p>MCS has developed frameworks of instruction to guide K-5 literacy, K-5 math, and 6-12 instruction. An integral component of these frameworks is the use of data-driven instruction and differentiation. Because these are county-wide initiatives, a consistent message is being sent in all content areas and grade levels that differentiation must occur to meet all learners' needs, including advanced learners.</p> | <p><b>* Practice D</b><br/>Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</p> <p>Moore County Schools (MCS) encourages intentional grouping practices to facilitate the achievement and growth of Academically and/or Intellectually Gifted (AIG) students and other students with advanced learning needs. Guidance is provided from the Specialist for Advanced Studies to support cluster grouping within schools. MCS defines cluster grouping in grades K-8 as placing small groups of 4-5 AIG students together in a classroom and assigning the cluster to a teacher who has experience growing advanced learners or has earned their add-on licensure for AIG. Cluster grouping allows advanced students to benefit from working with peers of a similar intellectual and academic ability and allows the classroom teacher to efficiently plan for small group instruction.</p> <p>MCS has adopted i-Ready as a universal screener in ELA and Math for grades K-8. Classroom teachers are encouraged to utilize reports provided in i-Ready for flexible grouping according to strength in specific domain-related skills and in planning for small group instruction.</p> <p>In grades 9-12, teachers are encouraged to use available data from diagnostics, check-ins, and classroom assessments to flexibly group students for classwork, projects, and assignments when appropriate. Professional development for teachers of Honors course sections highlights the use of flexible grouping within differentiation to appropriately meet the needs of gifted and advanced learners.</p> | <p><b>* Practice E</b><br/>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>Moore County Schools (MCS) is committed to informing all stakeholders about Academically and/or Intellectually Gifted (AIG) policies and procedures.</p> <p>Once approved by the local school board, the AIG plan is made available on the MCS AIG website. The website also includes a frequently asked questions (FAQ) page. The FAQ page focuses on information related to AIG identification and program services and addresses common questions related to the MCS AIG program. The website also includes flowcharts to assist teachers, administrators, support staff, and other stakeholders in understanding the process of AIG identification. Information about service delivery options provided to AIG identified students is outlined on the website.</p> |
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| <p>In August, the Specialist for Advanced Studies provides an overview of AIG identification procedures and services during the new employee orientation. This ensures that all new employees have an opportunity to learn about the processes and procedures used by the MCS AIG program.</p> <p>The Specialist for Advanced Studies and AIG teachers collaborate annually on a back-to-school presentation shared at each school by the AIG teacher. The emphasis of this presentation is to outline the referral and screening processes, discuss the steps leading to AIG identification, and outline the services the AIG teacher can provide. This ensures that information related to services and instruction of gifted students is consistently shared throughout the district.</p> <p>The Specialist for Advanced Studies communicates regularly with AIG teachers to ensure policies and procedures related to the AIG plan and services are clearly communicated to all stakeholders. AIG teachers provide information to teachers and parents/guardians on a regular basis to address misconceptions about the AIG program and to communicate AIG policies and procedures related to identification and services. AIG teachers are required to send newsletters quarterly and to complete AIG progress reports for identified students to ensure regular communication with families related to AIG services and student progress toward goals.</p> | <p><b>* Practice F</b><br/>Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p> <p>Communication among and between teachers and schools to ensure a seamless continuation of services has improved since the implementation of previous plans. The timely transition of records relies heavily on individual Academically and/or Intellectually Gifted (AIG) teachers. When students transfer schools within the district, the AIG folder is transitioned between the AIG teachers in person or via interoffice mail. The sending and receiving teachers sign the transfer documentation, and a copy of the transfer paperwork is sent to the Specialist for Advanced Studies. This creates a documented record of the location of all AIG student folders.</p> <p>The Specialist for Advanced Studies and AIG teachers work together to determine a timeline to communicate student needs and strengths and to transfer student folders, especially during key transitions between grade levels and schools. For students in transition grades, 5th to 6th grade and 8th to 9th grade, AIG teachers meet to review the Differentiated Education Plans (DEP) and discuss the services that have been provided. These meetings typically take place during teacher workdays in the spring, after the last day of school. AIG teachers frequently contact each other to discuss the needs of transitioning students. In addition, they communicate with other staff, classroom teachers, and counselors to help ensure a smooth transition for students as they move between grades and schools.</p> <p>Moore County Schools utilizes Infinite Campus to record all information related to AIG testing and services in the student record. This aids in the transition between schools as these digital records move automatically with the student and give the receiving AIG teacher quantitative data to review relating to student strengths and needs. Students identified as AIG in Infinite Campus are flagged with an indicator that notifies teachers of their area of AIG identification.</p> <p>AIG teachers communicate with classroom teachers at the beginning of each year to ensure teachers are aware of students who are AIG identified, their area of identification, and their strengths. Communication is crucial to ensure that AIG students receive appropriate differentiation in the classroom.</p> |
| <p><b>* Practice G</b><br/>Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><u>Early Admission to Kindergarten</u></p> <p>The Early kindergarten admission policy is pursuant to North Carolina General Statute GCS-J-001 listed below.</p> <p>Children who reach their fourth birthday by April 16 may enter kindergarten if they demonstrate an extraordinary level of academic ability and maturity. Information relating to early kindergarten admission is available on the Moore County Schools (MCS) Academically and/or Intellectually Gifted (AIG) website. The application is also available on the AIG website. Any testing required for early admission to kindergarten is done at the parent's expense.</p> <p>To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:</p> <ol style="list-style-type: none"> <li>1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th or 99th percentile on a standard individual test of intelligence such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman-Anderson, or any other comparable test administered by a</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

licensed psychologist.

2. Achievement - The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th or 99th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Performance - The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem-solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area, including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.
4. Observable Student Behavior/Student Interest - The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest - The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

The parent shall present the information required by this rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th which follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) for the child.

#### Grade or Subject Acceleration

Students who consistently demonstrate performance two or three years beyond their peers may need additional acceleration. MCS utilizes the Iowa Acceleration Scale to determine, on an individual basis, a student's readiness for grade or subject acceleration. Students must earn a minimum of forty-six points on the Iowa Acceleration Scale to be recommended as a good candidate for grade or subject acceleration.

Although the AIG program provides a recommendation regarding advancement based on the Iowa Acceleration Scale, the final decision regarding subject and/or grade advancement rests with the school principal. Students may accelerate whole-grade or single-subject during natural transitions, between school years, and at quarter or semester breaks.

1. Parents must present a request for acceleration to the AIG teacher in writing.
2. The AIG teacher will notify the school principal and the classroom teacher(s) of the parent's request for acceleration. The classroom teacher(s) will gather work samples that demonstrate work 2-3 years above grade level. The AIG Teacher will collaborate with classroom teacher(s) to determine how long work samples will be collected.
3. The AIG teacher will gather any prior testing data available. At least one classroom teacher will fill out a teacher nomination packet and the MCS Gifted Rating Scale.
4. The AIG teacher will gather the classroom teacher(s), principal or designee, and other interested parties to review data and work samples. The team will decide if they will pursue the request for acceleration based on the available data and work samples.
5. The AIG teacher and the administrator will meet with the parents and explain the team's decision. If exploring subject advancement, the meeting may include the current subject teacher and, if possible, the potential receiving teacher. If it is decided that acceleration services need to be explored, the AIG teacher will explain the Iowa Acceleration Scale to parents.
6. Once parents have signed a consent to test, the AIG teacher and, if necessary, the school psychologist will complete the required testing.
7. When testing is finished, the team will reconvene to complete the remainder of the Iowa Acceleration Form. The parents, the principal, the current teacher(s), the potential receiving teacher(s), and the Specialist for Advanced Studies will be included in the meeting. The student should score a minimum of 46 points on the Iowa Acceleration Scale to be recommended for Grade or Subject acceleration. If acceleration is recommended, an Individual Differentiated Education Plan (IDEP) will be developed to best

meet the student's needs. This plan will outline the transition process and a timeline for review of performance, as well as who will follow up on the student's progress to ensure a smooth transition.

#### Advanced Math/Compacted Math

MCS offers compacted math in grades 6-8. In accordance with Senate Bill 500/ Session Law 2019-120/ NCGS 115C-81.56, students who score a level 5 on the End of Grade assessment in math are placed into the advanced course for the next math course in which the student is enrolled. Students who score a level 5 in grade 3 and grade 4 receive advanced math coursework for at least 45 minutes a week. Students who score a level 5 in grade 5 are eligible for compacted math in grade 6. Seventh-grade students who score a level 5 are enrolled in Math I in eighth grade. Students are not removed from this compacted curriculum track unless parents specifically request the removal in writing. Principals are required to keep documentation of these requests. The Specialist for Advanced Studies works with the Specialist for 6-12 Math to ensure clear communication regarding this process, as well as consistency between schools in the application of the law.

#### Middle School Advanced Coursework

MCS offers students who need additional academic challenge in middle school the opportunity to complete high school World History while in eighth grade. The purpose of providing this opportunity is to set students up for an accelerated track in high school humanities courses similar to the Compacted Math/Math 1 sequence. Students who successfully complete the World History course in eighth grade are expected to move on to AP Human Geography as freshmen. If AP Human Geography is not available due to scheduling, students are given a choice to complete Honors Civic Literacy or another course.

#### Credit by Demonstrated Mastery (CDM)

Credit by demonstrated mastery is the process by which Local Educational Agencies 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. Access to the Credit by Demonstrated Mastery process is open to all NC public school students for high school courses in grades 9-12 and those high school courses offered in middle school that a district chooses to offer.

CDM promotes personalized learning and removes the requirement for seat time so that a student may take a more advanced course in that same subject area or provide time in the class schedule to explore a new topic. It allows subject-level acceleration without requiring full grade-level acceleration.

Additional information related to CDM is available from all middle school and high school counselors, including specific timelines related to application due dates and testing windows. This information is also available on the MCS Advanced Studies website.

1. Students complete and submit the Credit by Demonstrating Mastery Application to their school counselor.
2. The school counselor will contact the family to discuss the process and application. The counselor reaches out to the Specialist for Advanced Studies and the Planning, Accountability, and Research department to notify them of the request for testing.
3. Students will complete phase 1 (assessment of foundational knowledge) through a locally developed exam, Career and Technical Education (CTE) State Assessment, or End-of-course test.
4. For EOC courses, a student must achieve the following scale scores:
  - a. NC Math 1 > 563
  - b. NC Math 3 > 563
  - c. Biology > 261
  - d. English II > 565
  - e. For CTE courses, students must achieve 90% correct to qualify for Phase II.
  - f. For all other courses, a student must achieve 90% correct to qualify for Phase II.
5. Students who earn a qualifying score will move on to the performance-based task in Phase 2. Students who do not meet the minimum qualifying score in Phase 1 will be required to complete the course in order to earn credit.
6. Students eligible for Phase 2 will complete the performance-based task provided by the Specialist for Advanced Studies within the set time limit.
7. A panel of content specialists will review the performance-based task and determine if the student meets basic proficiency to receive credit for the course.
8. The student and family will be notified of the panel's recommendation regarding the awarding of credit. If the student does not earn credit based on phase 2, they may appeal the process.

#### Dual Enrollment

Juniors and seniors who meet established qualifications may take college-level coursework in partnership with the local community college, Sandhills Community College. In order to support dual enrollment, two counselors work with the students at our three traditional high schools exclusively in support of dual enrollment. The counselor at the virtual school

works closely with the high school students to communicate requirements for participating in community college classes.

Freshmen and sophomores who meet the requirements outlined in Senate Bill 366, NCGS 115D-20(4.a.3.II), Session Law 2019-185, may participate in college transfer pathway courses. Freshmen may begin classes in the spring semester. This ensures a smooth transition to high school prior to adding the rigors of starting college coursework. Sophomores may take classes in both the fall and spring semesters.

AIG identified students in grades 9-12 are encouraged to plan an academically rigorous course of study by taking honors, advanced placement, and community college courses. Access to this advanced coursework ensures our academically gifted students have appropriate academic challenges. AIG facilitators and high school counselors advise students on selecting appropriately rigorous coursework.

#### Accelerated Pathway for Early Graduation in Three Years

High school counselors work with individual students to ensure they are aware of the requirements for high school graduation in three years.

#### Moore Innovative High School

In the 2025-2026 school year, MCS will open the Moore Innovative High School. All coursework will be designed and taught at the Honors level while also accelerating students to complete most academic requirements for graduation in the first two years of high school and providing access to dual enrollment courses for the remaining two or three years of high school. Moore Innovative High School intentionally recruits students who are first-generation college students, those at risk of dropping out of high school, and those who would benefit from an accelerated learning model. Students must apply for entrance to the cohort and undergo a rigorous application and interview process.

#### **\* Practice H**

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

Talent development formally begins in primary classrooms within the first nine weeks of school. Academically and/or Intellectually Gifted (AIG) teachers conduct 1-2 push-in lessons in the classroom. Classroom teachers are present during the talent development lessons and observe students for potential gifted characteristics. They use a checklist from the Primary Education Thinking Skills series or attributes from the Moore County Schools Gifted Standards to observe their students. AIG teachers are encouraged to utilize lessons from the Primary Education Thinking Skills, Building Thinking Skills books, and Mind Benders logic puzzles to focus on a specific type of thinking to develop in students for each round of talent development. As talent development continues through the year, the AIG teacher focuses on different skills and ways of thinking (i.e., analytical thinking, inventive thinking, evaluative thinking). This will help to reveal different talents and strengths in students.

After conducting push-in lessons in primary classes, the AIG teacher and the classroom teacher(s) will identify the top 10-15% of the grade level to participate in an additional 2-4 pull-out sessions with the AIG teacher. These pull-out sessions focus on developing specific strengths and talents within the students related to common gifted characteristics and will also provide the AIG teacher an opportunity to determine if these students need formal assessment for AIG services.

Once AIG teachers have had an opportunity to conduct pull-out sessions with the students, they will discuss their observations with the grade-level teachers and determine which students may need to go into the next screening pool and be considered for testing. The school-based Gifted and Talented Review Team will review the screening pool to determine which students should be recommended for further formal testing. Students who are not recommended for formal testing may be referred back to talent development during the next cycle of lessons. There is no limit to the number of times a student may participate in talent development.

Due to screening in second grade, AIG teachers begin the talent development process with second-grade students within the first nine weeks of the school year. In the second nine weeks, AIG teachers expand talent development to additional grade levels or begin a second cycle of talent development with a different thinking skill lesson. Unless students show a remarkable, specific need, kindergarten students should not participate in talent development before the start of the second semester. This allows kindergarten teachers enough time to become familiar with their students and for students to adjust to the routines and procedures of going to school.

#### **\* 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.

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| <p>While talent development efforts begin in the early grades (K-3), Moore County Schools (MCS) believes it is important to continue talent development through grades 4-12 to provide opportunities for all students to show their potential. The Specialist for Advanced Studies, the Academically and/or Intellectually Gifted (AIG) teachers, and AIG facilitators at the high school level work to promote growth mindsets within all teachers to recognize students as “at-potential” and to ensure they look beyond labels to recognize the needs of all students.</p> <p>In grades 4-8, students who have been previously screened or were tested for AIG services and did not qualify are considered to be on an “active monitoring” status. AIG teachers continue to monitor data and student progress and work with classroom teachers to use available data when flexibly grouping students to ensure those demonstrating a need for advanced learning are clustered for differentiated instruction. Additionally, the AIG teacher may continue to pull groups of students who demonstrate potential gifted characteristics or advanced learning needs into small group sessions to continue developing a variety of thinking skills. A series of books, <i>Integrated Lessons in Higher Order Thinking Skills</i>, was purchased for AIG teachers to continue talent development efforts in grades 4-8. Fourth and fifth-grade students who earn a level 5 on the previous year’s math EOG are included in advanced math lessons throughout the year, regardless of their AIG status.</p> <p>In grades 6-8, student participation in compacted math opportunities and those eighth graders participating in the advanced access to World History do not have to be identified as AIG. This allows students to access advanced learning opportunities based on need or personal interest. Additionally, middle schools offer a summer “Jump Start” camp for rising 6<sup>th</sup> grade students to prepare them to begin middle school. Frontloading coursework in middle school will enable students to pursue additional advanced coursework in high school.</p> <p>The Specialist for Advanced Studies intentionally partners with Student Support Services to promote access to advanced learning opportunities in grades 9-12, including access to advanced academic coursework. Professional development and discussion with school counselors have allowed school personnel to learn about a wide range of advanced learning opportunities available to students that demonstrate potential through Honors and Advanced Placement courses, Dual Enrollment classes, courses through the North Carolina School of Science and Math, and the North Carolina School for the Arts.</p> <p>The Specialist for Advanced Studies conducts an annual book study with the AIG teachers during monthly professional learning team (PLT) meetings. Past topics have included co-teaching and coaching in gifted education, self-advocacy for gifted learners, and recognizing and serving underserved gifted populations. Book studies and the PD that occurs with them allow the AIG teachers to expand their knowledge and plan ways to take this learning to the schools and teachers they serve.</p> <p>The Specialist for Advanced Studies intentionally partners with the Specialist for English Language Learners to share information related to the AIG program through the Hispanic family night meetings, which are held quarterly. This helps ensure we are reaching out to intentionally spread information about AIG program services to populations traditionally under-identified in our schools.</p> <p><u>Moore Innovative High School</u></p> <p>In the 2025-2026 school year, MCS will open the Moore Innovative High School. All coursework will be designed and taught at the Honors level while accelerating students to complete most academic requirements for graduation in the first two years of high school and providing access to dual enrollment courses for the remaining two or three years of high school. Moore Innovative High School intentionally recruits students who are first-generation college students, those at risk of dropping out of high school, and those who benefit from an accelerated learning model, resulting in a diverse student population.</p> |  |
| <p><b>* Practice J</b></p> <p>Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p> <p>A variety of extracurricular opportunities are available in grades K-12, including Battle of the Books, Math Counts, Speech and Debate, Future Cities, Odyssey of the Mind, Science Olympiad, Quiz Bowl, Girls Who Code, and Robotics Clubs. While extracurricular offerings vary by school and grade span, these supplemental opportunities provide additional areas where students can experience enrichment, extension, and acceleration to meet their academic and affective (social-emotional) needs.</p> <p>Academically and/or Intellectually Gifted teachers are encouraged to sponsor at least one extracurricular club and to assist in recruitment efforts to find additional teachers or parents willing to sponsor clubs as students express interest.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>Provide various clustering scenarios to assist principals in creating appropriately clustered classes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

- Seek to expand extracurricular offerings of interest to AIG students

**Planned Sources of Evidence**

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| * Principal "One-Pager" included in Leadership Notebook, which summarizes school responsibilities related to clustering and opportunities for advanced academic access |  |
| * Beginning of year AIG presentation, New Teacher Induction AIG Presentation                                                                                           |  |
| * Talent Development roster                                                                                                                                            |  |

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

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| Standard 3: Differentiated Curriculum and Instruction                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Moore County Schools (630) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Standard 3: Differentiated Curriculum and Instruction</b><br><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><b>* Practice A</b><br/>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>Moore County Schools (MCS) recognizes the need to adapt the North Carolina Standard Course of Study (NCSCOS) to address the range of readiness exhibited by gifted students. MCS addresses this need through extension, acceleration, and enrichment opportunities across all grade levels.</p> <p>Academically and/or Intellectually Gifted (AIG) teachers and classroom teachers are expected to differentiate their instruction to meet the various levels of readiness, ability, and interest within their classes. Differentiation is a part of the MCS frameworks for all grade levels and content areas, and teachers should proactively plan to meet all students' needs within their classes. The AIG teachers work collaboratively with classroom teachers through professional learning teams (PLTs) to prepare opportunities to accelerate, extend, and enrich the curriculum.</p> <p>In addition to differentiation within the regular classroom, MCS serves AIG students in grades K-8 through a combination of direct services provided by the AIG teacher in pull-out small group and/or co-teaching lessons taught by the AIG teacher and regular classroom teacher in the regular education classroom. Lessons are designed to extend, enrich, and, when necessary, accelerate the NCSCOS by providing deeper connections to content and materials for students.</p> <p>Examples of enrichment opportunities that may be utilized during AIG service times or provided in the classroom include access to guest speakers, college visits, online opportunities for lessons with the North Carolina School of Science and Mathematics, or independent study projects based around an area of personal interest. Examples of extension opportunities include access to personalized learning through programs such as MyPath in i-Ready, Khan Academy, and independent study projects based around an area of personal interest.</p> <p>Push-in opportunities, such as co-teaching, allow the AIG teacher to model effective instructional strategies for advanced learners within the regular classroom and to observe other students who demonstrate potential for advanced academic work. Pull-out opportunities allow AIG students to work with peers of similar interests and abilities in an accelerated setting. MCS AIG program recognizes that AIG students need opportunities for both pull-out time and opportunities for extension, enrichment, and acceleration within the classroom.</p> <p>In grades 9-12, students self-select Honors, Advanced Placement, and Dual Enrollment courses to extend and accelerate their learning at an appropriately rigorous academic level. They receive enrichment and advocacy services from an AIG facilitator at each high school. Professional Development provided to all high school core content teachers in 2025 focused on the importance of differentiation as part of the Honors policy revisions and process. High school teachers were provided with examples of different instructional practices to incorporate that can accelerate, enrich, and extend the NCSCOS to meet the needs of advanced learners in their classes.</p> <p>Acceleration options are available in grades K-8 through grade advancement, single-subject advancement, and curriculum compacting in middle school math.</p> <p>Students in grades 9-12 are encouraged to consider opportunities for acceleration by participating in programs from the NC Governor's School, the North Carolina School of Science and Mathematics, and the North Carolina School for the Arts. In addition, students have opportunities to accelerate through Credit by Demonstrated Mastery.</p> |
| <b>* Practice B</b><br>Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Academically and/or Intellectually Gifted (AIG) teachers utilize a variety of instructional practices according to the abilities, readiness, and interests of the AIG students with whom they work. A primary focus is on using 21st-century skills such as problem solving, communication, and collaboration when solving real-world problem-based tasks. In addition, AIG teachers build advanced communication and research skills in students through Socratic Seminars and Speech and Debate. These instructional strategies give students opportunities to learn and practice effective communication skills and to further develop creative and critical thinking skills.</p> <p>AIG teachers work closely with classroom teachers to ensure they are comfortable incorporating a variety of instructional strategies to address the needs of advanced learners within the regular classroom environment. AIG teachers discuss and share effective instructional practices during professional learning team meetings with other teachers. Additionally, district PD is focused on instructional practices to extend, enrich, and accelerate the NC Standard Course of Study. AIG teachers also push into classrooms when available to co-teach or model effective instructional practices.</p> <p>AIG teachers plan their services to reflect areas of student identification and student interest. While many AIG teachers choose to group students according to their grade level, they are also encouraged to consider their students' areas of identification, readiness, and interests when creating flexible groups. AIG teachers group students for services in ways that maximize the students' strengths. This allows AIG teachers to think of services as a menu of options designed to target student strengths and meet students' individual needs, and not necessarily be restricted to pulling students by grade level.</p> <p>Those students who are intellectually gifted or academically and intellectually gifted work on tasks to develop their intellectual reasoning skills, but may not be heavily reliant on advanced academic skills. This is primarily through tasks such as problem-based and project-based learning. An example of this may be designing a tiny house according to a set of client specifications or designing a shelter that would withstand the elements and fit a person using a prescribed set of materials.</p> <p>Students who are academically gifted participate in services designed to grow their academic strengths. For example, students gifted in math may complete a small group lesson designed to extend the math curriculum, to study different number systems, or to further explore fractions and decimals. Students academically gifted in language arts may complete an advanced book study utilizing Jacob's Ladders or complete a small group lesson to expand their vocabulary and writing skills beyond that of their age-level peers.</p> <p>AIG teachers work with gifted students who demonstrate a need for additional academic and/or intellectual challenge to design independent learning projects. These projects are designed around individual student interests and are completed independently.</p> | <p><b>* Practice C</b><br/>Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.</p> <p>Moore County Schools utilizes a variety of instructional resources to enhance student learning.</p> <p>Some of the resources purchased for use by the Academically and/or Intellectually Gifted (AIG) teachers include:</p> <ul style="list-style-type: none"> <li>• Jacob's Ladders English/Language Arts lessons (grades K-8)</li> <li>• Selected William and Mary English/Language Arts units (grades K-8)</li> <li>• Digital access to PBL project materials (grades K-8)</li> <li>• Beast Academy math materials from the Art of Problem Solving (grades K-5)</li> <li>• Mentoring Mathematical Minds units (grades 3-5)</li> <li>• William and Mary math units (grades K-6)</li> </ul> <p>Additional materials provided to the AIG teachers include Challenging Common Core lessons in English/Language Arts, Science, Math, and Social Studies, Mind Benders logic puzzles, and some sets of Junior Great Books. Individual picture books that address the social-emotional needs of gifted students have been purchased for each AIG teacher. These books are accompanied by a lesson plan developed by the Specialist for Advanced Studies.</p> <p>The Specialist for Advanced Studies meets with students who demonstrate a need for an individualized plan to meet their academic, intellectual, or social-emotional needs to ensure district resources are used appropriately.</p> <p>AIG teachers participate in professional development with the county Digital Integration Facilitators to reinforce and integrate robotics, coding, and the engineering problem-solving model into their lessons and activities.</p> |
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## \* 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.

Moore County Schools (MCS) Academically and/or Intellectually Gifted (AIG) program has developed gifted education standards to address the need to develop durable skills and mindsets that will support post-secondary success. The MCS AIG program focuses on developing critical thinking, communication, collaboration, creativity, and leadership skills. The gifted education curriculum standards, along with the North Carolina Standard Course of Study (NCSCOS), serve as the basis for the extension, enrichment, and acceleration that takes place within the AIG program. These standards reflect the state's focus on durable skills through the Portrait of a Graduate.

Advanced Communication and Research Skills – Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study.

AC.R.1 – The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources.

AC.R.2- The student supports and defends his/her own opinions while respecting the opinions of others, taking into consideration potential misunderstandings, biases, and expectations.

AC.R.3 – The student can clearly articulate and communicate their own thinking to a variety of audiences.

AC.R.4 - The student selects appropriate research tools and methodologies to conduct research and uses systematic procedures for recording, organizing, and synthesizing information.

Application of Knowledge - Gifted students will acquire and apply knowledge in order to advance their understanding.

AK.1 - The student will transfer and apply knowledge from one topic of study to another.

AK.2 - The student will make generalizations about events, people, things, and ideas.

AK.3 – The student will make connections between basic information and broader concepts, applying concepts within and across disciplines.

Creative Thinking and Creative Problem-Solving Skills - Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products.

CT.CPS.1 - The student formulates original questions and ideas about a specific topic.

CT.CPS.2 - The student designs, applies, evaluates, and adapts a variety of strategies when problem solving while tolerating ambiguity and assuming risk.

CT.CPS.3 - The student incorporates brainstorming and other idea-generating techniques to solve problems or generate new ideas.

CT.CPS.4 - The student develops original ideas, presentations, or products.

Higher Order Critical Thinking Skills - Gifted students will develop and practice higher-order and critical thinking skills in order to extend their knowledge at an advanced level.

HOCT.1 -The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.

HOCT.2 - The student conducts comparisons and evaluates decisions using an established criterion.

HOCT.3 - The student asks open-ended, insightful, and relevant questions.

HOCT.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

HOCT.5 - The student uses analogies, metaphors, and/or models to explain or illustrate complex concepts and relationships.

HOCT.6 - The student considers multiple perspectives and examines issues from more than one point of view.

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| <p>Personal Development and Interpersonal Relationships - Gifted students will undergo personal growth and development in order to achieve their highest potential. Gifted students will develop appropriate interpersonal relationships in order to collaborate effectively with a variety of audiences.</p> <p>PD.IR.1 – The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.</p> <p>PD.IR.2 - The student predicts and understands the consequences of decisions and responds appropriately.</p> <p>PD.IR.3- The student allows for and accepts differences of opinion when reflecting on their own reasoning and the reasoning of others.</p> <p>PD.IR.4 - The student will display persistence when faced with challenges and strive to achieve high standards.</p> <p>To encourage AIG teachers to intentionally use the MCS AIG gifted education standards, a lesson plan template is available for use by AIG teachers. This template includes places for MCS gifted education standard alignment, as well as NCSCOS alignment.</p> | <p><b>* Practice E</b><br/>Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>Ongoing assessment is the key to effective differentiation within the classroom. The use of formative and summative assessments, as well as differentiated small group instruction, are part of the district instructional frameworks. Through professional development, we continue to build our teachers' capacity to utilize data and flexibly group students within the classroom for differentiation of content, process, product, and environment.</p> <p>A variety of state-wide and local assessment data is available to teachers. This data includes mClass and North Carolina check-ins, common formative assessments developed by professional learning teams, and classroom-developed assessments. Moore County Schools (MCS) has developed a data protocol that teachers were trained on during the 2021-2022 school year. Teachers regularly reflect on their data to determine academic readiness and flexibly group students to differentiate any re-teaching or extension that may need to occur. In addition, as teachers introduce new content, they are encouraged to pre-assess to determine if any students have already mastered the material so they can compact their instruction.</p> <p>As part of MCS's implementation of the Multi-Tiered System of Support (MTSS), we have adopted the universal screener i-Ready. i-Ready diagnostics are given 3 times a year to students in grades K-8. This universal screener assesses students' level of knowledge on specific standards within the domains of ELA and Math. Teachers are encouraged to utilize the grouping feature found under the reports section to help them identify those students who are recommended to be clustered together in the classroom for targeted instruction.</p> <p>In addition, each school has a designated time for remediation and enrichment built into the master schedule. Teams of teachers within a building use their data to flexibly group and regroup students within a grade span or content area to facilitate instruction during this time, depending on the student's level of readiness. Those students who demonstrate mastery of a particular content or standard are grouped and provided opportunities for extension and enrichment, while those who are below the level of mastery are grouped for direct instruction or intervention.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>* Practice F</b><br/>Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>Moore County Schools (MCS) has clearly emphasized differentiation as a top priority, and teachers are expected to differentiate the North Carolina Standard Course of Study within their classrooms to meet the needs of all students. Differentiation is part of the instructional frameworks for all grade levels and content areas and is an expected part of instruction. MCS continues to encourage a focused effort on building effective professional learning teams (PLTs) in all schools and grade levels. Students with advanced learning needs are directly impacted by this focused effort to develop PLTs because one of the four questions addressed by PLTs is "What will you do if students already know what you want them to learn?". Intentional focus on the PLT questions ensures teachers are proactively planning for strategies to extend, enrich, and accelerate the curriculum to meet the needs of advanced learners.</p> <p>Academically and/or Intellectually Gifted (AIG) teachers collaborate with classroom teachers to ensure that advanced and gifted learners receive appropriately challenging instruction. AIG teachers are encouraged to ensure their schedule permits time for them to meet with grade-level and content area PLTs. During PLTs, the AIG teacher advocates for and recommends strategies that classroom teachers can use to differentiate their instruction. AIG teachers may also co-teach with classroom teachers, providing specialized</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| <p>instruction within the general education setting or modeling specific instructional strategies to incorporate. AIG teachers collaborate with additional staff members at their school as needed to ensure AIG students' needs are met, including school counselors, EC teachers, and additional support staff as needed.</p> <p>As a curriculum and instruction team member, the Specialist for Advanced Studies is well placed to collaborate with other instructional specialists who support teachers and PLTs to ensure they are also advocating for appropriate differentiation for advanced learners. Additionally, collaboration with the Planning, Accountability, and Research department ensures that data discussions held at the school and district level highlight the need to differentiate instruction to continue to grow and advance our gifted learners.</p> <p>In grades 9-12, high school teachers work within their departments to complete the Honors Level Coursework Development and Evaluation tool to support planning for differentiated instruction in Honors courses. This also ensures that conversations about differentiation are carried into standard-level and Advanced Placement classes, as department members frequently teach multiple course levels.</p> |                                                                                                                                     |               |
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| <b>* Ideas for Strengthening the Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                     |               |
| <ul style="list-style-type: none"> <li>▪ Inclusion of differentiation as a district-wide "look for" during walk-throughs</li> <li>▪ Design AIG teacher schedules to allow time for participation in grade-level and/or content area professional learning team meetings</li> <li>▪ PD focused on instructional practices to support extension and enrichment of the NCSCOS</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                     |               |
| <b>Planned Sources of Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                     |               |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | AIG teacher lesson plans showing differentiation of NCSCOS and incorporation of MCS Gifted Standards                                |               |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | MCS Instructional Frameworks, which include expectations for the use of data to flexibly group students for small group instruction |               |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Inventory of books and resources purchased for AIG teacher use                                                                      |               |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Remediation/Enrichment grouping lists showing use of data to flexibly regroup students                                              |               |
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| Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Documents                                                                                                                           | Document/Link |
| AIG Standard 3 Additional Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Document Template                                                                                                                   | N/A           |
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| Standard 4: Personnel and Professional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Moore County Schools (630) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Standard 4: Personnel and Professional Development</b><br><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><b>* Practice A</b><br/>Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p> <p>Moore County Schools employs an Academically and/or Intellectually Gifted (AIG) licensed educator to serve as the Specialist for Advanced Studies.</p> <p>Responsibilities of this position include:</p> <ul style="list-style-type: none"> <li>• Provide leadership and support to develop and implement Moore County Schools' plan for serving Academically and/or Intellectually gifted (AIG) students</li> <li>• Provides leadership and advocates for students participating in the AIG program,</li> <li>• Oversees Advanced Placement (AP) and College and Career Promise (CCP) courses</li> <li>• Works with senior leadership and principals on implementation of the AIG, AP, and CCP programs</li> <li>• Recommends and reviews schedules for itinerant AIG staff members to ensure equity of services and job responsibilities</li> <li>• Provides orientation for AIG staff members at the beginning of the school year</li> <li>• Reviews screening and testing information annually to ensure screening, referral, and identification processes are carried out according to the approved AIG Plan</li> <li>• Reviews annual data related to gifted students' academic accomplishments and performance</li> <li>• Plans and conducts AIG teacher Professional Learning Team (PLT) meetings to develop the capacity of AIG teachers and ensure appropriateness of services</li> <li>• Collaborates to ensure required professional development activities are offered for teachers implementing the AIG, AP, and CCP programs</li> <li>• Oversees the budget for AIG and AP programs</li> <li>• Monitors district usage and budget for NC Virtual (NCVPS)</li> <li>• Reviews and recommends appropriate instructional materials for the AIG and AP programs</li> <li>• Organizes and chairs the AIG Parent Advisory Council, which meets quarterly</li> <li>• Chairs the Governor's School selection process for the district</li> <li>• Participates in regional meetings, professional development opportunities, and other statewide initiatives to support the AIG, AP, and CCP programs</li> <li>• Performs other duties and responsibilities as assigned by supervisor</li> </ul> | <p><b>* Practice B</b><br/>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>Moore County Schools employs full-time Academically and/or Intellectually Gifted (AIG) teachers to support the AIG program and provide services to meet the academic and affective (social-emotional) needs of gifted students.</p> <p>AIG Teacher Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Advocate for gifted students in the building with school personnel and the community</li> <li>• Coordinate services for gifted students at their assigned school(s)</li> <li>• Gather and review screening and referral data during screening windows</li> <li>• Act as chairperson for the school-based Gifted and Talented Review Team</li> <li>• Administer appropriate identification assessments during testing windows</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Communicate weekly with classroom teachers to provide differentiated curriculum and support for gifted students</li> <li>• Provide direct services to identified students using research-based methods</li> <li>• Provide nurturing and talent development services to students identified as demonstrating potential for giftedness who are not formally identified</li> <li>• Provide embedded professional development in the school building to support differentiated academic opportunities for gifted students in the regular classroom</li> <li>• Attend professional development opportunities, such as those offered at statewide conferences and those provided within the district by the Specialist for Advanced Studies, to continually grow in the area of gifted education</li> <li>• Provide consistent communication with parents/families about screening, referral, identification, and services using newsletters, emails, phone calls, digital spaces, progress reports, and/or parent-teacher conferences</li> <li>• Maintain documentation of student growth and needs using appropriate Differentiated Education Plans (DEPs), Individual Differentiated Education Plans (IDEPs), and/or AIG Progress Reports</li> <li>• Annually review student placement and services for appropriateness</li> <li>• Maintain NC add-on AIG certification</li> <li>• Perform additional responsibilities assigned by building supervisor and/or Specialist for Advanced Studies</li> </ul> <p>Moore County Schools also utilizes AIG facilitators to support the academic and affective (social-emotional) needs of gifted students in grades 9-12. AIG facilitators are high school teachers who maintain an AIG licensure. They maintain a full teaching schedule and support the needs of AIG students in grades 9-12.</p> <p>AIG facilitator responsibilities include:</p> <ul style="list-style-type: none"> <li>• Collaboration with HS counselors to assist AIG identified students in the development of a rigorous 4-Year Plan of Study</li> <li>• Collaboration with HS counselors to assist AIG students with post-secondary goals, to include career paths, college selection, and scholarship availability</li> <li>• Initiates, plans, and coordinates enrichment activities for AIG identified students; these may include but are not limited to guest speakers, seminars, field trips, and college tours</li> <li>• Collaborates with HS counselors to assist in recruiting students for participation in AP classes, especially those from diverse backgrounds who are historically underrepresented in AP classes</li> <li>• Assists AP/Honors teachers with differentiation of curriculum and incorporating appropriate instructional strategies</li> <li>• Collaborates with HS counselors to disseminate information regarding and actively recruit students to apply for Governor's School.</li> <li>• Participates in county-level selection team for Governor's School applications</li> <li>• Maintains accurate AIG records and AIG headcount</li> <li>• Disseminates program information to school staff, principal, and teachers regarding AIG program initiatives and goals</li> <li>• Disseminates information to students regarding opportunities for gifted students, such as contests, summer programs, and gifted organizations</li> </ul> | <p><b>* Practice C</b><br/> 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>Professional development related to meeting the needs of gifted students is offered, but is not required by Moore County Schools (MCS). Attendance at system-wide professional development offerings centered around differentiation has not been well-attended in the past three years due to a number of competing, required PD offerings.</p> <p>In August, the Specialist for Advanced Studies provides an overview of Academically and/or Intellectually Gifted (AIG) identification procedures and services during the new employee orientation. This ensures that all new employees have an opportunity to learn about the processes and procedures used by the MCS AIG program, as well as a basic understanding of the academic and affective (social-emotional) needs of gifted students.</p> <p>The Specialist for Advanced Studies and AIG teachers offer professional development sessions on an as-needed and on-requested basis to schools and individual teachers. Building principals identify areas of need at individual buildings, but these PD sessions primarily focus on differentiation and the unique needs of gifted students in the classroom.</p> <p>The Specialist for Advanced Studies partners with Student Support Services to provide professional development on the unique needs of gifted students to school counselors and other support personnel who work with our students. The Director for Student Support Services, lead counselors, and the Specialist for Advanced Studies collaborate to determine needed topics for professional development. Traditionally, these PD sessions focus on recognizing gifted students' unique affective and academic needs and discussing how to use district resources best to support gifted students.</p> |
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| <p>The Specialist for Advanced Studies provides professional development for administrators on the unique needs of gifted students as requested by district senior staff.</p> <p>During this plan cycle, the Specialist for Advanced Studies will work to develop a series of professional development offerings leading to a local certification for classroom teachers, indicating they have met the minimum requirements in working with gifted students. Principals will receive a yearly list of their teachers who have completed the local certification process.</p> <p>Additionally, teachers indicating a desire to complete the coursework for their add-on licensure in AIG may submit course reimbursement requests following the established AIG process. Teachers may be reimbursed for coursework as funds are available. Administrators are also encouraged to consider getting their add-on licensure.</p>                                              | <p><b>* Practice D</b><br/>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>Principals and schools are encouraged to utilize cluster grouping when scheduling their Academically and/or Intellectually Gifted (AIG) students. Moore County Schools (MCS) has defined cluster grouping to mean placing 4-5 AIG identified students within one class whenever possible to ensure AIG students have opportunities to work with students of similar need and interest. If possible, AIG students are clustered by their area of identification. It is recommended that cluster classes be assigned to teachers who have earned their AIG licensure whenever possible. If there are no AIG licensed teachers available, principals are encouraged to place cluster classes with teachers who demonstrate evidence that they grow their advanced learners, as indicated by EVAAS, or with teachers who have completed professional development related to teaching gifted learners.</p> <p>During this plan cycle, the Specialist for Advanced Studies will work to develop a series of professional development offerings leading to a local certification for classroom teachers, indicating they have met the minimum requirements in working with gifted students. Principals will receive a yearly list of their teachers who have completed the local certification process.</p> <p>Personnel are encouraged to earn their add-on licensure by completing a four-course sequence from an institute of higher education or passing the Gifted Education Praxis. Course reimbursement and Praxis reimbursement can be requested from the county according to guidelines set by MCS. Information about course reimbursement can be found on the MCS professional development website. The Specialist for Advanced Studies works with the Human Resources department to annually monitor which employees have earned their add-on licensure in gifted education.</p> |
| <p><b>* Practice E</b><br/>Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>The Specialist for Advanced Studies works with Human Resources and principals to recruit and retain Academically and/or Intellectually Gifted (AIG) licensed professionals, including those of diverse backgrounds. The Specialist for Advanced Studies works with principals to identify teachers who have a talent for working with advanced learners. Those teachers are recruited to complete their AIG add-on licensure by completing the 4-course sequence of classes through an institute of higher education or by completing the Gifted Education Praxis. Course reimbursement and Praxis reimbursement can be requested from the county according to Moore County Schools (MCS) guidelines. Information about course reimbursement can be found on the MCS professional development website.</p> | <p><b>* Practice F</b><br/>Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>Moore County Schools (MCS) recognizes the importance of professional learning opportunities and their role in encouraging educators to continually improve their practices. The Specialist for Advanced Studies provides professional development (PD) to school leadership and teachers. This includes PD centered around seeing learners as at-potential and developing a growth mindset instead of deficit thinking. PD for principals and district leadership also includes the policies and practices of the MCS Academically and/or Intellectually Gifted (AIG) program. Providing focused PD on the policies and practices of the AIG program ensures the MCS leadership team and building principals are comfortable acting as advocates for the AIG program when discussing policies and practices of the AIG program with parents, community members, and staff.</p> <p><b>* Practice G</b><br/>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>Professional development (PD) is provided for teachers and principals based on current district initiatives and needs as identified through student achievement data, administrator observations, and anecdotal evidence. PD is aligned to the goals of the local Academically and/or Intellectually Gifted (AIG) program and is focused on ensuring stakeholders are aware of educational best practices in gifted education. The AIG “Booster Shots” series released by the NC Department of Public Instruction Office for Advanced Learning and Gifted Education has been used as a starting point for developing district PD. These resources focus on using best educational practices in identifying and serving gifted students.</p> <p>PD provided by the Specialist for Advanced Studies and by AIG teachers is aligned to the core beliefs outlined for the Moore County Schools AIG program of creating learning environments that value and nurture intellectual and academic ability and creativity in all schools, providing services and opportunities to meet the unique cognitive and affective (social-emotional) needs of gifted students in grades K-12, and growing the gifts and talents of students who show potential to perform at substantially high levels. These core beliefs of the AIG program also align with the district’s strategic plan and the goals to improve academic achievement across the district. Feedback from PD that is provided is used along with questionnaires to assess what additional PD is needed, and is used to make refinements as needed.</p> <p>The AIG teachers and Specialist for Advanced Studies collaborate to share resources through a secure, shared Google Folder. Resources include notes from professional development attended, resources for lesson planning, and materials purchased for use by the AIG team to achieve program goals.</p> |                                                                                       |               |      |           |               |                                     |                   |     |
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| <p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>• Development of a Professional Development course sequence for classroom teachers to become locally certified</li> <li>• Providing building principals with a list of AIG certified teachers and teachers who have completed the locally developed courses</li> <li>• Strengthening partnership and professional development with Exceptional Children’s teachers and ESL teachers to better support EL and twice exceptional (2e) students</li> <li>• Advocate for an additional AIG position to increase support and services in grades 9-12</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                       |               |      |           |               |                                     |                   |     |
| <p><b>Planned Sources of Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                       |               |      |           |               |                                     |                   |     |
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| <table> <tr> <th>Type</th><th>Documents</th><th>Document/Link</th></tr> <tr> <td>AIG Standard 4 Additional Resources</td><td>Document Template</td><td>N/A</td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |               | Type | Documents | Document/Link | AIG Standard 4 Additional Resources | Document Template | N/A |
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| AIG Standard 4 Additional Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Document Template                                                                     | N/A           |      |           |               |                                     |                   |     |

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| Standard 5: Partnerships                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Moore County Schools (630) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Standard 5: Partnerships</b>                                                                                                                 | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>* Practice A</b>                                                                                                                             | Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>▪ academic and intellectual</li> <li>▪ social and emotional.</li> </ul>                                  | <p>Moore County Schools (MCS) seeks to intentionally form partnerships with parents/families to support gifted students' needs. Every effort is made to keep Academically and/or Intellectually Gifted (AIG) teacher assignments to schools consistent year to year. This helps AIG teachers to build deeper relationships with parents/families, as they may serve multiple children from the same family. Communication is key to this partnership; AIG teachers are encouraged to communicate regularly in multiple ways, digitally and in print, to ensure parents/families are well-informed of the program's services and resources. They also regularly seek input and contributions from parents/families to strengthen the partnerships and support for the AIG program.</p> <p>AIG teachers communicate about academic and intellectual progress, as well as social and emotional development for AIG students, by completing a quarterly progress report. These progress reports provide information related to student progress towards achieving the MCS gifted education standards. Progress reports are sent home with report cards, are signed by the parent/guardian, and returned to the AIG teacher. Progress reports provide a space for parents to respond to AIG teachers regarding their student's progress toward AIG goals.</p> <p>AIG teachers are encouraged to keep parents/guardians informed about program services by distributing a quarterly newsletter to parents/guardians. Newsletters should provide information related to upcoming lessons and activities, as well as other relevant information for gifted students, i.e., available clubs, upcoming competitions, etc. The Specialist for Advanced Studies provides relevant articles for parents/families to be included in the newsletter.</p> <p>AIG teachers also build partnerships with parents/families through extracurricular opportunities. Many AIG teachers sponsor a variety of extracurricular clubs and opportunities at their schools. This provides additional opportunities for AIG teachers to get to know students and their families and for parents/families to contribute to the AIG program. Parents may be asked to help support clubs and extracurricular opportunities by volunteering as a club co-sponsor.</p> <p>AIG teachers are encouraged to build relationships and partnerships with AIG parents/guardians through face-to-face meetings. These frequently occur during planned school events such as back-to-school night and parent-teacher conferences. Face-to-face communication is an important key in ensuring partnerships are formed between the AIG teacher and parents/guardians.</p> <p>The Specialist for Advanced Studies intentionally seeks to build strong partnerships with parents/guardians who volunteer as part of the MCS AIG Parent Advisory Council. These families work closely with the Specialist for Advanced Studies to provide feedback related to services and plan implementation. Parent/guardian feedback on the AIG program and plan implementation is crucial to continued improvement.</p> <p>Feedback is sought annually from parents/guardians through questionnaires and informal feedback provided during area district meetings. Annual questionnaires offer opportunities for parents/guardians to provide direct communication and feedback on ways they would like to be involved with supporting the AIG program and ways they believe the program can be strengthened.</p> |

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| <p><b>* Practice B</b><br/>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> <p>Moore County Schools (MCS) recognizes that involving community stakeholders and local businesses in support of the Academically and/or Intellectually Gifted (AIG) program and services helps to strengthen the overall program and opportunities available to our students. AIG students must have real-world opportunities to develop leadership skills and work with various community organizations. Community organizations that work with our students include the English-Speaking Union, the Boys and Girls Club, the Ruth Pauley Lecture Series, and the Make-A-Wish Foundation.</p> <p>MCS maintains a robust relationship with our local community college, Sandhills Community College. This relationship benefits our AIG students as they take advantage of local programming and classes through the College and Career Partnership agreement. Many of our AIG students take advantage of opportunities to earn college transfer credits and industry credentials before graduating from high school.</p> <p>Our Career and Technical Education program has an expansive partnership with local businesses and industries to provide high school students job shadowing opportunities, internships, and apprenticeships. These opportunities ideally parallel with students' post-secondary plans and help meet the needs of our AIG students.</p> <p>The Specialist for Advanced Studies works to develop partnerships with institutes of higher education and other organizations to provide high-quality professional development for teachers and administrators on issues related to gifted education and support for gifted students.</p> | <p><b>* Practice C</b><br/>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.</p> <p>The Academically and/or Intellectually Gifted (AIG) Parent Advisory Council meets quarterly with the Specialist for Advanced Studies. This team meets to provide feedback on the development and implementation of the AIG program at a county-wide level. In addition, the AIG Parent Advisory Council monitors progress towards full implementation of the AIG plan.</p> <p>The AIG Parent Advisory Council is formed of representatives from each of the Moore County Schools, as well as teachers and administrators. AIG teachers in each school are the primary point of contact to recruit members for the AIG Parent Advisory Council. When asking for volunteers, AIG teachers specifically seek to ensure that parent(s)/guardian(s) selected from their school are representative of their school population as a whole. All AIG teachers are also invited to participate in AIG Parent Advisory Council meetings.</p> <p>Principals are encouraged to ensure that a parent/guardian representing the AIG perspective is included in their school-based parent advisory group to review and address any school-level AIG concerns as needed.</p> <p>The AIG Parent Advisory Council may recommend revisions to the AIG plan. Recommended revisions are presented to the Specialist for Advanced Studies for consideration, and if adopted, are taken to the Board of Education for inclusion in a revised AIG Plan.</p> | <p><b>* Practice D</b><br/>Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> <li>▪ Local AIG Plan</li> <li>▪ Local AIG program services</li> <li>▪ Policies and procedures relating to advanced learning and gifted education</li> <li>▪ Ways to access advanced learning opportunities</li> </ul> <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p> |
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| <p>Moore County Schools (MCS) continues to grow as a diverse community. Reaching out to parents/guardians on an ongoing basis and in their native language is important in ensuring that all students and families have access to information related to the Academically and/or Intellectually Gifted (AIG) program and the opportunities available to AIG students.</p> <p>The Specialist for Advanced Studies coordinates with the Specialist for English Language Learners to arrange translation for important documents and/or for meetings as needed. The district website has a built-in translation feature that allows parents to translate information easily. In addition, the Specialist for Advanced Studies provides an annual update on the AIG program to the various Parent Advisory Council meetings as requested by district leadership. This annual update includes information related to the AIG Plan and program services, as well as opportunities related to acceleration opportunities such as Honors, AP, and dual enrollment opportunities. Translation services are available during quarterly Hispanic Parent family nights, allowing parents to ask questions and seek further clarification about the AIG program in their native language.</p> <p>Information related to our AIG screening is sent home with every second and sixth-grade student in English and Spanish. Student reports and accompanying letters from the district are provided in English and Spanish. Additional translation services are coordinated with the Specialist for English Language Learners as needed for these important documents. This ensures we are providing all families with information related to advanced learning opportunities in a language that is accessible and ensures understanding.</p> <p>In January, all eighth and ninth-grade AIG students and their parents/guardians are invited to a meeting with MCS and Sandhills Community College to discuss the process for early access to dual enrollment courses. This face-to-face meeting has been a very effective way to ensure all students are aware of a unique acceleration opportunity and to answer additional questions related to academic scheduling at the high school.</p> <p>Finally, the Specialist for Advanced Studies collaborates with the MCS Communication department to coordinate communication that needs to reach the larger community.</p> |                                                                                    |                      |
| <p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>Expand access and recruitment for participation in the AIG Parent Advisory Council</li> <li>Expand and seek additional partnership opportunities to support and grow opportunities for AIG clubs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                    |                      |
| <p><b>Planned Sources of Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                    |                      |
| <p>Type</p> <p>AIG Standard 5 Additional Resources</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>* Translated AIG documents</p>                                                  |                      |
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| <p>Documents</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                    |                      |
| <p>Document Template</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                    | <p>Document/Link</p> |
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| Standard 6: Program Accountability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Moore County Schools (630) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Standard 6: Program Accountability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>* Practice A</b></p> <p>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.</p> <p>Moore County Schools (MCS) complies with state legislation and State Board of Education policy for writing and implementing a three-year plan for continuous improvement of the Academically and/or Intellectually Gifted (AIG) program. The MCS AIG Plan describes in detail how MCS responds to the state AIG program standards and practices. Updates and changes to the AIG program are made as needed during the three-year plan cycle and reflect feedback gathered from parents/guardians, community members, teachers, and students, as well as anecdotal data gathered through observation.</p> <p>The MCS AIG Plan was developed in conjunction with the Specialist for Advanced Studies, the MCS AIG teachers, the MCS AIG Parent Advisory Council, classroom teachers, students, and district leadership. Plan development began in August with a thorough review of the previous AIG Plan and the feedback provided by DPI on the previous plan. The Specialist for Advanced Studies reviewed each standard and objective with district principals, sought feedback during leadership meetings on aspects of the AIG program that work well for advanced learners within their buildings, and gathered recommendations for improvements to the AIG program. AIG teachers provided additional feedback on strengths and areas for improvement during monthly professional learning team (PLT) meetings. Based on gathered feedback, the Specialist for Advanced Studies developed and revised the 2025-2028 MCS AIG Plan. The finished draft of the 2025-2028 MCS AIG Plan was sent to AIG teachers, parents, and district leadership for review and comment. A final copy of the plan was drafted in April 2025 to incorporate recommendations and changes from all stakeholders.</p> <p>The final draft of the 2025-2028 MCS AIG plan was submitted to the local Board of Education for approval in May. Following approval, the plan was submitted to DPI for review and comment.</p> <p>MCS has a culture of data-informed decision-making that is pervasive throughout the county. Evaluation of progress toward the goals of the AIG program is ongoing and data-based. Data related to AIG programming and services is gathered regularly from multiple sources. Questionnaires are gathered from students, teachers, and parents/guardians to review progress toward implementation of the AIG program goals. Student achievement data is monitored regularly utilizing the state check-ins, the district universal screener, and summative assessments (EOG/EOC and AP testing). Informal data is gathered through conversations with parents/guardians, teachers, principals, community stakeholders, and students to determine the perceived effectiveness of programming, services, and communication within the AIG program.</p> <p>Formal and informal data are reviewed with the AIG teachers during monthly PLT meetings, as well as quarterly with the AIG Parent Advisory Council, to determine if mid-plan changes or adjustments need to be made within the AIG program to respond to program goals or student and stakeholder needs.</p> <p>The Self-Assessment tool provided by the NC Department of Public Instruction Office for Advanced Learning and Gifted Education is completed mid-cycle by the MCS AIG teachers, and standards identified through the self-assessment as high priority are reviewed by the AIG Parent Advisory Council to monitor progress toward implementation of the plan. AIG teachers are asked to read through standards and practice responses periodically to assess individual and program progress toward stated goals in the plan. Individual assessments of the MCS AIG program are completed by teachers, parents/guardians, and MCS leadership to create a comprehensive review and to plan continuous improvement throughout the three-year plan cycle.</p> <p>Revisions are made to the AIG plan as needed and submitted to NCDPI as requested.</p> |

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| <p><b>* Practice B</b><br/>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>The Specialist for Advanced Studies, along with the Academically and/or Intellectually Gifted (AIG) teachers, monitors the implementation of the AIG plan to ensure compliance with the State Board of Education and Article 9B legislation. Regular feedback on the implementation of the AIG plan is gathered from parents/guardians, teachers, and students through the use of annual questionnaires. Response data is reviewed by the Specialist for Advanced Studies and the AIG teachers to ensure practices outlined in the AIG plan are consistently carried out in all schools in the county. Additionally, the Specialist for Advanced Studies regularly reviews paperwork completed by the AIG teachers, including screening forms and identification forms, to ensure AIG program components are consistently applied throughout the district.</p> <p>Quarterly meetings of the AIG Parent Advisory Council provide time for reflection on the implementation of the AIG plan. The AIG Parent Advisory Council is asked to provide feedback on how consistently identification practices and services are being implemented within various schools in the county, as they can speak to the practices occurring in their school. This data provides qualitative data related to the consistency of program components. Recommendations to modify the AIG plan and strengthen the program and services are based on questionnaire data and qualitative data from walk-through observations of AIG teachers and discussions with stakeholders.</p> <p>The Specialist for Advanced Studies reviews all feedback on the AIG plan provided by the NC Department of Public Instruction Office for Advanced Learning and Gifted Education and submits revisions and interim reports as necessary to the Moore County Schools Board of Education and NCDPI.</p> | <p><b>* Practice C</b><br/>Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.</p> <p>The Specialist for Advanced Studies, along with the Chief Financial Officer and the Director for Curriculum and Instruction, continuously monitor all funds allocated to the Academically and/or Intellectually Gifted (AIG) program to ensure that allocated funds are spent in a manner that supports the needs of gifted and talented students. The Chief Financial Officer provides an annual report to the Specialist for Advanced Studies demonstrating alignment of 034 funds to support AIG Teacher salaries. Monthly spending reports are monitored by the Specialist for Advanced Studies and Director for Curriculum and Instruction to ensure that all funds are spent according to state policy expenditures and are aligned with policies and priorities within the AIG program and services. State funding for gifted education is based on 4% of the average daily membership (ADM) of the local school system. Moore County Schools also provides local financial support for the AIG program. Local money is allocated to support the purchase of testing licenses, to provide specific classroom resources for AIG teachers, and to support professional development needs.</p> <p>The Specialist for Advanced Studies and the AIG teachers meet annually to determine the areas of greatest need within the AIG program related to full implementation of the AIG plan and standards. These areas of greatest need are prioritized in budgeting. Prioritizing the needs and standards within the AIG program annually allows for clear connections between our AIG program goals and student and stakeholder's needs with our allocated resources and expenditures.</p> | <p><b>* Practice D</b><br/>Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.</p> <p>The Specialist for Advanced Studies partners with the Department of Planning, Accountability and Research (PAR) and the Director of Student Support Services to monitor student achievement, growth, and drop-out data. Moore County Schools (MCS) utilizes Performance Matters, which provides all teachers access to a digital data notebook that houses all assessment information. Performance Matters is used by the Specialist for Advanced Studies and the Academically and/or Intellectually Gifted (AIG) teachers to monitor student academic progress. Once a quarter, during scheduled AIG professional learning team meetings, teachers pull reports with the latest academic data from check-ins and diagnostics to monitor students' academic progress. Using the MCS data protocol, AIG teachers identify trends and determine next steps based on the data.</p> <p>The Specialist for Advanced Studies partners with the PAR department to create annual reports that disaggregate AIG identification data, Advanced Placement participation and success, and participation and success in Career and College Promise courses. Additionally, the PAR department and the Specialist for Advanced Studies monitor drop-out data for AIG students. These annual reports are used to identify and monitor trends related to participation and success rates in advanced academic programs. As trends are identified, the Specialist for Advanced Studies determines if program adjustments need to be made to the AIG, AP, or CCP programs. Once annual reports are developed, they are shared with district senior staff as evidence of support for district strategic goals related to raising growth and proficiency rates across all schools.</p> |
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| <p>The PAR department provides AIG teachers with training related to understanding achievement and growth data, particularly EVAAS data, and interpreting and analyzing available data. This training has allowed our AIG teachers to participate in open discussions about trends within the AIG program and student academic performance at the school level. Program adjustments and changes that may be necessary to respond to students' needs, as shown by the data, are also discussed during monthly collaborative meetings with the AIG teachers and the Specialist for Advanced Studies.</p> <p>When requested, the Specialist for Advanced Studies presents data related to the AIG program to school or district teams.</p> | <p><b>* Practice E</b></p> <p>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>Academically and/or Intellectually Gifted (AIG) teachers in Moore County Schools (MCS) are required to maintain a digital record of all students who are referred or screened for identification and students who participate in talent development. In addition, AIG teachers maintain a digital record of all testing that is completed and whether this testing resulted in an identification or not. Screening and testing rosters are updated quarterly by the AIG teacher and monitored by the Specialist for Advanced Studies at least quarterly. Through pivot tables, the Specialist for Advanced Studies monitors the racial, ethnic, and demographic trends of referral, screening, and identification within MCS.</p> <p>The Specialist for Advanced Studies also reviews reports available in Infinite Campus after the bi-annual headcount. MCS has developed and implemented a district-wide data protocol for analyzing large-scale data for the whole building, grades, and subgroups, and an individual learner data protocol for triangulating data relating to an individual student's performance. The Specialist for Advanced Studies analyzes data annually to determine if there is a persistent disproportionality in the demographics of students who are referred, screened, and identified for gifted services. An annual AIG Analysis report created by the Specialist for Advanced Studies and the Director of Planning, Accountability, and Research tracks the demographic breakdown of the AIG population in relation to the larger MCS population. This report helped confirm a suspected district trend in the under-identification of Black and Hispanic students, which led to the creation of the non-traditional AIG identification pathway in 2018. During annual reviews of this report with district leadership, discussion has focused on opportunities for further expanding alignment with the district Multi-Tiered System of Support, reframing language from students being "at-risk" to being "at-potential," and the need to develop a solid method to record and track which students are participating in Talent Development and whether they are moving on to AIG referral and identification. The ongoing trend of under-identification at one school led the AIG teacher to advocate for a pilot of a non-verbal screening test during the 2024-2025 school year to see if additional African American students could be identified. This pilot will continue through the next plan cycle and expand to additional schools. Ongoing discussions with district leadership allow for the opportunity to partner with other district personnel and departments that are monitoring disparities in discipline and academic performance data.</p> | <p><b>* Practice F</b></p> <p>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>Moore County Schools (MCS) human resources department maintains the authoritative list of Academically and/or Intellectually Gifted (AIG) licensed teachers. The Specialist for Advanced Studies partners with school principals to discuss the professional development needs in each building to support advanced learners. Together, the Specialist for Advanced Studies and the school principal develop a plan for professional development and recommend placement of advanced clusters with teachers who have their add-on AIG licensure or have shown success in working with advanced learners. The Specialist for Advanced Studies participates in interviews to support hiring decisions related to advanced learning.</p> <p>In addition, the Specialist for Advanced Studies supports high school teachers in gaining training to teach Advanced Placement courses. MCS utilizes scholarships from the North Carolina Advanced Placement Partnership to support teachers seeking training to teach AP courses. This training helps support the needs of advanced learners throughout our district by encouraging teachers to consider how to grow students' abilities to prepare them for post-secondary learning.</p> <p>The Specialist for Advanced Studies maintains a list of teachers who complete locally developed PD focused on recognizing the unique needs of gifted students and how to intentionally differentiate to meet their academic and affective (social-emotional) needs. Lists of teachers who have completed this training are shared with building principals annually.</p> |
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**\* 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.

Moore County Schools is committed to engaging students, parents/guardians, teachers, and other stakeholders in continuously improving its Academically and/or Intellectually Gifted (AIG) program by gathering formal and informal data. Formal data, such as annual questionnaires based on the DPI self-assessment tool, are conducted with teachers, parents/guardians, and students to gather feedback on the AIG program and services. Questionnaires are conducted electronically, and paper copies are available upon request. The Specialist for Advanced Studies utilizes a variety of methods, including social media and direct email lists, when appropriate, to publicize the availability of questionnaires to ensure feedback reflects all stakeholder voices.

In addition to formal data, informal data is gathered through focus groups or interviews with parents/guardians, school leadership, students, and teachers to provide feedback on the implementation and effectiveness of the local AIG program and plan. Informal feedback is analyzed for trends relating to practices within the AIG program and to evaluate consistency in referrals, identification, and service delivery across the district.

**\* Practice H**

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

The Specialist for Advanced Studies reviews data related to the evaluation of the local Academically and/or Intellectually Gifted (AIG) program and ensures relevant data is shared with various stakeholder groups. Program evaluation data is shared with district leadership, principals, AIG teachers, and the AIG Parent Advisory Council annually by the Specialist for Advanced Studies.

When sharing data related to the AIG program, care is taken to ensure that the confidentiality of student data is maintained and the rules for FERPA are applied. Identifiable information is masked or removed from reports before publishing or releasing any data.

**\* 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.

Moore County Schools (MCS) strives to safeguard the rights of all Academically and/or Intellectually Gifted (AIG) students and their families. In order to achieve this, parents/guardians must sign a Consent to Test form before any testing takes place. This opens a path of communication between the parent/guardian and the AIG teacher to address any questions before formal identification begins. In addition, a copy of the Review of Disagreement is provided to parents/guardians. This Review of Disagreement outlines the procedures for appealing decisions related to identification, placement, and services.

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

| Process                             | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Informed consent for identification | <p>* Once testing is completed, parents/guardians are invited to meet with the AIG teacher to review testing data and the decision about whether the student qualifies for AIG services. At this meeting, parents/guardians are asked to sign the sheet summarizing the testing data to indicate that they have been informed of all testing results, have been given the opportunity to ask any questions about the testing process and results, and indicate that they understand the decision which has been made related to services. Parent/guardian(s) check that they have received a copy of the Review of Disagreement before signing the testing summary sheet.</p> |
| Informed consent for placement      | <p>* If a student has qualified for services, a Differentiated Education Plan (DEP) is developed, and the parent/guardian signs indicating their agreement with the team's decisions related to the identification and services that will be provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| Transfer procedures                                                                                                                                                                                                                                                        | <p>* Students who transfer to MCS and were previously identified as gifted will be placed for services with MCS upon receipt of official paperwork showing a prior identification. Students will not be identified or served until official paperwork has been received by the AIG teacher at the school or the Specialist for Advanced Studies. Paperwork may be provided by the parent/guardian or sent from the sending school. Military Transfer Policy Per Senate Bill 154-1 Article V (Interstate Compact on Education Opportunities for Military Children), students from military families who move into the MCS district and were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification must be provided to the AIG teacher at the school or the Specialist for Advanced Studies before services can begin.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reassessment procedures                                                                                                                                                                                                                                                    | <p>* MCS does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or services. Parents or teachers who notice data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher to arrange a meeting to review all data and services.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Procedures to resolve disagreement                                                                                                                                                                                                                                         | <p>* <ul style="list-style-type: none"> <li>Local Administrative Unit <ul style="list-style-type: none"> <li>If a parent or guardian disagrees with the local school administrative unit when <ul style="list-style-type: none"> <li>1) a child is not identified as an academically or intellectually gifted student or</li> <li>2) the parent disagrees with the appropriateness of services offered to the academically or intellectually gifted student,</li> </ul> the parent must submit to the AIG Team through the principal, a letter stipulating specific areas of concern. The parents may request a conference to discuss the concerns and seek a resolution. The members of the AIG Team and the principal will review the specific areas of concern and respond to the parent or guardian.</li> </ul> </li> <li>Specialist for Advanced Studies <ul style="list-style-type: none"> <li>If the concerns have not been resolved, the parent may appeal the principal's decision and request that the disagreement be reviewed by the Specialist for Advanced Studies. The Specialist will review the specific areas of concern regarding identification and/or services. The Specialist for Advanced Studies will respond to the principal and parents.</li> </ul> </li> <li>Assistant Superintendent for Academic and Student Support Services <ul style="list-style-type: none"> <li>If the Specialist and parent cannot resolve the disagreement, the parent may appeal in writing to the Assistant Superintendent for Academic and Student Support Services. The Assistant Superintendent for Academic and Student Support Services or their designee shall review the areas of disagreement, and a written response shall be made to the parent or guardian and the principal.</li> </ul> </li> <li>Superintendent <ul style="list-style-type: none"> <li>If the disagreement is still not resolved, the parent or guardian may appeal the Assistant Superintendent for Academic and Student Support Services' decision to the Superintendent in writing. A panel will review the decision and offer a final written decision.</li> </ul> </li> <li>Contested Case Hearing <ul style="list-style-type: none"> <li>In the event that the procedure under G.S. 115C-150.87 (b)(7) fails to resolve a disagreement, the parent or 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 a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, b) 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.</li> </ul> </li> <li>At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator.</li> </ul> </p> |
| <p>* <b>Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>Seek additional ways to appropriately share data related to the AIG program with stakeholders</li> <li>Revise AIG questionnaires for students and parents/guardians</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Planned Sources of Evidence

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|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| * Board of Education approval letter for AIG Plan 2025-2028                                                                                            |  |
| * Annual reports created by the Specialist for Advanced Studies and the Director of PAR re: AIG, AP, and CCP participation                             |  |
| * AIG paperwork, including Review of Disagreement Procedures                                                                                           |  |
| * Completed screening, testing, and talent development rosters. Completed Screening Forms sent to the Specialist for Advanced Studies prior to testing |  |
| * 034 Budget report                                                                                                                                    |  |
| * Completion of the Fall and Spring Headcount verification document                                                                                    |  |

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

**Moore County Schools (630) 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

Moore County Schools (630) 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 | <a href="#">AIG Plan Board Approval</a> |

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

Moore County Schools (630) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

| Phrase     |  |
|------------|--|
| Definition |  |