

Overview: Mission/Vision Statement and Funding

Mooresville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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

For 2022-2025, the Mooresville Graded School District local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The AIG program vision is to empower every Academically/Intellectually Gifted student and advanced learner to realize their maximum potential by enhancing the inherent worth of the whole child. The mission of the AIG program is to provide an educational environment that fosters strong academic, co-curricular, and interpersonal social and emotional

skills, allowing every child, every day to grow in an equitable learning environment that is engaging, diverse, and empowering, so they can reach their full potential in a diverse society.

The AIG program vision and mission statements are derived from the school district's vision and mission statements.

During the self-assessment completed prior to rewriting the 2022-2025 AIG Plan, and assisted by the AIG Advisory Committee, the following overarching goals were developed:

1. To utilize the Advisory Committee to monitor, and as needed, give feedback on the Plan implementation and goals. This includes creating and utilizing new surveys and subsequent analysis of any data derived from such. It also includes using the Advisory Committee to explore partnerships that might be developed to support/enhance the AIG program.
2. To improve communication to stakeholders about the AIG program.
3. To develop and implement a K-3 talent development program component, initially at one grade level and based on the Primary Education Thinking Skills (PETS™) curriculum.
4. To implement collaborative and innovative professional development through an online and in-person local endorsement that will focus on professional development for the academic, social and emotional needs of advanced learners, their teachers, and their families.
5. To be continually focused on general education and for AIG staff to better address social-emotional needs of advanced learners.
6. To consistently provide more researched-based strategies and curriculum for differentiation throughout the program.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 339,161.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

MASS SCREENING

Mooreville Graded School District conducts an annual formal mass screening in grade 3 to establish a broad pool of students who may need differentiated services. A comprehensive achievement profile of the general student population is developed annually in the spring of each school year. The district will administer a universal screening instrument—Cognitive Abilities Test (CogAt 7)--to all 3rd graders which will be used in the identification process.

The following factors are taken into consideration:

- Scores from current achievement tests (current within one year)
- Scores from IQ/aptitude tests (current within 36 months)
- Multilingual testing
- A student's previous grades
- 85% percentile or above on any subsection (Quantitative, Qualitative, or Nonverbal of the CogAT-7 Screening Form (administered to all students in the 2nd semester of their 3rd grade year). The district has increased a

response for equity and inclusion to this standard by considering aptitude in each category Quantitative, Verbal, and Nonverbal separately for potential AIG placement (See specific description below)

- 90% percentile or above in Reading and/or Math achievement on the NC EOG or locally normed test
- 90% percentile or above 115 IQ or aptitude score on a nationally normed test/screener

In addition to formal assessments, classroom teachers and/or AIG Lead Teachers collect documentation on students demonstrating outstanding academic ability or potential. Talent Development, our nurturing program for 3rd graders who show a need for differentiation, contributes to this pool of candidates for placement as the 4th grade year begins.

The District AIG Lead Teacher and AIG Lead Teachers at each school facilitate the collection and review of data from standardized tests, classroom performance, nominations (from teachers, parents, and students), and observations of student behaviors. Collaboration with classroom teachers, English as a Second Language teachers, EC teachers, and other personnel is essential to this initial search. Particular attention is given to potentially gifted students from culturally diverse, economically disadvantaged, or exceptional students during this process.

Collected data may include, but is not limited to, the following:

- Grades and test scores indicating a pattern of achievement
- Teacher and/or parent rating scales such as the HOPE Teacher Rating Scale, and the Gifted and Talented Rating Scales (GATES)
- A formal letter of recommendation from a classroom teacher supporting a child's unique need for differentiation may also accompany the rating scales but is only used to assist with services, not for identification.

NOMINATION FOR GIFTED SERVICES

Nominations may be received from AIG Lead Teachers, cluster teachers, parents, and self-nominating students at all grade levels. MGSD will provide equitable opportunities for receiving nominations on behalf of all students from faculty as well as accepting parent nominations. In order for parents to nominate students, private IQ testing and achievement test results should be submitted. Nominations must be submitted to the AIG Lead Teacher assigned to an individual school to begin the evaluation process via email. Special attention should be given to students from culturally diverse,

economically disadvantaged, or twice exceptional populations during the nomination process.

PROCEDURE FOR AIG EVALUATION

The Procedure for AIG Evaluation consists of three required components:

1. Mass Screening or Nomination for Gifted Services
2. Student Eligibility documentation and academic assessments (as needed)
3. Parent Notification

I. Mass Screening or Nomination for Gifted Services (as outlined above)

Before student data may be examined, parents must provide permission to evaluate via standardized form—Academically/Intellectually Gifted (AIG) Permission to Screen Form—which is available in multiple languages. Once this document is received, the referral timeline starts and the AIG Lead Teacher begins documenting student strengths and patterns of progress on the Student AIG Eligibility Form.

The AIG Lead Teacher schedules testing. Then, the school counselors and third grade teachers along with other advisory members of the Curriculum & Instruction team help conduct testing, observations, and evaluations as necessary to document the student need for differentiated services.

II. Student Eligibility

Once the AIG Lead Teacher has collected necessary data and evidence of student needs, he/she convenes with the AIG Professional Learning Community (PLC) team to review collected data for student evaluation for identification. The team evaluates student evidence and assessment data as it relates to MGSD AIG identification criteria and makes the determination regarding placement. The AIG PLC team takes responsibility for ensuring consistency in determining the degree to which a student demonstrates a need for differentiated services within the gifted program. Each school in the LEA has a school-based team to govern the services and opportunities available to students on each individual campus. The team representation shall be as follows:

Elementary and Intermediate Schools: The AIG PLC team consists of a school administrator or designee, the AIG Lead Teacher and a grade level representative for each K-3 school and each 4-6 school who are locally or state licensed or have achieved local credentials in gifted education. School counselors and the Curriculum & Instruction specialists are invited to participate as their schedules allow.

Middle & High Schools: At the high school level, there is not an AIG PLC team, but all school counselors and classroom teachers have AIG students; they should work together with the Secondary Curriculum Coordinator and MTSS Coordinator on an as-needed basis and when considering new students for identification. In the event a nomination for services in high school is made, the district AIG Lead Teacher will consider factors (below) for the identification process. School counselors and curriculum specialists are invited to participate as their schedules allow.

The following factors are taken into consideration:

- Scores from current achievement tests (current within one year)
- Scores from IQ/aptitude tests (current within 36 months)
- Multilingual testing
- A student's previous grades
- 85% percentile or above on any subsection (Quantitative, Qualitative, or Nonverbal of the CogAT-7 Screening Form)
- 90% percentile or above in Reading and/or Math achievement on the NC EOC or locally normed test
- 90% percentile or above 115 IQ or aptitude score on a nationally normed test/screener
- Score at or above the 90th percentile on the PSAT, SAT, or ACT

The AIG Advisory Committee: The AIG Advisory Committee ensures that placement decisions are consistent and fair throughout the LEA and provides the opportunity for students' qualitative and quantitative evidence to be considered. The committee is chaired by the Assistant Superintendent of Elementary Education/AIG Coordinator who, in partnership with the District AIG Lead teacher, documents and tracks all records of committee decisions. The committee composition reflects representation from a Certified AIG Specialist/Coach, the MTSS Coordinator, the

Elementary and Secondary Curriculum Coordinator, AIG Lead Teachers from each school in the LEA, counselors, and administrators within our LEA. Quarterly meetings are scheduled to review students who are referred to the AIG program by their school-based advisory team.

Since no one criterion should exclude a child from AIG identification, the AIG Lead Teacher must submit additional documentation to the district AIG Advisory Committee to provide clarity for placement decisions. The AIG Advisory committee may either ask for more documentation or make an identification decision based on the qualitative and quantitative information provided. Identification decisions will be documented and monitored, ensuring equity and fairness across the LEA, while also giving special attention to underrepresented populations.

Additional documentation submitted to the Advisory committee may include but is not limited to:

- Teacher and/or parent rating scales such as the Scales for Identifying Gifted Students (SIGS), HOPE Teacher Rating Scale, and the Gifted and Talented Rating Scales (GATES)
- A student's previous grades and test scores indicating a pattern of achievement
- A formal letter of recommendation from a classroom teacher supporting a child's unique needs for differentiation.

III. Parent Notification

After a determination about student identification is made, the District AIG Lead Teacher communicates the committee's decision in writing to the parents of the nominated student. If AIG identification is recommended, the district and School AIG Lead Teachers host a parent conference where a Differentiated Education Plan (DEP) is developed based upon the evidence of student need and District Scoring Grid recommendations. During this conference, the AIG Lead Teacher and cluster teachers would also share the team vision for advanced learners at the school so parents are aware of available enrichment opportunities. Parents must sign the DEP and give permission for the differentiated education plan as outlined in the DEP or I-DEP before students may be identified as members of the gifted program in PowerSchool and on local AIG district spreadsheets.

Students who are identified as Intellectually Gifted must receive an I-DEP since their needs vary greatly based on achievement data and qualitative information. Any I-DEP must be copied and submitted to the AIG Lead Teachers at each school to allow for district monitoring. If an AIG identification is recommended, the School and/or District AIG Lead Teacher reviews the LEA identification standards and the student evidence. At this point, the Notification of Identification as AIG and Invitation to Meeting forms will be sent home by the child's classroom teacher.

If AIG identification is not recommended, the School and/or District AIG Lead Teacher reviews the LEA's identification standards and the student evidence. A notification letter (Does Not Qualify letter) is then sent home to parents by the child's classroom teacher.

The AIG Lead Teacher at each school is available to discuss placement evidence and decisions as requested by parents. A digital copy of the students' DEP is maintained by the current year cluster teacher. However, the student nomination database and prior evaluation materials are placed in the AIG folder and maintained by the District Lead AIG Teacher in grades K-6. The folders are then transferred to the School counselors/AIG Lead teachers at each 7-12 school during grade transitions. Classroom teachers, data managers, and other appropriate school personnel are notified of the identification decision within a timely manner.

TIMELINE FOR AIG EVALUATION

The evaluation procedure shall be completed within 90 school days of the district AIG Lead Teacher receiving parental permission to evaluate a student.

Mass screening begins in 3rd grade; however, data collected is taken into consideration for formal identification beginning in 4th grade. School AIG Lead Teachers screen throughout the 3rd grade school year, gathering data and anecdotal information to assist in identification within the spring of 3rd grade. Every effort is made to identify students who show a clear and present need for AIG services within the Spring of 3rd grade.

The evaluation window for all MGSD students is generally within the first three months of the school year; however, any time a student shows a need for AIG services, a nomination will be accepted. Except in unusual circumstances, nominations must be made six weeks before End-of-Grade or End-of-Course testing begins to assure that evaluations are appropriately diagnostic while causing minimal interruption to a student's additional assessment responsibilities. Primary grade students may be nominated throughout the year if there is an extreme need for differentiation and/or a case for grade acceleration.

*** Practice B**

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

MGSD establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile. Some students also may receive a private (parent-paid) evaluation or a comprehensive psychoeducational evaluation within the district (for example, evaluation of a twice exceptional student). These results, as with other completed or available assessments, are recorded on the district scoring grid to assist in determining AIG eligibility and placement/service options.

General District Response for Steps of AIG Evaluation

There are multiple pathways that can lead to AIG service in MGSD. A district scoring grid is utilized to determine gifted identification for Pathway One and Three (described below). Students accumulate 50 points on the rubric with a minimum score in aptitude (85%ile and above) and achievement (90%ile and above) in order to determine appropriate identification and services to meet student needs. Additional points can be earned through gifted surveys and environmental consideration, which will be described later in this practice. Students in Pathway Two (described below) are not formally identified but are served in enrichment in specific subject areas. A chart detailing this process is available within a hardcopy of the AIG Plan as well as online on the district's AIG webpage. (It also has been uploaded to CCIP as a related document.)

Pathway One - Aptitude & Achievement

The district AIG scoring grid is completed and reviewed to determine/finalize eligibility for students who receive these additional assessments. With these components, measurements, and assessments taken into account, the following identifications are available to students:

- AG—Academically Gifted (Aptitude & Achievement in both Reading and Math)
- AI - Academically and Intellectually Gifted (Aptitude at or above 96%ile composite & Achievement in both Reading and Math)
- AR—Academically Gifted in Reading (Aptitude & Achievement in Reading only)
- AM—Academically Gifted in Math (Aptitude & Achievement in Math only)

- IG–Intellectually Gifted, Aptitude only (a student scoring at 96%ile or above on the composite of an aptitude test but no scores above 90%ile in reading and math achievement)

Pathway Two: Honors/Talent Development

Pathway Two is intended for students who do not formally identify by other testing methods but have academic/intellectual needs that are not consistently met in the regular education classroom. Students on this pathway are not identified through gifted qualification, but are served with the goal of developing their potential for future identification.

Students considered for this pathway have any combination of the following:

- Achievement scores Level 5 or higher on NC EOG
- Teacher Rating Scale scores above the 85th percentile (all categories including intellectual, academic, motivation, creativity, leadership, and artistic talent are considered)
- Personal interest and motivation
- Above grade level performance in the regular classroom
- Observations of critical thinking by teacher, administration, or specialist.

Students served through Pathway Two are re-evaluated on a regular basis during school based data team meetings to ensure AIG services are still the best avenue to meet the student's needs.

These students will be marked on district AIG tracking documents so teachers can include them in Enrichment Time and continue to nurture their potential. If funds exist, the district would like to hire more 4-6 AIG school specialists to nurture potential within Pathway 2.

Pathway Three: Private Entrance or Transfer

Pathway Three is intended for students who may receive a private (parent-paid) evaluation or a comprehensive psychoeducational evaluation within the district (for example, evaluation of a twice exceptional student). These

results, as with other completed or available assessments, are recorded on the district scoring grid to assist in determining AIG eligibility and placement/service options.

District Response Per Grade Level for Identification

K-3 Grade Span:

Students in grades K-3 are infrequently identified as AIG, as direct AIG services begin in grade four. However, there are a few scenarios in which a K-3 student might be considered for and/or receive identification as AIG.

- First, a student who meets NC's early entrance to kindergarten criteria will be considered AIG. The requirement to be considered is a 98th percentile on both IQ and achievement assessments per state eligibility requirements. Meeting these criteria aligns with academically and intellectually gifted identification (AI).
- Second, K-3 students who transfer from another school/district in which they were previously identified as gifted will maintain that identification during their K-3 enrollment in Mooresville Graded Schools and participate in talent development programming until the end of 3rd grade when MGSD criteria will be applied to make a new determination regarding AIG eligibility.
- Third, a K-3 student might be referred by a parent/guardian or teacher due to an unusual ability. K-3 students may be individually referred by parents/guardians or teachers due to unusual ability or academic achievement, and consequently be individually assessed for consideration of available academic programming options. This scenario includes the parent/guardian obtaining a private evaluation, and/or the school system conducting it. This could result in designating the child AIG in the information management system. Services provided could range from enrichment with PETS™, enrollment in Dual Language Immersion, subject acceleration or grade acceleration. When considering subject or grade acceleration for K-3 students, achievement data should indicate that the student is at least two grade levels above on indicators such as DIBELS, iReady, iStation, or math running records. An outside psychological assessment may also be considered. With principal discretion, any students falling in this category could be given an Iowa Acceleration Scale (IAS) or early administration of the CoGAT-7 to verify placement.

Grades 4-5/6-Cluster Groupings:

In order to be included in cluster groups in the intermediate grades via Pathway One, the ultimate goal is to accumulate 50 points on the scoring rubric (see attached documents) and/or achieve a 96%ile or higher on an ability

test in order to be identified.

As stated in Practice A, all third grade students are administered a formal group ability test during the second semester of the school year. Group ability scores for third graders are reviewed to establish a "pool" of students to consider for further screening, additional assessment/s, and/or ultimately, potential identification and services as gifted students. Students who obtain at least an 85th%ile on the group ability assessment—the CogAT-7—on any subtest, verbal, quantitative, or nonverbal (which benefits ML students)—will be included in a pool of students given further consideration for AIG eligibility. Students who do not obtain an 85th percentile on the group ability tests may be placed in the pool by teacher recommendation. These students are given an additional ability test, typically the OLSAT or NNAT, to ensure no single score prevents eligibility.

Students who score 96%ile or higher on the composite of the CogAT-7 or other ability test automatically qualify as AI. Individual battery scores are used to give students points on the rubric towards identification. Additional instruments (e.g. the OLSAT or NNAT, etc.) can be administered to selected students within the pool who need more points on the scoring grid to be eligible for AIG identification and cluster grouping.

Further, an achievement test, typically the ITBS, is administered to students who are within the pool, yet who were not immediately eligible due to a score below the 96%ile. This score, as well as NC EOG scores and locally normed NC Check-Ins are used for students to earn points on the scoring grid in the subject specific areas. In addition, the HOPE Teacher-Rating Scale or GATES: Gifted and Talented Evaluation Scale, and Environmental Consideration Assessment (to benefit multilingual, twice exceptional, underrepresented populations, etc) can be completed on referred students, as needed. Students may obtain 10 points in either or both of these areas to support eligibility, offering an alternative pathway on the district scoring grid.

In grade 4 there is no mass screening of all students across the grade level. However, teachers, parents/guardians, the K-6 AIG Specialist, the AIG Coordinator, administration, and any other stakeholders may nominate students during the spring semester for additional screening based on classroom performance, past aptitude scores, assessment scores, etc. In addition, students previously identified in only one area may be re-evaluated in the other area. These students become a screening pool and their testing history is reviewed. Additional screening measures may be utilized (eg. OLSAT, NNAT, NC EOG, ITBS, locally normed NC Check-Ins, HOPE Teacher-Rating Scale, GATES: Gifted and Talented Evaluation Scale and Environmental Consideration Assessment) as needed in order to attempt to obtain 50 points on the scoring grid.

Historically, all 6th grade students are once again administered a formal group ability test. However, in 2022-2023,

due to grade reconfiguration implemented in 2023-2024, all 5th grade students also are again administered a formal group ability test. A screening pool is formed based on these results, as well as previous testing history if relevant. Students who score 96%ile or higher on the composite of the CogAT-7 or other ability test automatically qualify as AI. Individual battery scores are used to give students points on the rubric towards identification. Similar to 3rd - 4th grades, additional data points are gathered (eg. ITBS, NC EOG, locally normed NC CheckIns, HOPE Teacher-Rating Scale, GATES: Gifted and Talented Evaluation Scale and Environmental Consideration Assessment) as needed in order to attempt to obtain 50 points on the scoring grid and identify.

The district AIG scoring grid is completed and reviewed to determine/finalize eligibility on students who receive these additional assessments at the end of grades 3-5. Students must receive 50 points total on the scoring grid, which is a combination of aptitude, achievement, characteristics, and possible environmental considerations - domains that are both qualitative and quantitative in order to render a comprehensive student profile. Students need to obtain a minimum of 85th percentile on one of the IQ assessments to receive sufficient points to be identified as AIG in reading, math, or both. However, students at 84th percentile are given full consideration and typically identified, if points within other scoring grid areas support this decision. The district scoring grid has been uploaded to this Plan as an appendix/supporting document, and is available to parents/guardians and students on the district AIG webpage. However, the grid contains many score combination scenarios that are not possible to describe within the scope of this narrative.

Grades 6/7-8: Enriched Academic Pathways:

For 2022-2023, all 6th grade students are once again administered a formal group ability test in the spring. A screening pool is formed based on these results, as well as previous testing history if relevant. Students who score 96%ile or higher on the composite of the CogAT-7 or other ability test automatically qualify as AI. Individual battery scores are used to give students points on the rubric towards identification. Similar to 3rd - 5th grades, additional data points are gathered (eg. ITBS, NC EOG, locally normed NC CheckIns, HOPE Teacher-Rating Scale, GATES: Gifted and Talented Evaluation Scale and Environmental Consideration Assessment) as needed in order to attempt to obtain 50 points on the scoring grid and identify.

Beginning in 2023-2024, due to grade reconfiguration within the district, mass screening will no longer take place in 6th grade. However, at teacher or parent/guardian request, an ability test can be given. In addition, at the end of 6th, 7th, and 8th grades, NC EOG scores will be reviewed - along with previous ability test data - and students can add identification based on these data points at the end of each year if they gather a total of 50 points on the rubric.

In middle school, students previously identified as AIG during the intermediate grades are enrolled in honors courses for either reading, math, or both, depending on their area/s of identification and continue to be identified as AIG.

As part of this new 3-year AIG state plan, changes are being made to how our students are enrolled into Honors classes at the middle school level. Previously, middle school students could only take Honors classes if they were identified as AIG through elementary testing or the middle school rubric process as part of Pathway 2. Effective 2022-2023 school year, all middle school students will be offered the opportunity to self-enroll into Honors classes, whether or not they have been previously identified as AIG. This change aligns the MMS AIG approach to the open enrollment policy at grades 9-12 and the inclusion/cluster model used in grades K-6.

We are making this change because open enrollment will allow all students to choose advanced courses if they desire. This is an exciting chance for our students to push themselves to be ready for rigor at the high school level. This district change will ensure equity and equal access to advanced classes in all grade levels in MGSD.

All AIG students and students scoring level 5 on state assessments in reading and or math will automatically be placed in the highest course offered in each subject area in the school. The middle schools also will offer other courses such as Math 1 Honors, Spanish 1 Honors, and subject acceleration via NCVPS. As staffing allows, the district will offer honors science and social studies, as well as elective courses for students at this level, so they can enhance their core academic instruction beyond reading and math enrichment.

The AIG DEP provides students the opportunity to be considered for subject acceleration if their aptitude and achievement scores in a subject area are above 98 percentile. This differentiation will be based upon a meeting between teachers, school counselors, parents/guardians, and the AIG Lead Teacher at the middle school. Additional students are considered for these courses as well.

Grades 9-12- Differentiated Academic Pathways:

In grades 9-12, students previously identified as AIG maintain their AIG status. Students' aptitude and achievement on their scoring grids from their original identification will follow them. They will not need additional aptitude or achievement scores to maintain identification as AIG. Students who transfer from other districts and have documentation of prior gifted identification maintain their AIG status.

There is no mass screening or schoolwide formal search for newly identified students. However a teacher, student, or parent/guardian can request screening for gifted by reaching out to the AIG Coordinator. In addition, those students

who are referred due to a need for specific program eligibility (such as online college placement courses or summer programs) can also be screened for AIG.

Due to a policy of open enrollment at the secondary level, students can self-enroll in any courses that they feel best meet their needs. A list of honors and AP courses offered at MHS is available as an appendix to the AIG Plan. Policies and procedures for credit by demonstrated mastery and other acceleration methods are described in Standard 2.

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* **Practice C**

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

MGSD utilizes multiple criteria for AIG student identification as the primary (yet not sole) mode for ensuring traditionally underrepresented gifted populations are included when identifying students for AIG services. These criteria include the use of research-based assessments to measure aptitude and achievement, in addition to ancillary assessment data aimed at identifying the underserved population. Formal aptitude tests include the CogAT-7 or OLSAT or similar instrument. Achievement assessments include the ITBS, NC End-of-Grade (EOG) Tests, and the MGSD benchmarks. Non-traditional measures may be selected and specifically utilized when culturally diverse or underrepresented students are being considered for AIG eligibility. For example, the HOPE Teacher-Rating Scale will replace the old Teacher Observation Checklist as a research-based rating scale to help identify more ethnically and culturally diverse students who are at potential. The MGSD Environmental Consideration Assessment, NNAT, and/or the CogAT-7 Nonverbal battery are some of the assessment possibilities for evaluating students within these groups. These assessments are utilized as additional components when attempting to identify students who are culturally/ethnically diverse, economically disadvantaged, twice exceptional and/or multilingual learners. AIG Lead Teachers will monitor and analyze a variety of data to ensure these student populations are assessed for potential AIG placement. Also, AIG staff will partner with the Exceptional Children's Department and English as Second Language teachers at each school during AIG PLCs and grade level PLC meetings to best recognize and serve traditionally underrepresented populations for AIG placement

Some parents may also choose to use personal resources to obtain evaluations from a qualified/private professional, and these assessments are given full consideration when determining AIG eligibility. Likewise, when multilingual learners and/or students with disabilities are considered for AIG eligibility (as perhaps twice exceptional students), the district may utilize the formal special education referral process (including completing a comprehensive individual psycho-educational evaluation) to ensure a complete student profile is available to determine AIG eligibility.

MGSD adheres to the specific component within Article 9B by "automatically" qualifying students as Highly Intellectually Gifted (HIG) if they obtain scores that are 96th percentile NPA (National Percentile by Age) or higher on the CogAT-7 or similar instrument, and Intellectually Gifted (IG) for students who are 96th percentile or higher in reading, math, or nonverbal (ML students). Automatically identified AIG students also include those who present assessment data and are eligible for early entry into kindergarten.

*** Practice D**

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

The Assistant Superintendent for Elementary Education/AIG Coordinator, in addition to the District AIG Lead Teacher, Certified AIG Specialist/Coach, and school AIG Lead Teachers, work closely with relevant district-level and school-based personnel to ensure the school district's AIG screening, referral, and identification processes are consistently followed to fidelity. This includes working with the district Testing and Accountability Director to annually implement mass aptitude screening. It further includes ensuring that school staff receive the same timely communications through weekly grade level PLCs, AIG PLC meetings twice per month, monthly AIG Advisory committee meetings, and the district Website.

One of the methods for ensuring fidelity and consistency of processes is the use of district-wide fillable forms specific to the AIG program and processes. This ensures all staff know and use the same instruments and processes to complete forms and determine eligibility, such as the district AIG scoring grid form. The accompanying use of district-wide form letters and parent permission forms to

notify parents and guardians of assessments, results of assessments, AIG eligibility, and program service options further ensures clarity and consistency in processes (as well as communication of those processes and procedures). Questions regarding eligibility and services may be escalated to the central office level by either school employees or parents/students so that consistency in processes is maintained and communicated regarding individual

circumstances/interpretations. Answers to such questions are communicated to school administrators and AIG teachers when questions render new or different interpretations to processes.

The district also has created a presentation that will be shown to all staff members in MGSD by the AIG Lead Teacher at each school within the first 30 days of the school year. This document will be housed on the AIG webpage and reviewed during times of mass screening, parent meetings, etc. When forms or letters that reflect processes are modified, input and proofreading are sought from AIG staff and school-based administrators to ensure accuracy and comprehensiveness of content. Teachers of AIG students coordinate efforts to inform parents (particularly regarding parent placement and DEP meetings) so that they work across district schools contemporaneously during the identification process. AIG student files for grades K-6 are maintained by the AIG Lead Teacher. Then, School Counselors or School AIG Lead Teachers at each 7-12 school maintain student files at the school site. Finally, the electronic student information management system identifies (labels) students as AIG for tracking purposes, which is important as students transition to the middle and high school, where programming/service options change and occur via advanced curricular offerings (e.g., honors and AP courses, etc.), rather than elementary/intermediate programming led solely by AIG certified staff.

* **Practice E**

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

Relative to communication of AIG procedures, multiple modes for dissemination exist, including a hyperlink to the district-approved plan and an accompanying flowchart summarizing the above process on the AIG webpage found within the Academics tab on the MGSD website. In addition, the AIG identification process is reviewed with key stakeholders in the early spring of each academic school year. This is accomplished by completing the following steps:

1. Third grade parents are notified of the administration of the group ability test via letter.
2. K-6 grade teachers are apprised of the screening and referral process, as well as their role in referral and assessment. In order to fully include all K-6 teachers in the identification process and reinforce their understanding of the district's AIG services, the AIG Lead Teacher at each K-3 school and 4-6 school will conduct a meeting and present the 2022-2025 District AIG Plan slide show to all staff at their school within the

first 30 days of the school year. The AIG Lead Teacher also will have information about the school's services and contact information listed on the school website as well as on the district website.

3. Parents of students with scores sufficient for inclusion in the pool of potentially AIG-eligible students are notified of the request to screen (assess) their children formally, and permission signatures are also obtained.
4. Students within the pool are given further consideration either by immediate identification in one or more subject areas, or are further assessed via administration of additional tests if mass screening results indicate eligibility is possible though not yet certain.
5. After all necessary assessments are complete, including teacher observation checklists and environmental rating scales, remaining students have all assessment data placed on the district scoring grid to determine eligibility of the final strata of students screened/assessed, including those whose scores were below the minimal pool criterion, yet who received a teacher referral (and were therefore assessed).
6. Parents of assessed students receive either letters of regret (those not eligible), or letters of invitation to a parent meeting to discuss AIG eligibility, program, and services. These meetings include obtaining parent permission (signatures on forms) to receive AIG services via a DEP.
7. To more fully meet the requirement within this practice to disseminate information regarding the screening, referral, and identification processes, a newly developed brochure regarding the AIG program and components has been developed and is being disseminated district-wide. This brochure, and the AIG scoring grid, are also new components to the district and school AIG program webpages.
8. Furthermore, parents of all AIG students are kept abreast with a newsletter that includes strategies for developing the potential of young learners, as well as pictures, and examples of classroom differentiation, updates about Identification, the Local Endorsement process, meetings, extra-curricular activities, etc.

*** Practice F**

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

First, test results for students administered mass aptitude screening are on file/maintained in the Testing and Accountability Director's office and/or central office. A copy of testing information is placed inside each student's AIG folder. Students who score at the district-established percentile level are included in a pool of potentially AIG-eligible students. This list of students at each intermediate grade school is the first formal documentation during the identification/eligibility process. This AG numbers master list is maintained as a Google Sheet secured at the district level. The AIG Lead Teacher at each intermediate school is given access to a Google Sheet of school-specific AIG-eligible students that the teacher may share with all cluster teachers and school counselors at that school. AIG folders will be organized with students' original identification paperwork and testing documents which will be maintained separately in physical folders and transferred to school counselors in the middle and high schools at the end of each school year as appropriate.

The district has increased response to this standard by extending the AIG district spreadsheet document for students in grades 7-12 and by sharing this document with school counselors and confirming that this information is listed in Powerschool. These steps will help ensure information is shared during the transition from intermediate to middle school and middle school to high school and that the fidelity and accuracy of district documents are maintained including the continuation of services for all students.

Next, individual student files are created as students within the initial pool are either immediately identified based on meeting the most stringent criteria, or letters to obtain permission to screen/assess are sent home with students who miss the criteria for immediate eligibility and thus require further evaluation. Additional assessments (e.g. ability, teacher observation, HOPE Teacher-Rating Scale) are employed and this data is eventually placed on a scoring grid (another form that documents the process followed and the data gathered). This and all other documentation completed on students being considered for AIG identification/services are maintained in student files.

Finally, letters of regret for assessed but non-eligible students, or invitations to parent meetings for eligible students, are sent to parents. During parent meetings AIG service options are explained and the DEP developed. DEPs are maintained as documentation of the process as well as the service option being implemented. Individual student files containing all these forms, letters, and student data are maintained at the student's current school and passed on as the student progresses through the grades. The district AIG process flowchart summarizing the identification process was revised in 2022 to adapt to changes in the plan, such as replacing the Teacher Observation Checklist with the Hopes Teacher-Rating Scale. It is available on the district website or in print, upon request. Furthermore, PETS™ and E/I options have been added as service options to the DEP as mentioned in NCDPI's feedback from the previous 2019-2022 AIG plan.

Schools send home results of state achievement testing on all AIG students quarterly and annually. Likewise, parents of students who are placed in the pool of potentially eligible students are notified each spring and receive follow-up communication as the process evolves. The DEP (or AIG placement) meetings are used to explain AIG service options each year, as are letters to parents of students who are eligible in one subject area and who are annually reassessed for potential eligibility/placement in the second subject area. Again, these forms and all others completed during the identification process are maintained in files at the school level.

The district has responded and will continue to improve communication and collaboration across all stakeholder groups during the 2022-2025 plan cycle. Communication is being strengthened by the recent development of an AIG brochure and the redesign of the district AIG webpages. The AIG webpage will include information about the plan, a copy of the current plan, links for enrichment resources, the AIG brochure, information about identification, dates for annual screening, as well as summer and other enrichment opportunities.

The district's updated scoring grid form will be added to the AIG webpage to enhance, clarify and strengthen communication of eligibility criteria. Identification "at all grade levels" is augmented by the continuation of PETS™ and the implementation of enrichment curriculum, such as the new Project M2: Mentoring Young Mathematicians and the William & Mary Gifted Language Arts Curriculum from Kendall Hunt. The implementation of this new enrichment curriculum will ensure the informal identification of at-promise students within primary grades as a new talent development component.

* Ideas for Strengthening the Standard




- Review screening and referral processes annually with AIG advisory committee
- Review & monitor student data on a quarterly basis
- Review identification & screening processes to ensure under-represented populations are represented
- Improve communication by sending bi-weekly or monthly AIG newsletters & update district website on a consistent basis with AIG information

Planned Sources of Evidence

* AIG brochure

* District AIG assessment scoring grid
* AIG Flowchart
* HOPES teacher rating scale
* AIG Headcount
* Student AIG folders
* District website (AIG sections)

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  <u>MGSD AIG brochure</u>  <u>District AIG assessment scoring_grid</u>  <u>MGSD AIG Flow Chart</u>

Standard 2: Comprehensive Programming within a Total School Community

Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Programs/services for advanced learners and AIG students are available across the entire K-12 spectrum; however, placement or service continuum options exist at varying degrees and in a variety of forms, depending on the grade level/s being described. The following details describe programs and services currently available.

Students may be admitted to kindergarten before turning 5 years old by the state-required date if they meet the state-defined early admission criteria. These and other selected students in grades K-3 have various service options available, although actual formal AIG programs based on (mass) formal identification are not established. Students who require an additional challenge beyond typical general education instruction are considered for the following district-wide in K-12:

1. **K-3: Nurturing potential/talent development** programming based on the PETS™ curriculum implemented during scheduled enrichment time (termed enrichment/intervention, or E/I time). This is a continuing component within the AIG program (and this AIG Plan) aimed at more fully meeting the Standard/s and Practice/s language and providing comprehensive programming for high ability students across grade levels. This program also supports and develops the talents and abilities of underserved populations. The PETS™

curriculum was being implemented as a talent development tool during the 2019-2022 AIG Plan. During the 2022-2025, the PETS™ curriculum will be continued with K-3 students to build representation of at-promise students within the district. The district also will respond by using Kendall Hunt's Project M2: Mentoring Young Mathematicians and the William & Mary Gifted Language Arts Curriculum for the top 10% of students in pull-out enrichment groups at the K-3 level. MGSD launched its Dual Language Immersion program with one kindergarten and one first grade class at each of the district's three elementary schools in 2021-2022. The program will add a grade level each subsequent year until at least grade 5 is served. Dual immersion offers students a unique opportunity to receive instruction in English and Spanish on an A-Day/B-Day rotation. Dual immersion students learn to speak, understand, read, and write in Spanish, as well as English. It is equally beneficial to multilingual learners. This program will also seek to nurture potential in primary students.

2. **K-6: Academic enrichment** based on interest and ability per student (STEM & Project Based Learning projects, and/or other curriculum compacting as necessary)
3. **4-6: Cluster groupings** of intermediate school students will receive specific instruction from an AIG-licensed teacher in the areas of English-language arts and/or mathematics via a DEP. These classes replace (rather than enrich or supplement) general education classes in these subject areas. Students in grades 4-6 will have their social-emotional needs met by being placed and instructed with students with similar abilities and skills during core instruction with a locally endorsed or state-certified AIG teacher. An AIG cluster group will consist of 6-8 students in an academically diverse learning environment with students who are non-AIG. William & Mary, Project M2/Project M3, district enrichment lessons, and pacing documents will be used to support Enrichment/Intervention time for these students. Locally-endorsed or state-certified AIG teachers will instruct students during E/I time which will meet two times a week for ELA enrichment for 40 minutes and two times a week for Math enrichment for 40 minutes.
4. **7-8: Enriched Academic Pathways** in which AIG students retain a DEP and AIG identification, but are served through advanced/accelerated learning classes, often called honors classes. These courses are available in the areas of English (language arts) and math, as they were in the intermediate grades. In addition, Honors Spanish is offered for high school credit. Teachers at this level may obtain the local endorsement to help with the differentiation, social and emotional needs when teaching AIG students. Other programming/service options, such as subject and grade acceleration, continue to be available as they are in grades K-6.
5. **9-12: Advanced Academic Pathways** ensures high school students of high ability and/or with advanced academic skills are availed of a vast array of honors and advanced placement courses through the district

philosophy of open enrollment, coupled with focused counseling and advising. AIG/high achieving/ability students also have options such as independent study, varied NCVPS courses, and other interest-based, on-campus offerings to meet their needs and challenge them intellectually/academically. MGSD has diverse and extensive extra and co-curricular options available for students and will differentiate pathways for AIG students to best meet their academic goals and unique interests. Credit by Demonstrated Mastery is also an option for advanced learners.

6. **K-12: Subject Acceleration** (going to another grade level for instruction in a specific subject)--The district will provide an increased response to subject acceleration as a service to advanced learners. If a student is identified as IG, AM, or AR or with a CogAT-7 aptitude score of 98 or above in a specific academic area as well as a 98 percent or above on an achievement test (IOWA, OLSAT, End of Grade Testing the applicable area), then parents can request subject acceleration. The student will automatically qualify for the acceleration based on the scores.
7. **K-12 Grade Acceleration**--The district will provide an increased response for Grade Acceleration. If a student is identified as IG, AG, or with a CogAT-7 aptitude score of 98 or above in reading and/or math as well as a 98 percent or above on an achievement test (IOWA, OLSAT, End of Grade Testing in reading or math, or End of Course Testing in an applicable subject area, reading or math), then parents can request grade acceleration. Once parents request this option, they will fill out the IOWA Acceleration Scale. The school administrator, current teacher, parent, school counselor or MTSS Coordinator, and the AIG Coordinator or Lead Teacher will have a meeting to discuss the IOWA scale for grade acceleration in a meeting with the student and parents. The IOWA Acceleration Scale and the student's scoring grid will be reviewed by all members of the committee before and during the meeting. During the meeting, all stakeholders must be in agreement on grade acceleration, in order to approve for the next school year.
8. **Other Academic Services:** AIG students are identified for an academic skills-based program due to the primary goal (mission statement) of developing the academic potential of gifted students. At grades K-3, the alignment of the goal with identification and resources is much more individualized. As described in the Practice A for this Standard, services for K-3 are per child and based on presented needs (for example, students who are eligible for and receive early admission to K). Therefore, resources are also individualized, such as when a student attends another (higher) grade level for instruction in a specific subject. Even with grade acceleration in the primary grades, the general education teacher is the primary resource for developing the child's potential and thereby meeting the program goal. Auxiliary instructional materials, if necessary to meet the individual student's needs, may be requested and will become available as an AIG resource. The

program primarily addresses the basic subject areas of reading and math. This is most directly/clearly observable, and therefore most aligned, in grades 4 through 8, where formal AIG identification has occurred and school subject names (courses/classes) are a 1:1 match with the AIG identification areas. The main resource for the program and goals at these grade levels is employment of differentiated core instruction by AIG-locally endorsed or certified teachers, coupled with the technology and digital resources necessary to teach and learn within a digital environment (school district).

9. **Social & Emotional Needs:** The social-emotional needs of this group are met by being with similar-ability peers during dedicated E/I time in K-6 schools. In 7-12 schools, the AIG Advisory along with Secondary AIG staff, will communicate to ensure that students have added opportunities during the weekly advisory time for social and emotional support from advisors. Special offerings for speakers about talent development, STEM opportunities, Governor's School, careers, and social and emotional development, such as issues of perfectionism, anxiety, and other twice-exceptionalities, etc., will be provided during this time in order for students to grow as a community of learners and to better meet their needs as AIG students. These Advisory meetings will be inclusive of all students, but AIG students will select speakers based on surveys that reflect their social and emotional needs.

These service delivery options are decided on a case by case basis, depending on need and ability/skills presented. Students in middle school, as with intermediate school AIG students, have social-emotional needs partially met by being educated with similar-ability/skill peers daily. However, these students are also availed of extracurricular activities that more fully address the social and emotional needs and interests of those in this age group. (Specifics regarding social-emotional development for AIG students are detailed more fully within Standard 3.)

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*** Practice B**

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

AIG teachers, general education teachers and administration work collaboratively to implement the AIG program, which inherently includes meeting gifted learners' social and emotional needs. This is particularly apparent during the process of determining eligibility and during transition times/points. Also, the service model of dedicated instructional time for AIG-identified students is partially aimed at meeting their social-emotional needs. Whatever service or service model is utilized requires the collaboration of relevant staff, perhaps more apparent at the K-3 grade level where direct services are individually implemented rather than through a class or course.

For example, if a first grade student could benefit from attending third grade (just) for reading, both the first and third grade teachers along with school administrators would need to collaborate to make this possible. An AIG teacher would be brought in for consultation prior to implementing the service. And although this looks most like meeting an academic need on a spurious level, it actually meets the social-emotional needs of a child who otherwise might be bored, become unmotivated, misbehave or develop poor work habits from not being challenged.

The district has increased response to social and emotional learning by specifically adding in bibliotherapy during E/I time at pivotal transition points in grades 3 and 4. The school counselor and an AIG teacher in each elementary and intermediate school will lead a monthly bibliotherapy lesson during the school E/I time on Friday's since students are only served in reading and math pullout Monday-Thursday.

AIG teachers in grades 4-6 routinely participate in professional development focused on meeting the social/emotional needs of gifted learners. The school district has initiated professional development for teachers in various ways, including offering self-paced, differentiated courses in Canvas that meet a wide variety of the standards within the Equity and Excellence Standards of 2019, such as:

- Characteristics of Giftedness & Best Practices in Teaching Gifted Students
- Differentiating & Designing Curriculum
- The Scoop on Social and Emotional Issues
- Unleashing Creativity

The four courses together will make up the MGSD Local Endorsement for teachers to obtain a local license for AIG. The local training is up-to-date with resources and videos from the National Association of Gifted Children's websites as well as resources from Susan Winebreener's Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use. Administrators in the 4-6 grade schools have identified all teachers who will be

cluster teachers of academically gifted students during the 2022-2025 plan. The teachers have begun the four self-paced courses listed above with online and in-person support from MGSD's Certified AIG Specialist/Coach, who serves as an AIG Specialist since she is state AIG licensed and a member of the North Carolina Association for the Gifted and Talented (NCAGT) Board of Directors. Professional development also has been provided on optional half days to support these teachers in their efforts to collaborate and plan.

Additionally, MGSD school counselors, who meet regularly for professional development, will participate in professional development focused on addressing the social/emotional needs of gifted learners. Follow up PD on this topic will continue throughout the Plan years. MGSD held a meeting in October 2021 to which all 4-6th school administrators and potential cluster teachers in the district were invited to learn about professional development via the Local Endorsement. School-based administrators will be provided with information on supporting school personnel in these efforts and will have quarterly meetings with the Assistant Superintendent of Elementary Education/AIG Coordinator and the Certified AIG Specialist/Coach. In addition, school administrators will be added as viewers in the professional development courses in Canvas and will have access to all course materials. School administrators also will be invited to all district AIG PLCs and advisory meetings. Any updates about professional development are on the district's instructional coach meeting agenda and will be communicated to administrators directly at weekly district administrator meetings. In the 2022-2025 plan cycle, the district will continue to work with elementary principals to extend PD to K-2 teachers. Also, the AIG staff will work with instructional coaches and the Assistant Superintendent of Secondary Education or the Secondary Curriculum Coordinator to extend professional development to 7-12 grade teachers.

*** Practice C**

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

MGSD provides all students in grades K-12 with a digital device, such as a laptop or tablet. Teachers and students likewise have access to an abundance of digital resources. Textbooks are digital and numerous other software programs are in place and utilized. These resources are used to personalize instruction for all students. The alignment of digital teaching and learning is across all grade levels and completely integrated into existing special programs and courses, such as AIG, AP, honors, special, and vocational education, etc.

Previously, MGSD instructional leaders have enriched the CORE Curriculum and Instructional Guides with random differentiated enrichment digital resources selected by teachers. The Certified AIG Specialist/Coach has created a full enrichment document for each cluster in mathematics in grades K-5, which offers additional resources such as Three Act tasks, Nrich.org, as well as rigor questions for each standard. Grades 6-8 have differentiated and challenging activities built in with the Open Up Resource and online Canvas course offered to each teacher of mathematics.

The Elementary Curriculum Coordinator also has worked to help create enrichment documents organized by themes for K-6 classroom teachers to increase rigor by differentiating core instruction. In English language arts, the curriculum document offers STEM projects, real-life problem-solving, rigorous question stems, as well as advanced text selections, writing extensions, and vocabulary enrichment.

Together, the enrichment available on district curriculum guides will offer a guaranteed and viable curriculum across grades, subjects, and academic levels. These documents will continue to grow and also serve as a resource for collaboration among teachers and district leaders.

The district has purchased specific AIG researched-based programs to enrich core instruction that are available digitally. Also, curriculum resource manipulatives and resource books are available at the MGSD Curriculum & Instruction office for teachers to check out per quarter as needed for E/I classroom differentiation. Kendall Hunt units will be available at the Curriculum & Instruction office as well as on a shared drive with Project M2 & M3 units available for grades K-6 mathematics and William and Mary which are available for English language arts, grades 1-10.

These resources will be available to all cluster teachers and AIG teachers throughout the district to use for differentiation of their core content. Teachers will receive professional development on these lessons and modeling from the Certified AIG Specialist/Coach. These lessons will be discussed at PLC planning meetings and modeled by the Certified AIG Specialist/Coach and Elementary Curriculum Coordinator. The Assistant Superintendent for Elementary Education/AIG Coordinator, along with the district's AIG Lead Teacher will work closely with AIG cluster teachers and School Lead Teachers to ensure resources are used appropriately to augment the district curriculum.

Currently, AIG PLCs meet monthly. There is a representative in the meeting from each K-6 school to discuss and ensure access and equity of programming across the district. The district will work with school counselors and the Secondary C&I team to train and establish an AIG 7-12 PLC during the plan cycle 2022-2025.

In addition, all schools grades K-6, have specific times during the instructional day during which students are involved in Enrichment/Intervention (E/I) time. During this time, students take part in specific enrichment/intervention instruction based on recent formative assessment data. For many students, this dedicated instructional time involves remediation

of a skill or concept/s. However, this is typically a time during which AIG students and other advanced learners receive academic enrichment or instruction that is enhanced by broadening and deepening the learning, since their data often reveals proficiency of the skill or concept. Again, this example demonstrates the integration of a district instructional model that is designed such that it also is utilized for AIG/advanced learners.

*** Practice D**

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

MGSD has developed and consistently implements a dedicated flexible grouping time daily within grades K-6 at all schools. This E/I time is minimally 40 minutes, four days per week and is based on ongoing formative assessment data with two days a week being allocated for reading and two days for math instruction. E/I groups are flexible and change frequently, based on skills needed for those requiring remediation, intervention, or enrichment. AIG and other advanced students identified as Level 5 by the state End of Grade Test data also participate so that knowledge or concepts are broadened, deepened, or enriched.

At the 4-6th grade schools, students are served with additional pull-out enrichment groups during this time. The district has purchased the PBL project website by Ben Bache for project-based learning resources (such as STEM warm ups) and other research-based practices. All AIG students within each grade level are given additional tasks and project-based learning opportunities to enrich their learning.

Beyond E/I time, deliberate flexible grouping also occurs in elementary and intermediate grades in reading and often in other subjects such as math or written language to effectively instruct and support growth for all students. Groups that include AIG students are typically allowed much more independent (interest-based) reading/writing time. Students are seen in small groups by the general education teacher (and teacher assistant, when available) because students are grouped in homeroom teams in clusters of 6-8 students per homeroom in grades 4-6.

Flexible grouping also occurs within 90-minute instructional blocks in middle and high school in core academic areas. Teachers use ongoing formative assessment data, student interests and learning style inventories to differentiate and offer enriched pathways and compacted curriculum units to AIG students. Intentional flexible grouping is somewhat

less likely to occur in middle schools and high schools due to schedule constraints; therefore, growth and interests are primarily supported via actual course/class selection via pathways that are co-created by the AIG student, counselors, teachers, and the MTSS Coordinator. AIG students also have extracurricular offerings and choices, such as enrollment in a virtual high school courses of interest in lieu of a limited interest on-campus offerings.

*** Practice E**

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

The MGSD AIG Plan is publicized on the MGSD website. The Assistant Superintendent of Elementary Education, in her role as AIG Coordinator, works closely with administrators to ensure AIG services are delivered according to the AIG plan and also MGSD expectations. An AIG update is included in her weekly principal's meeting. The district AIG Lead Teacher and an AIG Lead Teacher at each MGSD school, along with the school-based administrators, take responsibility for communicating AIG processes, programs (including service delivery and differentiation), and procedures to each school's staff. For example, during the eligibility determination process, AIG staff communicate with general educators to ensure they are aware of the characteristics and behaviors of potentially gifted learners, so that appropriate referrals are made.

Currently, curriculum and instruction updates are sent to staff members twice per month from the AIG department to all staff and parents via a Smore Newsletter. Smore is an online newsletter creator that simplifies information sharing in digital and print formats and features an embedded language translation function. The AIG newsletter is comprehensive of the services offered in the program. Strategies for developing the potential of young learners are included in the updates as well as pictures, and examples of classroom differentiation, updates about Identification, the Local Endorsement, meetings, extra-curricular activities, etc.

The AIG identification process is included in a district brochure and a parent presentation. This presentation will be shown at each elementary and intermediate school within the first semester of each school year during the 2022-2025 AIG plan cycle. The presentation will be reviewed with staff, shared at the beginning of each school year, and posted on the district website. Furthermore, the district has increased communication under this standard by having the district AIG Lead Teacher make a video for third grade teachers to explain the initial identification process which will be

delivered at the September AIG PLC meeting. All third grade teachers will be invited to attend this virtual meeting. The presentation then will be posted on the website for them to access again later in the year.

Finally, district forms utilized for AIG identification and services are digital and available via Google Docs, an additional way in which timely, accurate information is ensured and made consistent across all schools/staff. A copy of the AIG forms, parent brochure, and presentation will be given to all AIG Lead Teachers for dissemination at their respective schools. The district is increasing its response to this standard by making sure DEP's are completed during school PLC meetings so teachers have support of instructional coaches and can discuss services as they plan instruction.

*** Practice F**

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

The Assistant Superintendent for Elementary Education/AIG Coordinator holds the primary responsibility for ensuring smooth transitions and that services for AIG students are continued effectively across all grade levels in her role as AIG Coordinator. School administrators, the AIG Lead Teacher, the Certified AIG Specialist/Coach, school counselors, and AIG cluster teachers are key staff in assisting with both communication and service continuity during transition times and periods. The MGSD MTSS Coordinator also will help with effective continuation of services regarding the social and emotional needs of students and placement of twice-exceptional students.

Formal transition meetings are held annually to assist with the smooth transition of students from one grade configuration to the next. Paper and digital student files are in place and formally transferred (typically with the knowledge and assistance of school counselors and AIG staff) at the end of each school year, during summer, and/or whenever a student moves from one grade level/school to the next (although rare, this might necessarily include students who skip a grade due to high ability/achievement). Vertical alignment meetings, which occur regularly across the district at all levels with quarterly Teacher Leader forums which also assists with easing transitions of students to ensure skills are comprehensively addressed and no gaps are created.

The typical transition in MGSD results from grade configurations, as noted at the beginning of the plan, will continue. Currently, the district has primary or grades K-3 schools, intermediate or grades 4-6 schools, a grade 7-8 middle school, and a 9-12 high school. Therefore, key transition points are from grade 3 to 4, 6 to 7, and 8 to 9. This pertains

to general education students as well as students with special needs, including AIG students. During the 2023-2024 school year, the district will change grade configurations to primary K-2 schools, intermediate 3-5 grade schools, and middle grades 6-8 schools. The high school will remain grades 9-12. Once this change occurs, key transition points will become from grade 2 to 3 and grade 5 to 6. The transition from grade 8 to 9 will remain unchanged.

AIG staff, typically the AIG Lead Teachers and the District AIG Lead Teacher, conduct parent meetings at each school and initiate communication with staff at schools to which students matriculate at the beginning and ending of each school year. Again, files are maintained for each identified student at the appropriate school. AIG files may contain documents regarding timelines, processes, and services, the student's original DEP's and identification paperwork, and any other testing information. These files are physically transferred between schools at the end of the year by AIG Lead Teachers and school counselors to ensure the continuation of services.

AIG staff, including the Assistant Superintendent for Elementary Education/AIG Coordinator, the Certified AIG Specialist/Coach, and District AIG Lead Teacher also communicate with general education teachers and school administrators so that everyone is aware of the number of AIG students who are transitioning as well as their identified needs (services documented on DEPs). Student identification records also are kept and updated annually via Google spreadsheets. In addition, AIG students are labeled in Powerschool and an AIG headcount is taken and verified by School AIG Lead Teachers in grades K-6 and school counselors in grades 7-12. Finally, and although this has been stated in another part of this Plan, AIG teachers (across grades and schools) meet in biweekly PLCs and communicate regularly to ensure consistency of services and procedures and to consider service delivery (continuum) alternatives for students at all grade levels.

The district also has increased transition communication by holding monthly AIG PLCs with the Lead Teacher from each school being present to discuss communication and continuation of services for all K-12 students.

*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

AIG (and other high ability or high achieving) students have a variety of opportunities and venues for acceleration of academic content (by subject area/course and grade). Two primary pathways for acceleration are through Early

Admission to Kindergarten or Credit by Demonstrated Mastery, which are adhered to and recommended by the state agency. Information on both these processes is published annually by the district; however, the early entrance criteria are given to parents on a case-by-case basis (typically parents inquire about early entry during or shortly after the kindergarten registration time period). Credit by Demonstrated Mastery procedures and criteria are more formally communicated in early fall of each school year via a parent meeting. This meeting is facilitated by the Assistant Superintendent for Secondary Education in cooperation with high school administration and counseling staff.

Two additional opportunities exist for students who would benefit from or desire content acceleration—Acceleration by Recommendation and Curriculum Compacting. The first of these is grade acceleration which is rare but available to students/parents upon request (by a parent or teacher) if a student's unusual achievement or ability is noted. Grade skipping or acceleration requires a comprehensive look at ability, academic achievement, and social-emotional factors, in addition to environmental considerations such as grade level and support from parent/s and the school community. The Iowa Acceleration Scale (IAS) is the district's preferred tool to use as the first step in determining possible grade acceleration. After completing the IAS, the school principal, in communication with the Assistant Superintendent for Elementary Education/AIG Coordinator, the Certified AIG Specialist/Coach and other central office personnel, will conduct a meeting between the student, the student's family, and the school AIG Lead Teacher regarding the resolution of the request for grade acceleration.

The other main option for acceleration is curriculum compacting, which is much more prevalent than early kindergarten entrance, Credit by Demonstrated Mastery, or grade skipping. Curriculum compacting occurs within AIG classes in grades 4-6. As part of the Local Endorsement in Course 2, teachers will learn and read about curriculum compacting then collaborate to plan grade level lessons using Renzulli's compactor chart located in the Winebrenner text.

Furthermore, curriculum compacting will occur through in class differentiation as well as true subject acceleration at the middle grades level in the area of math, so that students can be successful at Math I in 8th grade. A Spanish I course also is available in middle school for high school credit. And, students (often AIG) are supported to take courses through NCVPS to accelerate coursework when they have completed prerequisites successfully.

Finally, content acceleration will be offered through the use of curriculum compacting by offering differentiated pathways where courses are personally agreed upon between the AIG student, school counselor, and teachers based on the academic and social needs of the student in grades 7-12. Due to open enrollment, counselors and teachers will work with the MTSS Coordinator and students' families to offer pathways suggestions to best meet their needs.

* **Practice H**

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

In the past, MGSD offered limited service delivery options. Beginning with this plan year, AIG students will be provided with service options that best meet their academic and social/emotional needs.

K-3 students: Nurturing Potential

The PETS™ curriculum was first implemented during the 2019-2022 AIG plan cycle with instructional coaches and facilitators leading this effort at the K-3 schools along with school AIG teachers. This fulfills a longstanding need at the K-3 level regarding programming for higher ability/advanced students in the absence of formal AIG identification/AIG classes within the primary grades. The adoption of this curriculum addresses identified weaknesses in Practices A, C, and H, in particular. New professional development activities also are being planned and will be implemented during the 3 years of this AIG Plan in order to better address the social-emotional needs of gifted and high achieving students.

In addition, MGSD's recently initiated Dual Language Immersion program offers an opportunity for all elementary students, particularly advanced learners and ML students, to receive instruction in English and Spanish on an A-Day/B-Day rotation. MGSD launched its Dual Language Immersion program with one kindergarten and one first grade class at each of the district's three elementary schools in 2021-2022 and will add a grade level each subsequent year until at least 5th grade. Dual immersion has been shown to foster higher level thinking skills, build abstract thinking, math and logic skills, and problem solving skills. This program provides an additional method of nurturing potential in primary students.

Service options in grades 4-6 include:

AIG Cluster Classroom: AIG students at the intermediate grades have been placed on 2- or 3-teacher teams in which they will receive all core instruction. The benefit to the AIG population in this model is that the students do not experience any potential negative effect that is possible when teachers unfamiliar with their potential teach the students in a non-AIG specific subject. The AIG teacher has the same high expectations and support available across subjects in this type setting.

Enrichment Pull Out (E/I Time): This is a service delivery option available for all identified academically gifted K-6 students, exceptional students, and students who have exceptionally large gaps in performance in math and/or reading. Under this option, students are pulled into an AIG classroom for 40-minute enrichment blocks, 2 days a week for services in Reading, and 2 days a week for services in math. Students stay in the regular assigned classroom the majority of the day. This model benefits under-represented AIG students by providing dedicated instructional time with peers as well as the benefits of having an AIG-licensed teacher who understands their strengths and needs. Students will be flexibly grouped by grade level. Grouping also could reflect over-excitability, multiple intelligence, passion projects, subject area interests or PBL and STEM based projects. Specifically, the district has responded by purchasing and showcasing resources from the PBL project that will be available to all cluster teachers in the district for use during this enrichment time.

The district also serves some students at potential in AIG and honors classes for enrichment who may not otherwise be enrolled in an honors course. Potential students represent all populations with special consideration for minorities, economically disadvantaged and culturally diverse students, such as ML students. Potential students often require additional assessments with significantly more emphasis/weight placed on scores or results from assessments such as environmental rating scales or HOPES Teacher-Rating Scales.

*** Practice I**

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

MGSD provides several extra curricular activities that address the needs/interests of all students, and AIG students in particular, beginning at the elementary level. Each school in the district encourages the introduction of extra-curricular activities that challenge and enhance the learning of AIG students. Various clubs offered allow for art integration, technology integration, and hands-on learning. AIG students are eligible to participate in activities during the school day and after school. MGSD intends to foster problem-solving skills, creativity, and collaboration among our AIG students. These opportunities include but are not limited to robotics clubs, media/technology clubs, second/foreign language clubs, chess club, math/science competitions, Girls in Stem, pop up STEM playgrounds as well as Career Bridge seminars at the high school level. MGSD also has added summer programming opportunities to meet the needs of AIG students such as Camp Invention for K-6 students that inspire confidence and persistence while improving reading skills.

The district plans on working with community partners to expand the clubs at the middle level to better scaffold by offering opportunities more similar to those at the high school and to better serve the social and emotional needs of AIG students with expanded extra-curricular offerings.

The district will continue to increase club options by utilizing technology to expand the list of club offerings district wide during the 2022-2025 plan cycle. Clubs and other extra curricular offerings will be regularly updated and communicated during AIG PLCs, a MGSD AIG Newsletter, and a Smore newsletter distributed approximately twice per month.

Beginning with the 2021-2022 school year, MGSD created an AIG Advisory Committee to develop additional ideas for extra-curricular activities and/or special events as part of its function. Additionally, the MGSD AIG Newsletter will be used to communicate these and other opportunities to K-6 AIG students and their parents/families. MGSD will make sure 7-12 AIG enrichment and academic opportunities are communicated via the AIG website as well as through the school parent square notifications. This committee will continue to grow to increase collaboration among stakeholders and transform the district while implementing the 2022-2025 AIG plan.

* Ideas for Strengthening the Standard

- Review academic resources on a continuous basis
- Monitor the AIG program and services by scheduling quarterly school/district data meetings
- Send bi-weekly email communication to teachers & administrators concerning AIG programming. These bi-weekly emails/Smores will highlight best practices as it relates to rigorous and challenging student activities
- Following the COVID-19 pandemic, increase the number of in-person extra-curricular activities
- Hire an AIG specialist to assist with the implementation of the AIG plan & monitoring

Planned Sources of Evidence

* DEPs/IDEPs

* LEA and school websites

* Copies of parent newsletters/smores




* Enrichment (E/I) schedule

* Cluster grouping data

* Agendas from AIG staff meetings

* Data illustrating student participation in extracurricular activities

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 AIG DEP's  LEA & school websites  Copies of parent newsletters/smores

Standard 3: Differentiated Curriculum and Instruction

Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

MGSD works with K-12 teachers to adapt the NCSCOS to meet the needs of AIG students through a variety of service options as well as curriculum differentiation methods and strategies. During recent school years, MGSD began ensuring that AIG teachers are represented and participated in the NCAGT Conference to assist with learning new differentiation strategies for the AIG and advanced learner populations. In 2022, the Certified AIG Specialist/Coach attended the NCAGT Annual conference and will include information and presentations in the district's local endorsement, AIG PLC and newsletter communications. Cluster teachers within the district will be provided opportunities to present and attend the conference in 2023-2025.

The district utilizes technology (digital content) as an overall tool for teaching and learning, partially to engage 21st century learners with modes that complement and reflect their lives, but also to easily and effectively ensure customization of learning (i.e., differentiation with equity in terms of both students who need reengaging with core instructional skills, those who are proficient with grade level content, and those who might be enriched or accelerated). Additionally, grades K-6 in all schools have specific times during the instructional day during which students are involved in Enrichment/Intervention (E/I). During these E/I times, students are engaged in specific enrichment/intervention instruction based on their most recent formative assessment data. Resources available through the PBL project and other district enrichment documents created and added to all curriculum guides are available for use by cluster teachers. This is an effective way of enhancing the skills/content of AIG/advanced learners

who are already proficient in content taught. Additionally, curriculum compacting, cross-age grouping and in-class flexible grouping are a few examples of instructional modes that are utilized for differentiating and meeting the needs of AIG students and other advanced learners.

Advanced placement and honors courses at middle and high schools are designed to promote curriculum/content acceleration. Also, in grades 6 and 7, purposeful curriculum compacting is in place to ensure that high achieving (AIG) students are successful in Math I in eighth grade. Spanish I also is offered in grade 8 for high school credit.

In grades 9-12, the following Honors and Advanced Placement courses are offered:

- English I Honors
- English II Honors
- English III Honors
- English IV Honors
- World History Honors
- American History Honors
- American History II Honors
- Founding Principles of the USA & NC Honors
- African American History Honors
- 20th Century Civil Liberties & Civil Rights Honors
- Math II Honors
- Math III Honors
- Math IV Honors

- Honors Discrete Math
- Pre-Calculus Honors
- Honors Calculus
- Environmental Earth Science Honors
- Honors Forensic Science
- Honors Physics
- Biology Honors
- Honors Anatomy & Physiology
- French 3 Honors
- French 4 Honors
- French 5 Honors
- Spanish 3 Honors
- Spanish 4 Honors
- Spanish 5 Honors
- Choir Honors
- Band III Honors
- Band IV Honors
- Dance Proficient Honors

- Dance Advanced Honors
- Theatre Proficient Honors
- Theatre Advanced Honors
- Technical Theatre Honors
- Directing Theatre Honors
- Musical Theatre Honors
- Design Theatre Honors
- Art 3 Honors
- Art 4 Honors
- Entrepreneurship II Honors
- Sports and Entertainment Marketing II Honors
- Early Childhood Education 2 Honors
- Network Administration 2 Honors
- Advanced Manufacturing I Honors
- Advanced Manufacturing II Honors
- Carpentry II Honors
- Carpentry III Honors
- Automotive Service II Honors

- Automotive Service III Honors
- Drafting II Architectural Honors
- Drafting III Architectural Honors
- Drafting II Engineering Honors
- Drafting III Engineering Honors
- Heating, Air Conditioning, Refrigeration I Honors
- Electrical Trades II Honors
- 3D Modeling and Robotics Honors
- Principles of Engineering Honors
- NJROTC III Honors
- NJROTC IV Honors
- AP English Language
- AP English Literature
- AP World History
- AP US History
- AP Us Government and Politics
- AP Psychology
- AP Calculus AB

- AP Statistics
- AP Environmental Science
- AP Chemistry
- AP Biology
- AP Computer Science Principles
- AP Music Theory

*** Practice B**

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

As has been previously described, the daily E/I time in grades K-6 is dedicated to enhancement or remediation of skills based on readiness, ability, learning profiles, and is very effective at addressing a broad range of needs/proficiency levels, including advanced and struggling learners.

All AIG students do not learn at the same rate or in the same way. As a result, the curriculum must be enriched, extended, and accelerated to accommodate a wide range of ability levels. After analyzing student data across the district, specific service criteria is necessary to appropriately meet the needs of all gifted students. The district will consider a variety of strategies for providing rigor, depth, complexity, sophistication, and abstractness for differentiating in the AIG and regular classroom. Strategies will include:

- The district will increase its response to this standard by providing teachers with online course work with over-excitability inventories and interest surveys in Local Endorsement Course 1 which they can use to help differentiate work for students.
- The district will provide student choice for enrichment clubs offered at each level as well as PBL groups and options during E/I (Enrichment) time.

- Administrators and teachers will cluster AIG students according to the students' data (ie.. benchmarks, Schoolnet, Education Value-Added Assessment System/EVAAS achievement, aptitude scores). Groups may be differentiated by reading only, or AR, Math only, or AM, and IG.
- AIG Lead Teachers, cluster teachers, the AIG Specialist, counselors, and teachers will utilize student interest to offer additional courses, enrichment activities, and/or independent projects. (ie...Science Olympiad, Math Olympiad, Robotics, Beta club, Student Council, Math Counts, STEAM club, and SGA). Instructional coaches in each school and C&I Specialists in the district will continue to work with classroom teachers to extend, enrich, and accelerate the NCSCOS.
- Each elementary school will seek to have all AIG cluster teachers locally certified during the 2022-2025 plan cycle through the Local Endorsement courses. Consideration will be given to the modification of content, process, products, and learning environment as they deliver differentiated gifted instruction. Specific instructional strategies that will be utilized include: differentiated lessons or units, individual study/contracts, curriculum compacting, learning center activities, seminars, simulations, research and multimedia projects, tiered assignments, and choice boards. If funding allows, the district will seek to hire an additional K-3 and 4-6 AIG specialist or a K-6 AIG specialist during the plan cycle.

MGSD's middle school and high school both have an AIG Lead Teacher and school counselor to facilitate a rigorous curriculum through advanced classes and professional development. The Secondary Curriculum Coordinator also supports teachers at the middle school level by working collaboratively, providing resources, team teaching, and/or facilitating model lessons. The AIG Lead Teacher and school instructional coaches will also work collaboratively to design curricular units that are aligned with the North Carolina Core Curriculum to accelerate learning for students.

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Based on current research regarding engagement and effective methodology for effectively addressing 21st century learners, MGSD implemented a Digital Conversion through which all students and staff in grades K-12 utilize digital tools (computers, tablets, and digital learning management systems such as Canvas). Teachers of AIG students have access to Google, Peardeck, Brainiaccamp, Playposit, MobyMAX, iReady, Discovery Education and other learning software. These tools and resources are used to personalize instruction for all students, but are particularly useful for AIG students. MGSD instructional leaders have developed CORE Curriculum and Instructional Guides that provide a guaranteed and viable curriculum. Enrichment sections have been added to all pacing guides to better differentiate and

address student needs. The Assistant Superintendent for Elementary Education/AIG Coordinator along with the AIG Lead Teacher, Elementary Curriculum Coordinator, Certified AIG Specialist/Coach, and other instructional specialists work closely with AIG teachers to ensure resources are used appropriately to augment and expand the MGSD curriculum.

K-3 Response

- PETS™ was first implemented by the district during the 2019-2022 plan cycle. It is a research-based systematized enrichment and diagnostic thinking skills program suitable for grades K-3.
 - Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation. The program aligns to the higher levels of Bloom's Taxonomy.
 - PETS™ helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates into any existing primary curriculum, and offers opportunities for learners with different strengths to shine.
 - The district will implement rotational schedules that reflect PETS™ or talent development component implementation into the E/I block at all three K-3 schools.
- The district has purchased and will gradually model and implement lessons with Project M2: Mentoring Young Mathematical Minds (Grades K-2) beginning in the 2022-2023 school year. Project M2 is a series of eight curriculum units designed for grades K-2 to foster inquiry and engage students in critical thinking, problem solving, and increase their discourse and communication within their mathematics learning environment. These geometry and measurement units focus on "in-depth" mathematics using research-based practices and engaging characters who guide students through the curriculum, and help them develop reasoning and communication skills in addition to strong mathematical conceptual knowledge.
- Staff development plan/s reflecting PD aimed at social-emotional needs programming will continue with the collaboration of AIG Lead Teachers, the MTSS Coordinator, and school instructional coaches.

3-6 Response

The district has responded by adding enrichment resources for core differentiation in district pacing documents which increases digital literacy, mathematical creativity, communication, and collaboration. The Certified AIG Specialist/Coach

has modeled and co-taught Three-Act Math tasks with the use of Google forms in 2021-2022 with the E/I students in 3rd-5th grade classrooms and cluster teachers. These tasks have increased student collaboration, mathematical writing, and collaboration among students as well as teachers.

In addition, the district has purchased and will gradually model and implement lessons with the Kendall Hunt William and Mary Gifted Language Arts Curriculum and Project M3 Mentoring Mathematical Minds (Grades 3-6) beginning in the 2022-2023 school year. Each semester during the plan cycle the district Curriculum & Instruction staff will work with AIG teachers to model lessons and help teachers plan differentiated core instruction with these research based resources. The William & Mary Curriculum will be used for differentiating CORE curriculum in grades 1-10 and will be available electronically for all AIG teachers to utilize. Novels and paper workbooks to supplement the curriculum will be available at the Curriculum & Instruction building. The units foster the 21st century skills of collaboration, communication, creativity, and problem solving through theme based, open-ended learning opportunities that are research-based and geared toward our high ability, gifted learners. The units promote inquiry-based teaching models and differentiation, as well as support levels of depth and complexity across content areas.

Project M3: Mentoring Mathematical Minds is a series of curriculum units developed to motivate and challenge mathematically talented students in the intermediate grades 3-6. Project M3 is one of the nation's top programs in gifted mathematics education. The program encourages teachers to motivate and challenge advanced students and is based on National Association for Gifted Children (NAGC) exemplary practices. Project M3 facilitates learning with digital ebooks, rubrics, and differentiates curriculum with explorations of simulated or real-life problems so students can actively solve problems like mathematicians.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

The district utilizes Canvas, a learning management system to implement digital content via computer-driven teaching and learning, the combination of which are the primary components of developing the skills and potential of 21st century students. These digital resources and their flexible delivery are effective at developing skills at advanced levels. Twenty-first century skills, such as collaboration, creativity, communication, and digital literacy, are effectively facilitated and developed by teaching and learning within a digital learning environment, such as when learning is demonstrated via project-based learning, a common method/practice within the school district. The district has

continued to expand the resources provided for AIG students by purchasing the PBL project website subscription for cluster teachers at the intermediate schools and the MGSD K-6 Online Academy. Teachers have these materials to use during the E/I block. The ebooks for the Kendall Hunt M2 and M3 resources also will be available for teachers to use for collaboration.

*** Practice E**

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

MGSD student achievement reflects advanced development and use of formative and summative assessments to meet the constantly changing needs of students. District-wide formative assessments have been in place since the late 1990s. Extensive training on developing and using formative assessments was previously conducted via contracts with assessment experts. As the year-round calendar option was integrated into a more traditional/collegiate calendar, the common quarterly (formative) assessments remained and evolved. They now complement the additional formative assessments that have been developed and are utilized across the district at virtually all grade levels.

The district has enhanced the use of formative assessments which are continuously analyzed so that instruction can be modified to ensure that students perform well on summative assessments. The district conducts standards based grading in grades 3-5 for all students. This gives students in cluster classrooms a more formative based approach in which instruction is focused on the differentiation needs of the learner instead of just grades. Throughout the last several years, district student performance has been consistently within the top 10 districts in the state due to the longstanding focus on ongoing assessment coupled with adapting instruction to meet all learner needs (e.g. flexible grouping). Of course, MGSD utilizes its common formative assessments and quarterly assessments in conjunction with state summative assessments such as NC Final Exams and End-of-Grade/Course assessments. Data is analyzed at the individual teacher level, as well at the same-subject collaborative team, school, and district level to determine adjustments to curriculum and instruction. Additionally, students are taught and expected to set personal goals based upon data analysis, while also collaborating with their teachers to identify strategies to meet their learning goals.

*** Practice F**

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

As described elsewhere in this plan, the district approach of providing dedicated time for AIG students to be instructed solely with like-ability peers helps meet the social and emotional needs of these students. The use of AIG-licensed staff trained to recognize the characteristics of gifted learners and how to meet their needs, furthers their social, emotional, and academic development. Toward that end, in previous school years, district AIG teachers in grades 4-6 participated in professional development sessions with a focus on meeting the social/emotional needs of gifted learners. For the current AIG Plan for 2022-2025, a new component of the District Local Endorsement in Course 3 is Social and Emotional Development. This course contains modules and research on such topics as the need for social and emotional support to be culturally responsive, over-excitabilities, and creating bibliotherapy lessons for students. Content for this course came from Critical Issues in Equity and Excellence in Gifted Education, by Joyce VanTassel-Baska, Ed.D., Tracy L. Cross Ph.D., and Richard Olenchak Ph.D, as well as Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use, by Susan Winebrenner.

Additionally, district school counselors and all 7-12 teachers of AIG students will be invited to participate in the Canvas Social and Emotional course within the District Local Endorsement. The Certified AIG Specialist/Coach and the MTSS Coordinator will communicate and collaborate annually to adapt this course to meet the social/emotional needs of AIG students and teachers based on annual survey feedback.

In addition, the district will offer bibliotherapy sessions for 4-6 grade students for additional social and emotional support on a monthly basis during the Friday rotational E/I time. These sessions will be co-taught by counselors and AIG staff at each intermediate school, as well as include possible guest readers from the School Board or other community partners. These lessons will be recorded and available for parents and students of other AIG grade levels on the district website.

Furthermore, students in grades 7-8 and 9-12 will be provided optional monthly social/emotional and academic support sessions during student advisory time. AIG students will be invited by counselors to participate. AIG Parents will be notified about these offerings via the ParentSquare group and MGSD AIG Newsletter. Possible offerings may include:

- Breakfast & Brains—A morning session before school for students to discuss issues/goals/suggestions they may have for their classes and for them to talk to advisors about academic goals.
- Coffee & Creative Ideas—A morning/lunch session for students to have a chance to collaborate on STEM activities for PBL projects, listen to guest speakers who may bring an activity, or share creative projects they have done while they enjoy coffee together.

- Goals & Guests—Students will fill out Google forms anonymously or have a chance to submit questions privately or directly to a guest speaker. The guest speaker will address current and relevant social and emotional issues the students may be facing.
- Movie & Mingling—This will be a fun social event for students to watch a movie that is of particular interest to them and have a chance to enjoy snacks and mingle with other gifted students and teachers.

The district also will invite all 7-12 school counselors and administrators to advisory AIG meetings with the Assistant Superintendent for Elementary Education/AIG Coordinator, the Secondary Curriculum Coordinator, and the Certified AIG Specialist/Coach.

* Practice G

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

Within the K-3 grade configuration, all schools utilize a school-wide flexible grouping structure to address advancement of all levels of student skills. This includes having not only remediation groups but enrichment groups as well (previously identified in this document as enrichment/intervention or E/I time). During E/I, the Certified AIG Specialist/Coach supports the various elementary schools by planning and co-teaching enrichment. Student participation in reading enrichment will be based on the prior year's Dibels data and/or running records data. Participation in math enrichment will be based on iReady data.

To effectively cultivate and develop the potential of young (K-3) students, MGSD utilizes the following strategies whenever possible: project-based learning, classroom differentiation using various curriculum resources, and vertical enrichment. Vertical enrichment includes content acceleration at the next grade level, including classroom instruction at the student's instructional level. Of course within this grade span, students with exceptional ability can skip a grade or subject(s), although grade skipping is infrequent. Teachers use a wide range of strategies in choosing materials that engage students' interests to enrich and deepen student thinking. Students have the opportunity to participate in in-depth concept development experiences, which are effective means of enrichment for gifted students (e.g., studies of cultures, scientific topics, or current issues, etc.).

In each MGSD K-3 school (2022-2023) or K-2 school (2023-2025), the Certified AIG Specialist/Coach or district AIG Lead Teacher will offer enrichment in person or online to all students within the top ten percent of each grade level. Enrichment will come from district documents and contain tasks based instruction. Primary materials used for differentiation during this time will come from the implementation of Kendall Hunt's William and Mary Gifted Curriculum units for language arts and Project M2 units for mathematics. In addition, at all K-3 schools, the PETS™ curriculum will continue to be implemented as a talent development component for K-3 students. Also, as stated in Standards 1 and 2, the PETS™ curriculum is being implemented as an intentional option within the primary grades during E/I time for talent development, which specifically addresses Practice G, as well as enhances or addresses several other Practices within this Standard.

*** Practice H**

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

There are a number of opportunities for instructional staff to collaborate in order to effectively develop and implement curriculum and deliver instruction. During 2022-2025, the AIG team will continue to increase collaboration by inviting all teachers to quarterly AIG PLCs and book studies.

In addition, the district has adopted the use of PLCs as standard practice, providing regular opportunities for collaboration and discussion of curriculum and instruction. The district AIG PLC will offer several Coffee Edu sessions for teachers just to meet, build community, and bring an idea to share. The PLC also will offer book studies each semester with some collaboration at the state level with relevant books from NCAGT. The district will offer 1-2 ongoing studies per year. The book study group will be able to select from the following titles:

1. The Emancipation of Evan Walls–NCAGT group
2. What Our Schools Could Be by Ted Dinlersmith
3. Street Data: A Next-Generation Model for Equity, Pedagogy and School Transformation
4. Worksheets Don't Grow Dendrites by Marcia Tate

5. Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy by Gholdy Muhammad
6. Culturally Responsive Teaching in Gifted Education: Building Cultural Competence and Serving Diverse Student Populations by C. Matthew Fugate (Editor), Wendy A. Behrens (Editor), Cecelia Boswell (Editor), and Joy Lawson Davis (Editor)
7. Empowering Underrepresented Gifted Students: Perspectives from the Field by Joy Lawson Davis and Deb Douglas Bright
8. Talented, and Black: A Guide for Families of African American Gifted Learners by Joy Lawson Davis

As part of completing a book study, teachers are expected to implement strategies discussed during each session, engage in group reflection and share the effectiveness of selected strategies. These PLCs, prevalent across the district, will include general education teachers, special educators, as well as AIG staff.

MGSD also offers multiple district opportunities for professional development virtually and in person through M-Powerment sessions. The district hosted 3 sessions in the spring of 2022 and will continue to offer these flexible meet-ups aimed at developing and enhancing instruction (philosophy combined with actual practice) of instructional staff. The M-Powerment strategies have been in place for two AIG plan cycles and many of the district teachers utilize them. A portion of this professional development is collaborative time for processing and planning how to implement the content/methods/practices learned during the sessions. Many of the sessions focus on differentiation, social and emotional learning, and topics relevant to teachers of gifted students. During 2022-2025, the district will continue to offer specific professional development sessions as requested by AIG cluster teachers and Lead Teachers from each school.

*** Practice I**

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

MGSD has developed and continues to update and revise a Differentiated Education Plan (DEP) for AIG students in grades 4-6 and 7-8. The district has increased a response to this standard by adding the PETS™ program and other talent development services to the K-3 Column. Furthermore, the district has created a 9-12 grade section for the DEP.

This DEP is completed on all students who formally meet eligibility guidelines for AIG services in all schools. This form will not be utilized for those students who do not meet formal eligibility guidelines but are placed in the program for talent development. The district DEP defines service options available at grades K-12, as well as the option/s chosen for each DEP student. The DEP indicates the students' area or areas of eligibility as well as the service option (placement). Recently, the district DEP has been modified/amended to enhance its ability to more clearly and comprehensively communicate annual review information as well as new options for Enrichment (E/I) time, PBL projects, Kendall Hunt curriculum, core curriculum differentiation, social and emotional options, and grade/subject acceleration.

* Ideas for Strengthening the Standard



- Schedule quarterly teacher leader PLC meetings to review district pacing guides
- Schedule meetings with the AIG advisory committee to review curriculum in an effort to enhance student learning
- Develop professional development that addresses teacher needs as it relates to differentiated curriculum
- Hire an AIG licensed specialist that will assist in teacher training & support

Planned Sources of Evidence

- * MGSD Curriculum Maps (Enrichment documents)
- * Revised Differentiated Education Plans
- * William & Mary, M2, M3, & PBL project Lesson Plans
- * MGSD Schools AIG Curriculum Bibliotherapy units
- * List of Students served in 3rd grade Talent Development in PETS™ & E/I time

* Student products; formal and informal student presentations

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 Revised DEP  MGSD Curriculum Website

Standard 4: Personnel and Professional Development

Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Assistant Superintendent for Elementary Education/AIG Coordinator maintains oversight for AIG programs and services. The individual currently in this role is not AIG licensed, but has a doctorate in Curriculum and Instruction. MGSD also has responded by having the MGSD Certified AIG Specialist/Coach, who is AIG licensed and serves on the state Board of Directors for NCAAGT, help with transforming the direction of the district's program and leading the new Local Endorsement. Furthermore, the AIG Lead Teacher for the district is AIG licensed and is leading and facilitating AIG PLC meetings. The increased collaboration of AIG Program Lead Teacher, Certified AIG Specialist/Coach, and the Assistant Superintendent of Elementary Education will ensure the AIG program is monitored during implementation of the plan. The Certified AIG Specialist/Coach/AIG Specialist also serves as a secondary contact to help guide, revise, and develop the Plan in conjunction with the AIG PLC members and acts as a member of the AIG Advisory Committee.

AIG Coordinator responsibilities:

- Leads the AIG Advisory Committee
- Follows up on decisions and informational items from meetings with AIG Lead Teachers
- Communicates with All LEA administrators to maintains the AIG plan/AIG Local endorsement

- Monitors AIG subgroup achievement and growth/communication w/ Director of Testing & Accountability
- Creates, administers, and leads the annual survey data process
- Manages and audits the AIG budget
- Coordinates and manages AIG Website

AIG Lead Teacher licensure requirement:

- Hold an advanced degree or add-on license in AIG Education or extensive experience in the field of gifted education
- Leads monthly AIG Professional Learning Community (PLC) meetings
- Creates & Disseminates the AIG Newsletter twice per month via parentsquare
- Facilitates equitable and comprehensive testing options used for AIG identification
- Sends Invitation to Meeting forms
- Maintains AIG spreadsheets
- Monitors AIG PLC identification data and administrative placement decisions
- Communicates with school data managers/AIG Lead Teachers about AIG headcount

District Certified AIG Specialist/Coach Requirements:

- Maintains the AIG plan
- Creates, facilitates, and monitors the AIG Local Endorsement and other professional development workshops as needed
- Coordinates yearly curriculum development activities for AIG staff based upon district needs

- Maintains and monitors records of AIG Local Credentials for MGSD educators
- Inventories, secures, and distributes the testing materials needed for the AIG Program
- Co-teaches and plans E/I enrichment materials for K-6 schools
- Collaborates with leadership to clarify AIG best practices, placements, and other AIG-related curriculum issues
- Facilitates collaboration with state leadership to synergize efforts on behalf of gifted students (Member of NCAGT Board of Directors)
- Collaborates with other curriculum specialists in the district to ensure MGSD upholds best practices (i.e. Title I, North Carolina Virtual Public School, Digital Learning, Curriculum Coaches, ML, Special Services, etc.)
- Represents district on AIG Advisory Committee

School AIG Lead Teachers

- Share AIG identification criteria/testing information with other teachers
- Communicate with parents all information about school AIG program and testing
- Monitors implementation of Pathway 2 and Nurturing Program PETS
- Creates and contributes school information to the AIG Newsletter for parents and stakeholders
- Ensure PLCs are utilizing enrichment curriculum document resources for planning
- Bring questions/concerns/identification issues from school to Advisory Committee meetings
- Represents school on AIG Advisory Committee

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs

of K-12 gifted learners.

MGSD employs AIG licensed staff in AIG teaching positions. AIG teachers who are not licensed are required to obtain a local district endorsement. AIG teachers in grades 4-6 only instruct AIG students (or those who do not meet strict eligibility criteria but are placed in AIG classes for talent development) in content-specific classes where they are organized in cluster groups of up to 8 students per classroom. This model addresses many of the social and emotional needs of gifted learners in that they have dedicated instructional time during which they are with peers of similar ability and skills, and they also have dedicated instructional time with AIG licensed teachers who are trained to recognize and address the characteristics and needs of gifted learners.

MGSD has previously developed action plans to work closely with school counselors and other staff to specifically address the social and emotional needs of gifted learners. Additionally, during the currently ending AIG Plan, MGSD put a greater emphasis on academic growth for AIG students as measured by NC EVAAS. District staff also have developed action plans to continue to address "growing" AIG students by increasing academic rigor.

MGSD recognizes the need to identify and implement specific best practices in order to support the social and emotional needs of AIG students. All MGSD AIG teachers in grades 4-6 have previously participated in professional development sessions that focus on meeting the social/emotional needs of gifted learners during the currently ending AIG Plan. Content was utilized from The Critical Issues in Equity and Excellence in Gifted Education Series by Joyce VanTassel-Baska Ed.D., Tracy L. Cross Ph.D., F. Richard Olenchak Ph.D. School Counselors, as stated previously, participated in professional development aimed at meeting the social/emotional needs of gifted learners. Furthermore, the district has increased collaboration across middle and high schools concerning social and emotional development by meeting as a team with the MTSS Coordinator. Follow up regarding this PD topic continues during the span of this AIG Plan. School-based administrators will be provided with information on supporting school personnel in these efforts. There also has been district-wide school-level training regarding providing emotional support for advanced learners and other groups.

*** Practice C**

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

MGSD adheres to North Carolina professional development and licensure requirements. The district also has its own local requirements that must be met to receive continuing education units (CEU), modeled primarily after the definition of high quality professional development. This includes meeting the standards that professional development activities attended must be 3 hours or more and based on evidence-based research. Staff development must be requested and evaluated based on how it relates to teaching and learning (i.e., actual practice). Evaluation of all staff development activities is required prior to CEU credit being awarded/posted. Our MGSD Local Endorsement is a total of 8 hours per course. Teachers can earn up to a total of 3.2 CEUs for completing all four courses at a total of 32 hours.

Additionally, MGSD provides a multitude of opportunities to attend professional development. MGSD AIG teachers may attend the NCAGT Conference, NCDPI workshops, and other State PLCs and conferences offered by the North Carolina Council of Teachers of Mathematics (NCCTM) and National Council of Teachers of English (NCTE). Teachers also may pursue professional development on differentiation, social emotional learning, creativity, and other topics relating to teaching gifted students that are approved by their administrator and the Assistant Superintendent of Elementary Education. Furthermore, the Certified AIG Specialist/Coach will serve on the state NCAGT board as a teacher leader for 2022-2025 and will have additional opportunities for participation with the NCAGT conference by serving on the conference planning committee. Lastly, MGSD has developed specific action plans to address the professional development needs of certified staff members.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

AIG students in grades 4-6 are either placed in general education classrooms in clusters where they are taught by one, two, or three person teams who meet the district AIG licensure criteria. Cluster teachers should hold a NC AIG add-on licensure/degree, have a NC Provisional License, and/or are in the process of completing the District Local Endorsement coursework. AIG cluster teachers have two years in which to complete the Local Endorsement or earn their add-on license and must be actively enrolled in professional development at all times while teaching identified students.

AIG students in the middle grades 7-8, receive instruction primarily through honors (academically accelerated, compacted, and enriched) classes. MGSD makes every effort to ensure teachers of these classes are AIG certified by

offering Course 2: Differentiation to all 7-12 teachers via Canvas, as well as multiple sessions on differentiation and acceleration during semi-annual M-Powerment professional development sessions.

At the high school level, MGSD utilizes open enrollment, which allows all students and families choice in registering for classes while still meeting the needs of high ability learners. Numerous options exist for advanced students; however, the two primary choices are honors and AP courses. Therefore, AIG students are not necessarily placed with AIG-certified teachers, however, AP courses (which are a frequent and appropriate choice for AIG students) are instructed by AP-certified staff only and teachers of honors courses are strongly encouraged to seek additional professional development via the Local Endorsement.

*** Practice E**

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

MGSD continues to recruit and retain AIG-licensed professionals. The Assistant Superintendent for Human Resources invites administrators and central office staff to attend various college career fairs that are in-person or virtual. This school year, MGSD held a virtual career fair and invited licensed professionals from across the state and nation-wide to apply for teaching vacancies with Mooresville Graded Schools. Vacancies that were posted not only included regular education teachers but AIG-licensed professionals as well. To address retention, the Assistant Superintendent for Elementary Instruction created an AIG PLC this school year for AIG-licensed teachers and the district AIG lead teacher facilitated meetings. These PLC's provided teachers with a supportive environment which allowed them to discuss instructional resources, best practices and issues/concerns that involve gifted students. These practices will continue throughout this AIG plan period.

*** Practice F**

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

MGSD maintains a professional development activities plan/calendar that is updated annually and based, in part, on the district annual staff development survey. Professional development planning also reflects review and analysis of summative assessments obtained at the end of each school year. Professional development activities are modified and new sessions created based on needs identified throughout each school year, including analysis of formative assessment data.

Longer term goals resulting in professional development activities are based on the district strategic plan, and again, these may evolve or be modified based on current or changing data. In that regard, the AIG program goals and staff development are aligned with the district's overall professional development, initiatives, and goals. The AIG program is an integral instructional component of the total program, along with general and special education, and therefore professional development is planned/integrated accordingly. Digital tools and resources for teaching and learning enhance MGSD's professional development offerings.

This school year and beyond, we will incorporate culturally-responsive teaching into our daily practice. MGSD introduced the book, *Culturally Responsive Teaching and the Brain* by Zaretta Hammond, as a book study for teachers who registered for the training session. The plan will be to continue providing professional development using Zaretta Hammond's book for our district's AIG PLC. The goal of the ongoing book study is to increase self-awareness, increase rigor, focus on building relationships, and creating learning partnerships that benefit gifted students of all backgrounds. MGSD plans to seek ways to improve practices that realize equity and excellence in gifted education.

*** Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

All MGSD staff members are given opportunities to provide input regarding professional development needs and activities. Feedback is solicited specifically during planning of the staff development summer institute in which most teachers participate. Each school offers opportunities for teachers to refine applications of their professional learning, primarily through use of PLCs as well as ongoing department and grade level collaboration, such as regular grade-level planning during which the Elementary Curriculum Coordinator and the Certified AIG Specialist/Coach provide enrichment resources for teachers to embed in their lessons.

AIG staff are included in these input sessions, as well as PLCs and peer teacher collaboration. Additionally, district AIG teachers have monthly PLC meetings as well as advisory meetings. The first advisory meeting in Fall of 2021 discussed the AIG Local Endorsement and plans for professional development based on plan goals, school improvement plan goals, and data from assessments and teacher/parent surveys. A follow-up meeting in February 2022 reviewed and discussed professional development goals within the context of the AIG plan and asked for input from the advisory committee.

AIG teachers also informally meet and regularly communicate to ensure consistency in program implementation and curriculum alignment. Finally, the district structures and encourages vertical and horizontal alignment via periodic meetings each school year. Again, AIG staff are an integral part of these planning sessions in addition to collaboration through PLC and advisory meetings.

MGSD recognizes the need to identify and implement specific best practices in order to support the social and emotional needs of AIG students. Throughout the current AIG Plan, MGSD AIG teachers in grades 4-6 have participated in professional development sessions that focus on meeting the social/emotional needs of gifted learners. Content for this PD activity came from: *Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use* by Susan Winebrenner as well as the NAGC website, The Davidson Institute, Recommendations of NCAGT board members, etc. The district has worked to not only ensure ongoing professional development opportunities and flexible enrollment and choice in the Local Endorsement classes, but also has worked to ensure that the Certified AIG Specialist/Coach and the AIG Lead Teacher can be available for half-day planning support for teachers.


*** Ideas for Strengthening the Standard**

MGSD will continue to seek ways to improve practices that realize equity and excellence in gifted education. This will include culturally-responsive professional development and incorporating instructional resources that represent diverse ideas & data-driven practices.

Planned Sources of Evidence

- * AIG Local Endorsement course descriptions
- * AIG Lead Teachers' Credentials
- * AIG staff agendas and minutes
- * AIG Teacher Surveys
- * Professional development plans for AIG Staff
- * Class lists and database/participation logs of AIG Local Endorsement course
- * Teacher Evaluation Instrument

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 AIG Local Endorsement Course Descriptions

Standard 5: Partnerships

Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

MGSD is fortunate to have very active and engaged parent and community stakeholders. Significant parent and community engagement are evident in the large number of parent volunteers across schools, consistently well attended and supported school district arts and sporting events, and attendance at special events, such as academic awards ceremonies. The district also hosts popular parent training sessions, particularly regarding the use of technology for teaching and learning.

Specific to the AIG Program, the school district has an established AIG Advisory Committee that consists of AIG parents, the district AIG Lead Teacher, School AIG Lead Teachers, The Assistant Superintendent for Elementary Education/AIG Coordinator, The Certified AIG Specialist/Coach, Elementary Curriculum Coordinator, Secondary Curriculum Coordinator, district administrators, and secondary school counselors. Other AIG teachers or general education staff are welcome to attend, yet typically only would do so due to the specific topic being addressed during the meeting or due to a request to respond. The district intends to intentionally utilize the AIG Advisory Committee to provide a deeper and frequent level of involvement in the planning, development, implementation, and monitoring of the MGSD AIG Program.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The school district recently reorganized the AIG Advisory Committee and it has begun to meet on a more consistent basis to support equity, excellence, collaboration, and partnerships across the AIG Program. The Assistant Superintendent of Elementary Education/AIG Coordinator has been leading monthly meetings with the committee of teachers, administrators, coaches, and a few AIG parents. Throughout the spring of 2021, the AIG Advisory Committee worked to assess the needs of the district AIG program, discuss survey feedback, differentiation of curriculum and instruction, AIG testing and services, professional development, and communication. The committee collaborated to gather feedback from the 2019-2022 AIG Plan and then broke down each standard and shared suggestions on a Google document as the Plan was revised for 2022-2025. The Assistant Superintendent of Elementary Education/AIG Coordinator has given opportunities for all stakeholders to contribute to the discussions and provide feedback. With all this collaboration, the committee was able to develop recommendations to strengthen each standard within the Plan, particularly this Practice.

During the spring of 2021, the AIG Advisory Committee met monthly to help assess the needs of the district AIG program, discuss survey feedback, differentiation of curriculum and instruction, AIG testing and services, professional development, and communication. The committee collaborated to gather feedback from the 2019-2022 AIG plan and then discussed shared suggested changes each month as the plan was revised. During the plan cycle 2022-2025, the AIG Advisory Committee will serve as an oversight group during plan implementation and will convene at minimum once per quarter. The committee will focus on exploring ideas regarding partnerships that might be established or nurtured to enhance and support the local AIG program and services (Practice E), as well as additional ways to expand stakeholder participation via surveys.

MGSD has limited partnerships with community organizations for the purpose of enhancing and supporting AIG-specific programs and services. Developing relationships and establishing partnerships with community or business organizations is a primary focus for the AIG Advisory Committee during the 2022-2025 plan implementation. A first step toward developing ideas for partnerships is to identify AIG program needs. The district enlisted the feedback of the AIG teachers, counselors, and other stakeholders on the Advisory Committee, reflected on their ideas/suggestions, and met to discuss them in Spring 2022. A spreadsheet of partnerships and contacts will be developed during the Spring 2022 committee meetings and subsequent PLC meetings. The resulting spreadsheet will be distributed to administrators at

all K-12 schools to solicit their input and partnership suggestions. Each school will identify one key partner that could contribute to their AIG program. Lists of all community and district partnerships will be added to the MGSD AIG webpage and communicated to the Advisory Committee. Follow-up reports to the Committee will compare the list of program needs initially identified to the outcomes being observed or documented as a result of the newly formed partnership/s.

The district will take action to address Equity and Excellence Standards from NCAGT's Action Number 4 to foster talent development. The district will offer Camp Invention and work to build other camp and enrichment summer experiences with local partners such as Selma Burke, Discovery Place, and other organizations in order to cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments, in addition to serving students who are already demonstrating high performance. In addition to new partnerships, MGSD will cultivate existing partnerships, such as their partnership with Selma Burke community center. Through this partnership, the district offers Pop Up STEAM playgrounds conducted by the MGSD K-6 Online Academy. To increase collaboration, all K-6 students will be invited to this event. The district will work to carry this partnership over into other initiatives as well. In addition, MGSD will use its partnership with the National Inventors Hall of Fame to also enhance these STEM Playgrounds. The district will invite partners to be part of the AIG PLCs and AIG Newsletters in order to encourage conversations and contribute ideas for ways they could enhance learning for AIG students.

Lastly, the district has increased response for this standard for the 2022-2025 AIG plan by purchasing PBL project resources for teachers to use during E/I (enrichment/intervention) academic time. Both intermediate schools, grades 4-6, have been using STEM activities and the PBL (Project Based Learning) projects for pull-out enrichment services during the 2021-2022 school year. The district will increase subscriptions to the PBL website during the 2022-2025 plan cycle for teachers, as well as provide membership to new 4-6 grade cluster teachers. PBL share out and ideas are discussed at AIG PLC meetings and included in AIG newsletters.

*** Practice C**

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

The school district has an established AIG Advisory Committee that consists of AIG parents/families, an AIG Lead Teacher, the Assistant Superintendent of Elementary Education/AIG Coordinator, the Certified AIG Specialist/Coach,

the Elementary Curriculum Coordinator, one cluster teacher from each intermediate school in each grade level, an elementary principal, both Intermediate principals, the Secondary Curriculum Coordinator, and middle and high school counselors who serve as AIG school leads. Other AIG teachers or general education staff are welcome to attend, yet typically only do so due to the specific topic being addressed or a request to respond. The information is shared back by these leaders at local school PLCs.

MGSD's AIG Advisory Committee now utilizes it to provide a deeper and more consistent level of involvement in the planning, development, implementation, and monitoring of the MGSD AIG Program. Currently, there are no AIG student members on the committee, but this can be addressed during the duration of the 2022-2025 AIG Plan. The Advisory Committee has assisted in completing the program self-assessment and has provided input and feedback in the revising of the AIG Plan for 2022-2025. Specific committee tasks have been identified and detailed within the Plan (e.g. Practice E below) to enhance and support the local AIG Program.

* **Practice D**

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

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

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

The school district website displays the AIG Plan, along with a flow chart that shows the identification process and other details relative to the AIG program. AIG teachers annually disseminate and discuss referral and identification process information to/with general education teachers in grades 3-6. In addition, the AIG Lead Teacher distributes a newsletter twice per month to all K-6 schools and stakeholders. Parents are provided letters and forms that describe the identification process at certain points, such as the permission form to screen/assess students and the notification of parent rights. Additional forms sent to parents at various stages of the identification process describe the testing process followed, as well program eligibility criteria, whether or not their child has been identified, and, if so, the specific area of eligibility and the program/services being offered or implemented via the Differentiated Education Plan (DEP).

MGSD continues to strengthen these practices by disseminating newsletters twice per month that are planned and discussed during PLC meetings. Furthermore, the district is enhancing its AIG webpage to provide pertinent information for AIG students and their families via the district website. These pages will house information for the AIG program including but not limited to AIG newsletters, enrichment events, AIG flowchart and identification processes, brochure, AIG presentations, AIG plan, social and emotional support for parents including links to Supporting Emotional Needs of the Gifted (SENG), NCAGT links, and information about monthly meetings.

An AIG brochure containing general information and highlighting program features was first developed for dissemination to the district community during the 2019-2022 plan cycle. The brochure was revisited by the AIG PLC during the spring of 2022. A new version that includes changes to the AIG 2022-2025 plan will be available via the district website before the start of the 2022-2023 school year.

For Grades 7-12

The district sent a parent survey in the fall of 2021 to middle and high school parents of AIG students. Many parents indicated that they were unaware of some parts of the program and how they could benefit and be collaborative with their child's education. The district responded by analyzing the survey data and discussing ideas in monthly advisory meetings during the spring of 2022. In addition, the Assistant Superintendent of Secondary Education, Secondary Curriculum Coordinator, and the MTSS Coordinator took part in additional collaborative meetings regarding increasing communication to parents and inviting AIG parents to a 7th grade and 9th grade information night each spring, starting in March 2023.

Furthermore, high school counselors as part of their bi-annual student meetings will consider AIG student goals and give students an alternative pathway to best meet their academic goals. Counselors will offer recommendations to students during the fall of each year. Teachers also will collaborate with school counselors, MTSS Coordinator, Secondary Curriculum Coordinator and/or AIG staff with any personal recommendations they may have for courses for AIG students.

These alternative pathways will be differentiated per student. With this information, counselors will be sure to tell teachers of AIG students to be mindful of who their students are. They also will encourage teacher choice to help meet the learning styles and differentiated needs of the student. The district will respond by creating videos explaining sample pathways for AIG students and including these resources on the MGSD high school registration website as well as the MGSD AIG webpage. The district will be more clear and specific by updating the graduation requirements information on the high school website and enhancing the 9th grade registration website. This information also will be shared with parents of AIG students via a new ParentSquare group to increase collaboration and communication.

For All K-12

- A blank copy of the AIG scoring grid will be made available to parents and placed on the AIG webpage.
- The AIG Plan will be approved by the local Board of Education at a meeting open to the public. Summary information about the plan and its process will be included within Board minutes on the district website, and available upon request in printed format.
- Board policies that address student programming, achievement, and behavior (that might also integrate with AIG students/advanced learners and their families) are public domain on the web and also available in print upon request.
- Parents of non-eligible students, those disagreeing with identification procedures/criteria, or those who disagree with placement are given a document detailing the dispute resolution process and timelines to be followed during dispute resolution.

* Ideas for Strengthening the Standard



MGSD will continue to look for community partners to sponsor or host after school and summer programs that cater to our academically gifted students. Programs will focus on STEM (science, technology, engineering, and math) activities, critical thinking, creativity & problem-solving, future ready skills, leadership, and competitions.

Planned Sources of Evidence

- * Parent meeting presentation
- * Survey results from administrators, parents, teachers, and students
- * Agendas and minutes from meetings with stakeholders
- * Monitoring of course selection for high school gifted students
- * School-specific email databases/ParentSquare
- * Smore newsletters, brochures, staff and district websites

* Parent Placement conference meetings

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 Parent meeting presentation  Parent survey results

Standard 6: Program Accountability

Mooresville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 6: Program Accountability

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

*** Practice A**

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

Feedback from North Carolina Department of Public Instruction in 2019 indicated a need to revise a substantial portion of the previously submitted plan. Therefore the revised AIG Plan for 2022-2025 was significantly modified based on both state technical assistance and additional feedback from district staff, particularly AIG teachers, the AIG Lead Teacher, the Certified AIG Specialist/Coach, Assistant Superintendent for Elementary Education/AIG Coordinator, the Secondary Curriculum Coordinator, parents, and other stakeholders via Google collaboration and Advisory meetings. The revised AIG Plan was submitted to the local Board for approval in May 2022, and immediately submitted to the state agency during the following month. The revised plan was developed to meet and be commensurate with state statutes (Article 9B) as well as with feedback and technical assistance from NCDPI. The revised plan includes a much more comprehensive and clear representation of and response to state standards, practices and statutes.

*** Practice B**

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

Due to the relatively smaller size of the district (there are nine schools total), faithful implementation of the AIG Plan is easily accomplished. District administrators are engaged with all schools almost daily, which supports program consistency and plan implementation. AIG teachers also communicate frequently, which ensures consistency and

fidelity in plan/program implementation. Site administrators, AIG teachers, and other stakeholders (including parents) can quickly and easily access central administration to locate information or ask questions about AIG Plan components (such as eligibility criteria) when any issues occur regarding program interpretation potentially affecting fidelity. District-wide forms and parent letters specific to the AIG process and services are utilized to implement the program, which, along with strong communication between and among all stakeholders, also support program fidelity.

Soliciting feedback from our stakeholders will be conducted on an ongoing basis through surveys and/or focus group sessions. We will continue to emphasize the importance of demonstrating growth with our AIG populations. Our district employs local formative assessments aligned with state standards. Local assessments serve as a component of evaluation of the effectiveness of AIG programming. Year-to-year and longitudinal data on state EOG tests are analyzed to assess group and individual growth and to develop goals that ensure program alignment at all sites and at all levels.

*** Practice C**

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

MGSD uses and monitors all state funds allotted for the local AIG program according to state policy. All state-allotted funds are used to pay AIG teachers' salaries and benefits, professional development and supplies & materials associated with the program. No state-allotted AIG funds are used for AIG program administration. AIG state funding does not adequately allow the district AIG program to operate at its full potential. For 2022, no additional money is currently allocated from local funding sources for program implementation. Monitoring occurs via collaboration with the Assistant Superintendent for Elementary Education/AIG Coordinator and the MGSD Chief Finance Officer. In addition, comprehensive outside financial auditing is completed annually as per state law and as best practice dictates.

*** Practice D**

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

MGSD is an intensely data-driven district. Therefore, data are frequently and consistently analyzed and shared regarding student achievement and other relevant domains (such as drop-out data), in order to guide and improve instructional and decision-making processes.

There are numerous ways in which student achievement data are analyzed and shared. First, ongoing (formative) assessments, often developed by teacher teams, grade levels and/or departments are used to obtain frequent data and guide student instruction, both as (flexible) groups and individuals. Often, these data are obtained or readily available from digital resources (academic/instructional software programs) that are student-performance centered and driven. This allows for individual students to be aware of, understand, and become accountable for their own learning, which is of particular benefit for AIG students.

District-wide common formative assessments, or CFAs that render very useful student data, also are used to drive instruction. These assessments have been created for grades K-6 in reading and mathematics. Based on the results of these assessments, as well as other data, regular data meetings are held across all schools to analyze, disaggregate and report data, including those data for advanced learners. Data meetings are led by teacher leaders and school administrators and attended by central office directors and supervisors.

Finally, end-of-year student data are reviewed, analyzed, and shared during summer and the beginning of the next school year. These data serve as a way to reflect on the prior year's progress and challenges, and to develop and/or refine goals for the coming year. Again, these data include a look at all typically reported subgroups overall, and this includes a current emphasis on growth of students who score at the highest level on state assessments. These data are presented to school leadership teams to assist with development and modification of school improvement plans.

During previous school years, AIG student achievement data were disaggregated and revealed a lack of what the district considers ideal growth for this subgroup. Therefore, instructional coaching and professional development are aimed at improving scores for this student group. Specifics on professional development are contained in other Practices within this plan as well as School Improvement Plans. During the current plan, new emphasis will be placed on specifically disaggregating AIG student data.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The district holds quarterly K-6 data meetings. The AIG Lead Teacher at each school will assist in analyzing data and the list of students in PETS™ to make sure students who are underrepresented and at potential will be part of this group during E/I time. The group provided with this nurturing curriculum will be flexible depending on need. If AIG funding increases, the district will respond by hiring an AIG specialist to teach and lead the implementation of PETS™ at all K-3 schools.


Currently, the PETS™ K-3 Nurturing Program is implemented in first and third grade at Parkview Elementary school, and kindergarten and third grade at South Elementary, which are both Title I schools. The PETS™ K-3 Nurturing Program is also implemented in first, second, and third grade at the MGSD K-6 Online Academy. The PETS™ program is implemented only in third grade at Rocky River Elementary, which is a non-Title I school. All K-3 PLCs have district data trackers used specifically to list and communicate student progress and participation/learning goals during E/I time. Homeroom teachers are responsible for listing an MTSS intervention as well as enrichment provided to students.

The AIG district spreadsheet and headcounts will be reviewed in the spring of each year by AIG staff. The MGSD AIG Lead Teacher will send out this spreadsheet to all AIG teachers in grades K-6. The School AIG Lead Teachers, school counselors, and the MTSS Coordinator will share the headcounts so that teachers and all stakeholders are aware of AIG students at the middle school level.

The Assistant Superintendent for Elementary Education/AIG Coordinator provides an annual report in June to the MGSD Board of Education that includes data on the demographics of students who comprise the district AIG headcount along with student achievement data. At certain points, there has been dedicated and very focused attention placed on improving the representation of underserved populations, particularly ethnically and culturally diverse, and economically disadvantaged, in the AIG program. Along with that, grades and achievement data of those students in the AIG program have also received much attention, which implies a focus on their academic performance and retention in the program.

District administration and instructional personnel have ensured that all high achieving who qualify for the state-mandated need to serve Level 5 students in advanced programs will be served in the 4th-6th grade enrichment pull out time even if they are non-identified AIG students. The district also will respond by analyzing enrollment yearly through the Advisory Committee and 7-12 school counselors. The district will work to increase the number of honors courses at the middle school level and the variety of accelerated electives and options of interest to AIG students. The district also will continue to survey parents and students on a yearly basis to find out what courses are of interest to them and how students enjoy the variety of courses offered at the secondary level.

During local district quarterly data meetings and weekly AIG PLCs, teachers discuss the data for Honors and AP students specifically in addition to Quarter Assessment and/or NC Check in Data of all students. Furthermore, regular data meetings are held at all K-3 and 4-6 schools within the district every year (typically, these are held quarterly). Subgroup data are disaggregated, analyzed, and ideas for improvement included in these data meetings. Advanced learner and AIG student data are reported during these meetings as a typical subgroup. The instructional coach at each school pulls subgroup data for these students based on district assessments, state Check-Ins, and EOC exams. Further discussion occurs prior to and after the meetings in school PLC meetings and AIG PLC meetings to discuss strategies for continuing to increase growth for AIG students and how to effectively differentiate for student needs.

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*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The MGSD Human Resources Department collects and maintains data regarding the credentials of all instructional and administrative staff. HR also reports and holds accountable all staff for maintaining credentials/licensure, including professional development or course requirements. The Assistant Superintendent of Elementary Education/AIG Coordinator works closely with HR to annually monitor the credentials of AIG personnel. The district also requires all teachers of AIG students in specific AIG classes to hold or obtain AIG licensure. Teachers who do not meet and maintain required license requirements are eventually deemed unemployable.

*** Practice G**

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

During prior years, MGSD intermittently conducted surveys with AIG teachers and parents/families of AIG students to obtain feedback about program/service quality and satisfaction. This information was used by the Advisory Committee as mentioned in the introduction Section A of this standard to make adjustments and changes to the AIG Plan and

program. The district plans to continue this practice on an annual basis during the 2022-25 Plan, potentially utilizing the Advisory Committee to develop, implement, and analyze the survey and its data.

The district has an annual review of the AIG plan at the May Board of Education meeting where parents are welcome to attend. The district also has increased a response to this standard by requesting specific subgroup information and reports from the District Testing Coordinator each quarter so that AIG subgroup data can be analyzed in district data meetings and school PLCs. This summative data along with formative GATES progress reports will be used by AIG cluster teachers to constantly evaluate the effectiveness of the AIG program and teaching.

The AIG newsletter as mentioned above will contain an AIG survey for parents each spring as well as communications and information to share the effectiveness of the program twice per month.

The district will continue in person meetings with new 4th grade parents. The district will increase a response to make sure all K-6 teachers are presented with the district AIG presentation within the first 30 days of school at a staff meeting so they are aware of curriculum, and can effectively direct parents to their School AIG Lead Teacher or the district AIG Lead Teacher, or the district AIG webpage if questions arise so that communication is more effective.

The secondary schools will increase collaboration by having the Secondary Curriculum Coordinator and school counselors attend AIG advisory meetings so information is disseminated to schools. Also, school counselors will work as AIG School leads to add videos to their scheduling websites and communicate with AIG students and teachers on an ongoing basis about their needs. Information about programs and AIG updates will be updated monthly on the district website and sent out through an AIG ParentSquare group.

* **Practice H**

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

Data sources used to review and revise the MGSD AIG Plan include student achievement data, implementation data (administrative classroom walkthroughs), survey data, and demographic data. As student achievement is inherent within the district mission and vision, disaggregated student achievement data is the main component of program evaluation, although staff quantity and quality, instructional content and materials, etc. are also important ancillary components. Analysis of these data points is used for a comprehensive program evaluation and corresponding action

plan/goals regarding program evolution and improvement. NC Check-In scores of AIG students by subgroup, as well as their iReady scores, will be presented within school and district data meetings and on school data meeting spreadsheets and district presentations. In addition, the Elementary Curriculum Coordinator will encourage school administrators to have AIG teachers investigate and look for growth with EVAAS project data.

The data is used to adjust the schedule of the Certified AIG Specialist/Coach and School Instructional Coach if more co-teaching and support is needed in core instruction for AIG students or during E/I time. Formative assessment data and the formal data listed above is also used by AIG teachers within cluster classrooms to help them flexibly group students. If data changes, yet there seems to be no academic changes that are impactful, then social emotional changes and services may need to be considered for the student. This is where the involvement of school counselors and the MTSS Coordinator in district data meetings and AIG Advisory meetings will help with finding ways to best meet the needs of all students.

During the implementation of the 2022-2025 local plan, the newly reorganized AIG Advisory Committee will support Plan monitoring and revision based on analysis and review of specific data points associated with program goals and new Plan components and foci. This may be in conjunction with surveying stakeholders and analyzing survey data. The new Advisory Committee began meeting in the Fall of 2021. The meetings are led by the Assistant Superintendent of Elementary Education/AIG Coordinator.

Ultimately, the AIG Plan is evaluated by review of the program goals articulated herein, along with evidence of their completion and outcomes (e.g., action and staff development plans, assessment data, staff development evaluations, program component implementation evidence such as PETS™).

*** Practice I**

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

MGSD shares program evaluation data with the public primarily through monthly Board of Education meetings. For example, the AIG Plan is shared with the Board (and plan approval obtained), and the attending public will hear that the Plan has been rewritten to improve or clarify several Standards and Practices, which in itself serves as a form or component of program evaluation. For example, Practices that are minimally evident are pointed out to the Board and public based on Advisory Committee feedback on the Plan and changes noted to them relative to the impending plan revision. The AIG Advisory Committee supports AIG program evaluation and reporting.

The school district also develops and widely disseminates to stakeholders and interested parties an Annual Report that includes specific program information. Another form of program evaluation that is reported in various ways is student achievement and headcount data, both of which are presented to district stakeholders such as school leadership teams and administrators, as well as publicized on the district website and in local news media. Individual schools also maintain and update at least annually a one-page score/data sheet of pertinent data on the school, student and staff demographics, achievement, and other relevant scorecard information. Furthermore, the District Testing Coordinator and AIG Lead Teachers and school counselors will not only check the AIG headcount each Spring, they will examine the AIG data and share this data with all stakeholders at quarterly district data meetings.

Finally, the school district strategic plan is posted on the district website and serves as a living document for guiding goal (and therefore program) evaluation. The strategic plan is regularly revisited by the central administrative team to assess progress on goals and objectives, which further assists in providing Board updates, the public venue for reporting program evaluation. (Board minutes become a primary source for stakeholders who are not staff to receive information about district goals/objectives updates that are considered an integral part of program evaluation.) There are also three district advisory groups (parent, student, and teacher) that receive information regarding programs and data.

* **Practice J**

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

MGSD safeguards the rights of all AIG students and their parents/families through the following written policies, procedures, and practices:

Parent Rights: Academically and intellectually gifted students, as well as advanced learners in general, are provided a free appropriate public education. This means that differentiated services are provided for the academically and intellectually gifted student (1) at no expense to the parent/guardian, (2) according to guidelines of the North Carolina Department of Public Instruction and the district's Academically and Intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP).

Referral: When any person believes that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing of the reason(s) for referring the child and complete the appropriate student checklist. The referral should include information about the student's characteristics and strengths that require differentiated services. A student must be enrolled in public school, and the referral should be given to the student's teacher or a school administrator.

Screening and Evaluation: After a child has been referred and in order to determine his/her need for differentiated services in the academically and intellectually gifted program, a screening process must be followed:

1. The parent/guardian must give written permission before (any) individual screening may be done by signing a testing agreement form.
2. A school-site team must review all referrals and make a recommendation for further evaluation.
3. Student eligibility for differentiated services will be determined by a school-site team trained to make appropriate recommendations for the individual student. Parent/guardian permission for placement is obtained on the Differentiated Education Plan (DEP) in a meeting with the K-6 AIG Specialist. Parents/guardians should sign the DEP.

If the parent/guardian disagrees with the system's decision concerning eligibility, he/she has the right to obtain and submit results of an independent educational and/or intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the criteria used in determining eligibility, and additional measures do not necessarily guarantee placement in the academically gifted program, although those results are considered. The school system is not responsible for paying for independent evaluations to determine student eligibility. The parent/guardian has the right to ask to meet with the school-site team to review the committee decision. For students identified as academically and intellectually gifted, a differentiated education plan or program is written. Such a plan will include student strengths and the options considered by the school-site team as appropriate to the student's educational needs. The school system must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the student. Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the Differentiated Education Plan (DEP). Parent/guardian permission for placement (for the child to receive services in the local AIG Program) is obtained via the parent/guardian signature on the DEP. Parents/guardians receive a copy of their own to keep. The DEP is included within a set of fillable forms used by AIG teachers and staff uploaded to CCIP as a related document.

The following procedures are contained within the Parent/Guardian Rights document; these are specific to addressing the resolution of disagreements regarding referral, identification, or services: The parent/guardian may request, in writing, a conference with the AIG School Review Team.

1. If the parent/guardian still disagrees with the committee decision, he/she may appeal the decision by making a written request to the Director of Elementary Instruction/AIG Coordinator within 30 days of the conference with the AIG School Review Team. The Director of Elementary Instruction/AIG Coordinator will review the decision of the team and grant a conference within ten (10) school days of the parent/guardian request and respond in writing within five (5) days of that conference.
2. If the disagreement is not resolved by the decision of the Director of Elementary Instruction/AIG Coordinator, the parent/guardian may appeal to the Superintendent or designee.
3. If an agreement cannot be reached administratively, the parent/guardian may appeal to the MGSD Board of Education. The Board will offer a written decision to the parent/guardian within 30 school days.
4. If above steps fail to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This must be done within 20 calendar days after receipt of the written decision of the Board of Education. According to the law, "The scope of the hearing shall be limited to: Whether the local school administrative unit improperly failed to identify the child as an AIG student, or whether the local plan developed under G.S. 115C- 150.7 has been implemented properly with regard to the child." Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Education. Attorney fees are the responsibility of the parent/guardian.

Transfer Students: Students who transfer into the school district and are identified as AIG (or similar label or academic/instructional program) upon enrollment are placed into the program upon verification of documentation from the prior school district or school. Students sometimes do not meet local criteria necessary for AIG services or it is not obtainable from the previous district/school. Despite this fact, the transfer student is put into the program until more data is available (either sent from their prior district, or obtained by individually assessing the student after he or she arrives). Additional assessment may be completed at the end of the year when mass screening and identification typically occur. However, if the student transfers to MGSD at or near the beginning of a school year -- and especially

if the student appears overly challenged by the program content and/or pace -- individual assessment may occur as soon as parent/guardian permission to complete the testing can be obtained. Transfer students are afforded and made aware of the same rights during the process as those previously or currently in-district students who are already enrolled or placed.

Reassessment of Students: Students who do not meet eligibility criteria for the AIG Program are reassessed multiple times and for multiple reasons. This includes students who meet eligibility criteria in one area (Reading or Math) and not the other, as well as students who do not meet identification criteria in either area, but are in the pool of potentially-eligible students due to mass screening scores, and finally, those students who do not meet eligibility criteria yet are still placed (referred to as placed, not eligible) in the program for actual instructional services.

The student who has been receiving AIG services, yet only eligible in one area, may be screened in the other area near the end of each school year and the same process followed for permission to evaluate and place (signatures obtained for both) each time. Students who are placed in the pool of students due to potential AIG-eligibility are reassessed if they do not meet the criteria for identification and are within a few points of eligibility.

Students also are reassessed if a teacher or the parent requests it. Students who do not meet eligibility criteria but are in the pool of potentially eligible students at the end of third grade may be reassessed at the end of fourth and fifth grade. EOG scores of middle school students will be reviewed to potentially add identification. Finally, teachers within the AIG Program maintain a list of students for reassessment who may not fall into either/any of the categories described herein yet are considered to be potentially academically and/or intellectually gifted though have not been determined eligible or even placed yet.

It should be noted that reassessment might include administration of an additional ability or achievement test or tests, or both, or may simply consist of reviewing newly available standardized test data, and/or completion of the observation checklist and/or Environmental Consideration Assessment. The same due process procedures are followed and signatures are obtained during reassessment of students as with initial identification and placement.

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* Ideas for Strengthening the Standard

- Hire an AIG Specialist to implement, monitor, and assist with the evaluation of the 2022-2025 AIG plan
- Continue to hold quarterly school/district data meetings that analyze student academic growth
- Continue to seek feedback from stakeholders concerning the district's AIG plan using annual surveys
- Share AIG program evaluation data with all stakeholders on an annual basis
- Continue to monitor and strengthen safeguards by ensuring that our current practices are implemented with fidelity

Planned Sources of Evidence

- * Survey results from teachers, students, administration, and parents
- * MGSD Board presentation
- * Agenda and minutes from meetings with stakeholders
- * EOG and EOC data + NC Check in Data
- * AIG headcount
- * Ongoing budget records maintained by district CFO
- * Course selection & drop out data for high school gifted students
- * Program retention & graduation data
- * Enrollment of underrepresented populations in high school honors and AP courses
- * Data regarding referral and identification trends of underrepresented populations
- * Evidences of newsletters, emails, and other forms of parent/specialist comm

Documents

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

Local Board of Education Approval

Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1



* Approved by local Board of Education on:

06/14/2022 

Original Application Submission Date: 07/08/2022

Revision Submission Date: 03/24/2023



Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 MGSD BOE Approval








AIG Related Documents







Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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	 MGSD BOE Approval

Optional Documents


Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 MGSD AIG brochure  District AIG assessment scoring grid  MGSD AIG Flow Chart
AIG Standard 2 Additional Resources	N/A	 AIG DEP's  LEA & school websites  Copies of parent newsletters/smores
AIG Standard 3 Additional Resources	N/A	 Revised DEP

		 MGSD Curriculum Website
AIG Standard 4 Additional Resources	N/A	 AIG Local Endorsement Course Descriptions
AIG Standard 5 Additional Resources	N/A	 Parent meeting presentation  Parent survey results
AIG Standard 6 Additional Resources	N/A	 AIG Teacher survey results  Board Presentation (AIG)

Glossary

Mooreville Graded School District (491) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition

 The Local AIG Plan glossary is provided in an uploaded document.