

Mission/Vision Statement and Funding

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

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

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

\* Mission and/or Vision Statement(s)

Newton-Conover City Schools is committed to discovering, nurturing, and developing the potential of all students to become successful, lifelong learners and responsible citizens. We believe that providing rigorous and challenging curricula for all learners is essential—and that services for Academically and Intellectually Gifted (AIG) students are a vital component of this mission.

Gifted learners possess unique abilities and learning needs. They often demonstrate advanced intellectual capacity, heightened complexity of thought, and a faster rate of learning. At the same time, they may experience social and emotional differences that set them apart from their age peers. Our educational approach must reflect a deep understanding of these distinctions to effectively support their growth.

We affirm that the recognition and identification of giftedness must be inclusive and equitable. Students from all cultural, linguistic, and economic backgrounds—as well as twice-exceptional learners and highly gifted individuals—must be provided with equitable opportunities for screening, early enrichment, and placement in appropriate educational services.

Gifted education services must be embedded within a broader commitment to excellence for all students. The district supports a continuum of services designed to meet the diverse academic, intellectual, social, and emotional needs of gifted learners through meaningful differentiation of curriculum and instruction. The Newton-Conover AIG Program offers a variety of settings and learning experiences that allow students the freedom to explore, grow, and exhibit gifted behaviors in ways that are authentic and relevant.

Through a commitment to rigorous, engaging, and relevant instruction, we prepare all students—especially those identified as AIG—to graduate globally competitive and ready for post-secondary education, the workforce, and lifelong learning. It is our vision that AIG students will demonstrate consistent academic growth and experience smooth, supported transitions throughout their educational journeys.

The Newton-Conover AIG Program is dedicated to fostering independent thinkers and responsible decision-makers who understand and embrace their potential. We envision a future in which all AIG students are empowered to succeed and equipped to thrive in a dynamic, global society.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 156,019.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

The Newton-Conover City Schools system has clear and comprehensive screening and identification procedures that are articulated and disseminated to school personnel and parents. The AIG Local Plan and Program Manual are available online and in print to all stakeholders. The referral and identification processes are equitable and fair for students at all grade levels. Important input from surveys, the AIG Task Force, and administrators suggests that this practice is effectively implemented and of significant importance in understanding the district's AIG program guidelines and procedures.

The AIG Plan and Program Manual are reviewed annually. Changes and updates are implemented when needed in the AIG Manual and may be revised in the Local Plan, with approval from the local Board of Education. Both the AIG Plan and Manual help school-level AIG teams screen, refer, and identify academically or intellectually gifted students. For screening purposes in K-2, we use mClass scores and Exact Path to determine if a child needs to be nurtured or tested further for placement. Currently, we use the CoGAT assessment to screen all third-grade students. In addition, we use CogAT, behavior checklists, observations, and portfolios to screen K-12 students who parents or teachers refer. At the school level, AIG Review Teams make the final decision regarding the identification and placement of a child into the AIG Program. School-level AIG Review Teams work with the AIG Coordinator in the screening, referral, and identification processes. Parents, school personnel, students, and other stakeholders are allowed access to all placement protocols. These individuals can contact the AIG coordinator by email or phone to refer a student for testing.

Newton-Conover Schools collaborated with AIG leaders from across the state to review various aptitude assessments and evaluate our criteria for achievement assessments. Furthermore, through collaboration, we defined criteria for placement based on a thorough analysis of available qualitative and quantitative data, working with stakeholders both within and outside our school district.

We have an explicit process for aptitude testing and full identification beginning in grade K. We also have procedures in place for assessing students who transfer to Newton-Conover and those who are referred for testing based on their achievement.

Surveys, tests, and database data have been used to determine the district's best practices in identifying students.

Recognizing the need to identify gifted students who may not meet the traditional, established criteria for AIG identification, the district AIG Task Force developed performance tasks that incorporate grade-appropriate math and reading tasks for students to show their giftedness in a less traditional way. Students will complete two performance tasks in both reading and math. These tasks will be graded using a rubric.

**\* Practice B**

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

Newton-Conover City Schools' AIG Program currently uses multiple criteria for student identification, which are effective in developing a comprehensive profile of each student. The AIG Program identification procedures are equitable and multi-faceted, employing numerous criteria to reveal student potential and giftedness. The AIG Program administers both quantitative measures that are based on current theory and research, as well as qualitative measures based on observation and formative feedback. Although minor case preparation reviews and revisions occur annually, this practice remains a strength of the Newton-Conover City Schools' AIG Program.

#### K-2 TALENT DEVELOPMENT/IDENTIFICATION

Newton-Conover City Schools will utilize the results from the Exact Path diagnostic assessments and formative assessments, such as DIBELS to determine which K-2 students should be identified for talent development prior to third-grade screening. The top students at each elementary school per grade level (K-2) with the highest scores in mClass (AR) and Exact Path (AM) will be referred to the grade level teams at each school. Teachers will consult with grade-level MTSS teams, EC teachers, and/or ML teachers if needed and then use this information along with classroom student performance to identify students who will be nurtured. Students will be identified if they are proficient on the Case 21 assessment two grades higher than their current placement.

#### 3-12 IDENTIFICATION

**Initially Gathered Achievement and Demographic Information:** All achievement and demographic information for each student in the Screening Pool is gathered by the AIG Review Team Chairperson and recorded. The following information is collected: Aptitude score, EOG Scores (reading and math) or applicable achievement scores, Final Grades (reading and math) and Gifted Behavior Scale.

For all students who meet the criteria as stated in the AIG Differentiated Service Options and Criteria in at least two areas (aptitude, standardized achievement scores, and final grades), a Gifted Behavior Scale is completed by the classroom teacher(s) and submitted to the AIG Review Team Chairperson. The score (or the average of scores if there is more than one teacher) is recorded.

#### INITIAL SCREENING POOL

**District-Wide Universal Screening:** Students enrolled in Newton-Conover City Schools will participate in district-wide universal screening for the AIG Program in third grade.

The AIG Coordinator generates the Initial Pool for AIG screening and evaluation from the following sources:

**Aptitude Test:** In third grade, all students enrolled in Newton-Conover City Schools are given a nationally normed group aptitude test. Parents receive prior notice of the testing, which is generally administered in the spring.

Students who score in the 85th percentile and above are placed in the initial AIG Screening Pool. Students who transfer into the district without aptitude scores may be administered aptitude testing if other indicators suggest testing is needed to determine placement.

**End-of-Grade Scores:** All Newton-Conover City Schools students enrolled in 3rd-12th grades participate in North Carolina End-of-Grade testing in Reading and Mathematics, which are generally administered in May or June. Students who score in the 85th percentile and above in either of these subjects are placed in the AIG Screening Pool. Students who transfer into the district without achievement scores may be administered achievement tests if other indicators suggest testing is needed.

**Teacher and Parent Recommendations:** Students who demonstrate potential as gifted learners may also be referred by their teachers (in collaboration with EC and/or ML teachers and MTSS teams) or parents and placed in the AIG Screening Pool.

#### IDENTIFICATION

**Newton-Conover Identification Areas:** Students in Newton-Conover who are identified as gifted will be identified by one of the following classifications:



- AR: Academically Gifted in the area of Reading
  - AM: Academically Gifted in the area of Math
  - AG: Academically Gifted in both areas of Reading and Math
  - IG: Intellectually Gifted as indicated on the aptitude criteria, but not necessarily displaying achievement measures
  - AIG: Academically and Intellectually Gifted which is the highest level of identification. The students exhibit both aptitude and intellectual attributes as well as achievement attributes.
- Indicators: Newton-Conover will use some or all of the following indicators in various combinations to determine those who are gifted and in need of differentiated services:
- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources, such as educational professionals, using rubrics and measurement instruments suitable for identification
  - Classroom performance is recorded on progress reports, report cards, portfolio compilations, and other official school documents
  - Classroom observations completed by certified school personnel
  - Documented recommendations from a variety of stakeholders who have intimate knowledge of students' aptitude, achievement, and performance within or outside of the school setting
  - Standardized test scores: aptitude, achievement, intelligence and other assessments

Pathways for Identification: Newton-Conover has developed four pathways for identification based on both qualitative and quantitative data.

Pathway One:				
<input type="checkbox"/> AR	<input type="checkbox"/> AM	<input type="checkbox"/> AG	<input type="checkbox"/> IG	<input type="checkbox"/> AIG
Reading EOG Level 5 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score $\geq 93$	Math EOG Level 5 Math Course Grade A or 4 Quantitative OR Nonverbal Aptitude Score $\geq 93$	Reading EOG AND Math EOG Level 5 ELA AND Math Course Grades A or 4 Quantitative AND Verbal Aptitude Score $\geq 93$ OR Nonverbal Aptitude $\geq 93$	Aptitude Composite $\geq 95$ OR Nonverbal Composite $\geq 95$	Reading EOG AND Math EOG Level 5 ELA AND Math Course Grades A or 4 Composite or Nonverbal Aptitude Score $\geq 95$
Pathway Two:				
<input type="checkbox"/> AR	<input type="checkbox"/> AM	<input type="checkbox"/> AG	<input type="checkbox"/> AIG	
Reading EOG Level 5 ELA Course Grade A or 4	Math EOG Level 5 Math Course Grade of A or 4	Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course	Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course	Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course
<b>Gifted Behavior Scale Inventory: 110 – 156 Yes</b>				



Gifted Behavior Scale Score Score 1: _____ Score 2: _____	Verbal OR Nonverbal Aptitude Score $\geq 87$ Gifted Behavior Scale $\geq 110$	Quantitative OR Nonverbal Aptitude Score $\geq 87$ Gifted Behavior Scale $\geq 110$	Grades A or 4 Quantitative AND Verbal OR Nonverbal Aptitude Score $\geq 87$ Gifted Behavior Scale $\geq 110$	Grades A or 4 Composite or Nonverbal Aptitude Score $\geq 95$ Gifted Behavior Scale $\geq 110$
<b>Pathway Three:</b>				
Two consecutive years of level 5 on EOG/EOC in the same subject				
Reading Year 1 _____ Math Year 1 _____ Reading Year 2 _____ Math Year 2 _____ Verbal Score _____ Quantitative Score _____ Gifted Behavior Scale $\geq 110$ _____ Gifted Behavior Scale $\geq 110$ _____				
<b>Pathway Four: Case Study</b>				
Must have <b>two or more indicators</b> for Case Study Attach any of the following supporting artifacts, if applicable: _____ Exemplary Work samples that reflect _____ higher level _____ Achievement Tests _____ Gifted Behavior Scale $\geq 117$ _____ Highest test scores in grade level _____ _____ Highest grades in grade level _____ _____ Highest test scores in the ethnic group in _____ grade level				
<p>Additional Opportunities for Identification: Students who score 95 or higher on a reading EOG for two consecutive years and are not currently identified will qualify for a case study to determine eligibility.</p> <p>Students who score 95 or higher on a mathematics EOG/EOC for two consecutive years, who are not currently identified, will qualify for a case study to determine eligibility.</p> <p>Transfer Students Identified as AIG in a Previous School District: Transfer students who have been previously identified as AR/AM/AG/AIG or IG in another school district will be reviewed for service matching by the AIG Review Team as soon as their records are made available. Identification in another district does not guarantee identification in Newton-Conover City Schools. Students must meet identification criteria set forth by Newton-Conover City Schools (outlined in the Differentiated Service Options and Criteria) to receive gifted services in the district.</p> <p>Request for Evaluation in Atypical Circumstances: In instances where further information is needed (e.g., test scores are missing from student records or the student was absent from a testing session but meets certain qualification areas), written permission for testing must be obtained from the parent. For the school to complete any further screenings or evaluations, the parent must sign permission before the administration can conduct any individual assessment.</p> <p>Students who are nominated for gifted services and do not have a previous aptitude test may be eligible for individual testing by a qualified evaluator. The AIG Review Team must agree that these results would be helpful and submit a written request. Achievement tests may be administered individually by a qualified evaluator at the request of the AIG Review Team.</p>				

AIG Review Team Placement Meeting: The AIG Review Team at each school meets to review all information and make recommendations based on the Differentiated Service Options and Criteria. Options for consideration are as follows:

- Recommended for placement in one or both subject areas in AR, AM, AG, AI, IG or AIG based on the criteria above;  
OR
- Placed on a "Wait and Watch" list to be reviewed at the end of the following school year based on the criteria above;  
OR
- Not recommended for placement at present based on the criteria above.

Parent Notification of AIG Review Team Decision: Parents are notified of the AIG Review Team's decision in writing. If parents disagree with the decision, they may follow the Procedure to Resolve Disagreements to voice their concerns (See Standard 6).

During the 2025-2028 renewal cycle, Newton-Conover City Schools will implement these practices for Pathways One through Four. We understand that these processes, procedures, and practices may require review and additional adjustments. It is also important to note that the N-CCS district criteria for identification are fair and equitable.

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**\* Practice C**

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

Newton-Conover City Schools initiates screening, referral, and identification procedures for potentially gifted learners using both traditional and non-traditional measures. Our district offers students the opportunity to be identified through a variety of pathways, including a portfolio for those whose testing results may not fully reflect their capabilities. These current procedures respond to under-represented populations such as culturally/ethnically diverse students, economically disadvantaged students, multilingual learners, highly gifted learners, and twice-exceptional students are evident and effective.

AIG program personnel, in conjunction with school MTSS teams and EC/ML teachers, analyze the demographics and performance data of students in the district. This practice is established to ensure that we determine if underrepresented populations are being reviewed regularly. The AIG Coordinator and AIG Director confer with EC, ML, Title I, and other personnel as a means of determining best practices in identifying giftedness in special student populations. This partnership within the district strengthens communication and provides an avenue to examine best practices.

Newton-Conover City Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources (ie, teachers, parents, principal)
- Classroom performance is recorded on progress reports, report cards, and other official school documents classroom observations are completed by trained school personnel.
- Standardized test scores: aptitude, achievement, intelligence and other assessments

Newton-Conover City Schools' AIG identification criteria match the district's demographics by using both traditional and non-traditional measures. This approach gathers a comprehensive body of evidence to determine differentiation and identification needs, and also considers qualitative evidence, such as portfolio submissions and observations.

The AIG Coordinator and AIG Review Teams consider district and state assessment data when determining which students need gifted services, through both identification and talent development. By analyzing the district's subgroup data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students, including the underrepresented populations.

The AIG Screening Pool, all AIG documentation from AIG Review Team meetings and screening procedures, and the placement documentation are maintained and audited annually by the AIG Coordinator and other personnel.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	---	<5%	---	9.68%	---	16.38%
<b>Male</b>	---	---	8.52%	---	13.18%	---	19.38%
<b>Total</b>	7.27%	<5%	6.38%	---	11.46%	---	18.01%

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice D**

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

Consistency in implementing screening, referral, and identification is a crucial component of a successful and valid AIG Program. Newton-Conover City Schools has made notable progress in this endeavor with the assistance of the AIG Coordinator and AIG director, who oversee and implement much of the process. This oversight increases consistency among schools in screening students, administering tests when required, chairing the school AIG Review Teams, communicating gifted indicators, auditing maintained documentation, and refining the procedures used at each school site. Each year the AIG Coordinator reviews and revises the AIG Procedures Manual to ensure best practices, acknowledges district changes in demographics and needs, and addresses Task Force or AIG Review Team recommendations. School-level personnel and community members believe equity, equality and excellence are essential elements of the AIG program.



The AIG Director, AIG Coordinator, AIG Task Force, and school AIG Review Teams will continue to evaluate and monitor the referral, screening, and identification processes to ensure consistency, equity, and excellence in all procedures. The AIG Manual and AIG Local Plan will accurately reflect the protocol used in these processes. The AIG Coordinator and AIG Task Force will continue to streamline procedures and processes to ensure clarity and consistency in implementation across the district. All of these procedures are available online to stakeholders on the district's AIG webpage.

The referral process, AIG Screening Pool, Team meetings, and identification procedures are all documented and maintained to ensure equity, consistency, and accuracy in the processes. All checklists and forms must be completed and filed as a means of remaining in compliance. The placement folder holds all documentation of a student's screening and identification. The referral process, AIG Screening Pool, Team meetings, and identification procedures are all documented and maintained to ensure equity, consistency, and accuracy in the processes. All checklists and forms must be completed and filed to remain in compliance. The placement folder holds all documentation of a student's screening and identification.

**\* Practice E**

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

Newton-Conover City Schools works with principals and school instructional staff to communicate dates, procedures, and other important information about screening, referral, and identification to all stakeholders, including school personnel, parents or guardians, students, and the broader community.

Communication and dissemination of the district's identification procedures may be addressed in the following ways:

- School, district, and AIG newsletters
- School, district, and AIG websites and online publications
- School, district, and AIG parent, business, community meetings and partnerships
- AIG brochures and handouts
- Parent/guardians letters and notifications
- Home Call Alerts
- PowerPoint presentation for the DEP parent/guardian meeting

The school system employs a translator who is available to translate information sent home with students, attend meetings, translate documents, and help parents or guardians understand the various AIG procedures and curriculum. Each school also employs MML staff who assist when needed.

**\* Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

To ensure consistency, equity, and uniformity in all district AIG procedures and services, the Local Plan and Program Manual are maintained and updated annually. All documentation is filed in individual student placement folders, containing original placement protocol, annual Differentiated Education Plan (DEP) and end-of-year Performance Reviews. Copies of each document are also mailed to the parent or guardian of the identified student. All information is

<p>communicated and accessible to school personnel, parents or guardians, and community members. The District AIG Coordinator meets with the parents or guardians of newly identified students immediately after identification. Processes and procedures for identification, as well as the AIG program, are presented and explained to parents and guardians.</p> <p>Parents or guardians of students who are already identified as AIG are invited to attend a yearly meeting to learn more about AIG services offered to their students in specific grade bands, ask questions, and meet AIG Personnel.</p> <p>Precise and accurate documentation and data are maintained on each referred, screened, and identified AIG student at each school site in the district's AIG Student Placement Folder. The AIG Screening Pool document is kept on file in the AIG Coordinator's office. This documentation contains evaluation and test data, Behavior Scale indicators, end-of-grade/course achievement data, grade performance, and aptitude scores. An identified student has a Differentiated Education Plan (DEP) in place once they are eligible and placed in the program. This DEP reflects the service provided (learning environments, differentiation strategies, and enrichment options) to each AIG student in the area in which he/she is identified. DEPs are updated annually to reflect the academic and affective needs of the student, as well as the curriculum and extracurricular opportunities.</p> <p>At the end of each school year, the AIG Team, in conjunction with the AIG students' teachers, completes a Yearly Performance Review. This yearly review data includes EOG/EOC scores in the identified area, grade performance, recommended service options for the following year, and any relevant teacher comments. This documentation is placed in the AIG placement folder and a copy is mailed to parents/guardians.</p> <p>The referral process and identification procedures are all documented and maintained to ensure equity, consistency, and accuracy in the processes. All checklists and forms are completed and filed to ensure compliance. The placement folder holds all documentation of a student's screening and identification. All documentation and student placement folders are maintained for five (5) years after high school graduation. At the end of the fifth year or at the beginning of the sixth year after students have graduated, the documentation is shredded.</p> <p><b><u>Differentiated Education Plan (DEP)</u></b></p> <p>The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually and when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided.</p> <p>An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's program. A DEP is developed for every student who is identified as needing differentiated services. DEP meetings are held annually to ensure stakeholders have a significant role in their child's gifted services.</p>	<p><b>* Practice G</b>  Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.</p> <p>The Newton-Conover City School system and AIG Program recognize the importance of developing, implementing, and documenting services that match the identified needs of AIG students. The Differentiated Education Plan (DEP) is aligned with the adopted NC AIG Standards. The DEP reflects the identification area(s) in AM, AR, AG, AIG or IG, the learning environments, differentiation strategies, and enrichment options for each identified student, grades 4-12. This document is prepared by both the AIG Coordinator and the AIG regular classroom teacher, signed by the Review Team, and discussed with the parent at a DEP meeting. Parents/guardians are required to sign the DEP or IDEP but also may meet at any time they request a conference.</p>
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The Yearly Performance Reviews, completed at the end of the school year, reflect test data, grade performance, and recommendations for continued services. This document is mailed home to all parents and guardians. An IDEP may be developed for students who require unique environments, strategies or content based on an AIG Review Team decision. All DEPs, IDEs, Yearly Performance Reviews, and other pertinent communications are filed in the AIG student's placement folder.

The AIG Program develops and maintains all legal documentation of screening, placement, and appropriate services for each identified student. Services are aligned with NC Standards and local improvement plans and initiatives. The AIG Local Plan, Program, and Procedures Manual outlines the protocol, forms, and procedures. All placement documentation, DEPs, IDEPs, and Yearly Performance Reviews are filed in the student's placement folder and also shared with parents/guardians through meetings or mailings. The Local Plan and Manual are available online and as hard copy for all stakeholders, including school personnel, administrators, Review Teams, community members and parents.

**\* Ideas for Strengthening the Standard**

Ideas to Strengthen the Standard:

Newton-Conover City Schools and the AIG Task Force have the following strategies for strengthening this standard. These include, but are not limited to, the following:

- Effectively implement Pathway One AR, AM, AI(G), and IG procedures for students in grades K-12
- Effectively implement Pathway Two through Four Placement procedures for students in grades K-12
- Effectively monitor and review annually the traditional and non-traditional placement criteria for Pathways 1-4 to determine if adjustments are needed.
- Effectively monitor data to determine how well the identification and service impact student growth.
- Effectively monitor data on referrals, screenings, and the identification of underrepresented groups.

**Planned Sources of Evidence**

*	AIG Plan and Program Manual
*	AIG Review Teams at each school
*	Case Study component on the Identification protocol
*	Screening Pool data

\* Collaboration between the AIG Coordinator and personnel representing under-represented populations

Type	Documents	Document Template	Document/Link
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AIG Standard 1 Additional Resources		N/A	
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Standard 2: Comprehensive Programming within a Total School Community

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

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

**\* Practice A**

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

Newton-Conover City Schools provides an AIG program with comprehensive services in kindergarten through twelfth grade. A variety of service options (within grade, beyond grade, across teams, accelerated, specialized, and dual enrollment) are available to meet the academic and social/emotional needs of individual students. Differentiated Education Plans (DEP) match the advanced, individual learning needs with services by reflecting the appropriate learning environment, strategies, and enrichment options available to each identified student.

The district's AIG Program services meet the diverse needs of its gifted and high-ability learners through enrichment pull-out programs for identified and early talent development students, consultation with regular education teachers, collaboration with counselors and other support personnel, and partnerships with all stakeholders. The AIG Program services collect stakeholder feedback and analyze student data to monitor and adjust services. The AIG Program and services are continually assessed and evaluated to make certain the diverse learning needs of students are met. AIG Review Teams determine the learning environment that is most suitable to meet the needs of AIG students.

The Newton-Conover AIG Program has established and implemented aligned programming and services in the areas of identification, goals, and resources of the district. Identification in our district's AIG and/or IG program ensures a range of aligned services that match a student's academic and social/emotional needs.

The AIG Task Force and School Review Teams work to ensure all components are aligned, effective, and comprehensive. Our AIG Task Force consists of a variety of teachers, administrators, counselors, and parents representing all grade levels. Together with the Chief Academic Officer and AIG Coordinator, the Task Force, AIG Teams, and AIG teachers at all school sites ensure that the programs and services provided to gifted students are appropriate for the identified areas. Aligning AIG services to the individual needs of students is overseen by the AIG Review Teams at each school. The AIG Coordinator works with teachers to ensure that students receive services that are appropriate to their area of identification and needs. The AIG Coordinator collaborates with teachers and parents to establish and review Differentiation Plans annually or as service needs change throughout the school year.

In N-CCS, students may be identified as AR (Reading), AM (Math), AG (Academically Gifted), IG (Intellectually Gifted) or AIG (Academically and Intellectually Gifted). Services are aligned with the level or area of identification for grades K-12. Students receive enrichment and academic extensions in their specific areas of talent, including but not limited to all learning environments, differentiation strategies, and enrichment options as identified on the student's DEP or IDEP. In elementary AIG pull-out, middle school clusters, 6-8 math compacting, and high school honors, Advanced Placement, CDM, and dual enrollment, services are matched with identified areas. These teachers carefully align content and delivery to students' DEPs and other academic/effective needs.

The services below are provided to students who are identified as IG, AI, AM, AR, and AG.

**Elementary School**

At the elementary level, students receive pull-out services once each week and have the opportunity to engage in enrichment activities such as Odyssey of the Mind, Paideia Seminars, Math Olympiad, novel studies, STEM activities, and numerous other advanced curriculum extensions through field trips, labs, hands-on experiences, and in-depth exploration of diverse and interesting topics.

In the regular classroom, students are clustered to receive differentiated activities and pathways that meet their academic level of ability. The AIG Coordinator works with the AIG teachers to assist with differentiation in reading, math, and intellectual giftedness based on students' areas of AIG identification. She shares information on grouping models and strategies and provides materials from the AIG Lending Library to extend, enrich, and accelerate gifted curriculum.

Enrichment services are provided to enhance units of study through speakers, exhibitions, field trips, and hands-on labs. Each opportunity focuses on students' interests and special talents. The affective domain is addressed through pull-out, cluster grouping, and counseling services to ensure that social and emotional needs are met.

Students at the elementary level are given the opportunity to join the Junior Beta Club.

At the elementary level, AIG students may be served through in-class flexible grouping, subject grouping, and cluster grouping within their assigned grade level. Beyond-grade options are available for elementary AIG students, including flexible grouping, cross-grade grouping, and grade acceleration.

### **Middle School**

At the middle school, AIG students are grouped by ability for math and language arts. Our district will provide a high school math course option to any student who achieves a level V on the 7th-grade EOG. Every child, regardless of AIG identification, who achieves a level V on a math EOG or EOC test, will be enrolled in an accelerated math course or pathway. AIG students can participate in a variety of enrichment clubs, including Battle of the Books, Chess Club, and Science Olympiad, among others.

At the middle school level, AIG students may be served across teams through in-class flexible grouping, cross-team grouping, cluster grouping, personalized pathways, and subject acceleration. Beyond-grade options are available to middle school AIG students through cross-math compacting, grade grouping, grade acceleration, dual enrollment, and special settings.

### **High School**

At the high school level, AIG students self-select into Honors and AP Classes with guidance and recommendations from staff and counselors. AIG students also have the opportunity to select from North Carolina Virtual Public Schools advanced courses that are not offered at the school level. Students can also apply for the Advanced CORE program at NCHS. AIG students may also enroll in College and Career Promise courses either through the cohort model at The Summit at Newton-Conover or individually at Catawba Valley Community College. Cohort students will earn a minimum of 28 transferable college credits. Cohort students choose from an à la carte menu of courses to transfer to their preferred North Carolina public university.


AIG students often participate in a variety of enrichment clubs, including the National Honor Society, Beta Club, Robotics, Science Olympiad, Mu Alpha Theta, Quiz Bowl, Envirothon, HOSA, and the National Technical Honor Society.

At the high school level, AIG students have opportunities to participate in accelerated services such as Honors courses, Advanced Placement courses, advanced electives, Credit by Demonstrated Mastery and specialized settings such as dual enrollment through The Summit, a partnership with CVCC for obtaining college credit and Advanced Core.

At Newton-Conover High and Discovery High Schools, students are encouraged to pursue "Credit by Demonstrated Mastery" when they seek advancement in specific subjects. CDM information is distributed to parents and students biannually.

Discovery High School is a Problem-Based Learning magnet high school that serves as a choice for AIG students who prefer more independent and self-guided learning opportunities. The school's focus is on real-world learning and connecting the curriculum to local, state, national, and world issues. Their

theme of "Change the World" is depicted through each student's Senior Project. Students are encouraged to research a driving question that is related to societal or social issues in order to provide insight into how to solve the problem. These presentations are open to the public. Science Olympiad, History Club, Logic Puzzles, Envirothon, and Quiz Bowl are some of the clubs in which AIG students have been recognized both statewide and nationally.

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

**\* Practice B**


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

Newton-Conover City Schools' AIG Program encourages collaboration among all stakeholders to provide practical, meaningful, and appropriate differentiated programming and services. Professional Learning Communities afford personnel weekly opportunities to share, discuss, and improve gifted services to meet the diverse needs of these unique learners. The AIG Coordinator, counseling staff, school personnel, and parents collaborate as needed on gifted student underachievement, the need for acceleration, and other academic or social and emotional goals or concerns. As needs become apparent, there are several options for assistance for students in need. Two of our schools also have therapy dogs available to meet students' social and emotional needs. Each school site has a licensed therapist who meets regularly with students who have social or emotional needs.

The AIG Team at each school plays a vital role in the identification the social/emotional status of students. Each team member makes a significant contribution to the staff's understanding of gifted learners and their needs. These team members are the "pulse" of the school climate, providing input on programming needs in all areas of student development. Counseling personnel serve as Review Team members at each school.

Annual parent meetings, correspondence, conferences, and Team meetings ensure collaboration and involvement. The Professional Learning Community model, established by the district administration, has provided numerous opportunities for cooperation between all instructional staff. Weekly PLC meetings, horizontal and vertical planning, common planning periods, and faculty meetings allow for time to collaborate on providing differentiated programming and services. Parents of gifted students are involved through Parent Night presentations and events, enrichment newsletters, website information, Differentiated Education Plans, and service on district-level committees.

At all schools in the district, the AIG Coordinator and AIG Director are recognized as important resources for curriculum, service delivery, acceleration, and social/emotional concerns. The AIG Director (Chief Academic Officer) oversees all K-12 curriculum matters, ensuring knowledge of and collaboration with staff across the district, including the Elementary, Secondary, ML, MTSS teams and EC Directors.

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

**\* Practice C**

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

The Newton-Conover City Schools' AIG Program services remain an integral part of the district's priorities in policy and practice. Professional Learning Communities, the AIG Task Force, AIG Review Teams, and other stakeholders evaluate and adjust services according to demographic changes, administrative procedures, student needs, and other factors that impact programming and services. Collaboration among all stakeholders ensures program effectiveness in the LEA. The Chief Academic Officer and AIG Coordinator work closely with administrators to strengthen and identify opportunities for growth in all aspects of the AIG Program. The Central Office and schools include the program in professional development decisions, course development, and other comprehensive decision-making.



District leadership has established Professional Learning Communities at each school, allowing teachers to discuss, share, and plan the delivery of their instruction, as well as providing time for collaboration between the AIG Coordinator and classroom teachers. Professional Learning Communities are also utilized to train teachers in differentiation strategies and enrichment. Administrative teams and guidance staff at the Central Office and school levels work closely with AIG staff to ensure gifted learners have appropriate challenges, services that connect to and go beyond classroom expectations, and essential assistance that provides an understanding of giftedness and gifted behaviors.

AIG identifies and nurtures students participating in enrichment groups who are exposed to materials that are aligned extensions of the instructional program and standards delivered in the regular classroom. This link is ensured through continual contact between classroom teachers and the AIG Coordinator, providing better insight into AIG students' academic strengths and areas needing additional focus for improvement.

**\* Practice D**

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

Newton-Conover City Schools and the district leadership team believe that effective instruction and student growth are most often achieved when flexible grouping practices are utilized. Research supports the use of grouping to enhance and vary the teaching and learning environment. In grades K-12, all types of flexible grouping, such as learning centers, interest/skill groups, cooperative grouping, mixed and acceleration grouping, subject grouping, cross-grade grouping, cluster grouping, and enrichment ability grouping are employed. These learning environments enhance student academic and social/emotional growth.

At the elementary level, schools of choice provide numerous opportunities for teamwork, small-group participation, and interest-based activities. Each elementary school provides an opportunity for enrichment and/or remediation.

AIG students at the middle school are cluster-grouped which provides "like learner" opportunities throughout the instructional day. These students are pulled out twice each year to participate in STEM-type activities for a block of time.

Students at the two high schools participate in flexible grouping for instruction in most classes. At Discovery High School, a portion of the day is spent in team-building and peer review experiences.

During PLCs, instructional coaches and teachers review assessment data, research on grouping and other best practices, and effective instructional strategies for all learning levels, including advanced learners. Student growth is especially important and addressed throughout the school year during PLC meetings and other collaborative sharing sessions. The AIG Coordinator and AIG Director (Chief Academic Officer) review AIG data and growth performance intermittently throughout the year to monitor and address needed changes.

**\* 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.

Communication is a key component in ensuring effective AIG screening, identification, service delivery, and collaboration with all stakeholders and support staff. The LEA and AIG program have concentrated efforts on improving communication about comprehensive gifted programming within the entire school community.

AIG Program personnel will continue to communicate with all stakeholders through Task Force meetings, submitting information to both the AIG and NCCS



websites, sharing differentiation and gifted best practices with school staff, periodically attending PLC meetings, and collaborating with regular classroom teachers.

Correspondence is essential in establishing Differentiated Education Plans (DEPs) and enrichment that meet individual student needs. School personnel and parents or guardians are notified of AIG meetings, enrichment opportunities throughout the year and summer, as well as all AIG elementary field trips and units of study. The school system and AIG staff find that community and parent or guardian involvement are essential in unit planning. At the middle and high school levels, the AIG and counseling staff communicate information to parents or guardians, such as dates for Governor's School nominations and academic club meetings.

The AIG Local Plan is available on the AIG website as well as in hard copy at each school. The Plan outlines identification, delivery of services, regulations/laws, and all important information about the N-CCS AIG program. Teachers and counselors have access to student DEPs and placement protocol via the AIG Coordinator.

**\* Practice F**

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

Communication within and among schools has improved through the district implementation of Professional Learning Communities facilitated by Instructional Coaches across the LEA. The AIG Coordinator, AIG Director, school counselors and administrators, and other key personnel provide an effective transition, especially at grades 6 and 9, as students require additional support. Administrators and counselors are provided information on each AIG student transitioning to the next level. Counselors and staff provide opportunities for students to attend transition tours and information sessions at both the middle and high levels to create an effective support system. In addition, our 5th-grade students participate in a collaboration day with 6th-grade students, where they are allowed to tour the middle school. These students are also involved in Portrait of a Graduate activities that day. Data and concerns will be shared to ensure a smooth continuation of gifted services.

The AIG Yearly Performance Review, completed for each student at the end of the school year by the AIG Coordinator, School Review Team, and regular classroom teachers, identifies recommendations and options for continuing service. A change in a student's placement may be recommended when a student exhibits consistently low-grade performance or other obstacles that create underachievement, lack of interest or motivation. A change in services may be recommended for students who fall into this category. At this point, students may receive academic counseling and other support to address underachievement. It is important to note that a change in service does not mean that the student is no longer gifted.

In grades 6-12, AIG students are placed into advanced, honors, or AP courses based on their prior achievement and aptitude. Students have the opportunity to self-select in high school, but middle school students receive placement based on their AIG status and academic achievement. Students in grades 7-11 have the opportunity to earn credit by Demonstrated Mastery (CDM).

Each semester, the AIG Coordinator audits students' schedules to determine their correct placement in honors courses that are appropriate for their identification.

Through the Professional Learning Communities, AIG Task Force, Review Team, teacher and parent meetings, the continuation of gifted services is clearly communicated and outlined. Support personnel at each school site extend opportunities and assistance to parents and students at key transition points, providing consistency in service delivery. The district's middle and high schools have established criteria for placement in Honors and Advanced Placement classes as outlined by the Department of Public Instruction. Counselors and the AIG Coordinator provide guidance on course selection.

**\* 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.

As students demonstrate mastery of subject material or aptitude indicative of accelerated instruction, the Newton-Conover School system and AIG Program provide procedures for subject or grade acceleration, cross-grade or subject grouping, or in-class flexible grouping. Students must be able to demonstrate the established criteria necessary to ensure the best academic and social/emotional placement. Newton-Conover City Schools offers Credit by Demonstrated Mastery, as well as dual enrollment through Lenoir-Rhyne University and Catawba Valley Community College.

Credit by Demonstrated Mastery is offered three times each year. Students and parents are notified of the enrollment windows, and students are encouraged to attempt CDM if they demonstrate an aptitude and advanced knowledge of subject matter.

**The process for CDM:**

- The student will apply for Credit by Demonstrated Mastery.
- The student will take the course assessment (Phase I).
- The student will be notified of Phase II requirements (artifacts and/or performance assessments) if he/she has met the superior level on the Phase I assessment.

NCCS utilized the compacting procedures for mathematics to enhance their educational experience.

**Compacting procedures:**

- Students who score a level 5 on the previous Math EOG and those identified as needing math support will be placed in Advanced Math classes.
- Students who are placed in Advanced Math in 6th grade will receive compacted instruction in 6th and 7th-grade math standards.
- Students who are placed in Advanced Math in 7th grade will receive compacted instruction in 7th and 8th-grade math standards.

**Dual Enrollment Procedures:**

- Students meet with the Community College Advisor to determine course placement.

Early enrollment into kindergarten is one option for those children entering school who meet the entrance criteria for early admission. The AIG Local Plan and Procedures Manual outline specific criteria for acceleration and early admission.

Parents of children who have reached their fourth birthday by April 16th may request to have their child enter kindergarten early by submitting certain information to the principal of the school and the AIG Review Team who will consider the request. Parents are responsible for obtaining test results and presenting this information to the school system for consideration.

**Process for Early Enrollment for Kindergarten**

A child who has reached his or her fourth birthday by April 16th may enter kindergarten if he/she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of education professionals, usually the AIG Review Team, who will assist in making decisions about each child. Criteria that shall be considered include the following:

- Aptitude (98th percentile or higher on an individual IQ test administered by a licensed psychologist)

- Achievement (98th percentile or higher on an achievement test in reading and/or math administered by a licensed psychologist or impartial education professional)
- Demonstrated well-above-average performance on tasks; work samples to be provided by the child care provider/parent to the principal.
- Two letters of recommendation from a preschool teacher, childcare provider, pediatrician, or others who can describe the child's level of physical and social maturity (documentation checklists may be used such as the Iowa Acceleration Scale)
- Principal interview of the child and parents

A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty calendar days of the school's instructional year. Obtaining test results is the responsibility of the parents; no testing is provided by Newton-Conover City Schools. All testing must have been administered after April 16th of the year the child is to be admitted to kindergarten. The principal will act on the request within three weeks.

If the child is admitted to kindergarten before the end of the first 90 calendar days of enrollment, the principal may rescind their approval based on substantial evidence showing that the child is not adjusting satisfactorily to the school setting. Before a child can be exited from school, the parent must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, parents must be given at least ten days notice to arrange childcare if needed.

The child's progress shall be reviewed by the AIG Review Team once the child has been enrolled for ninety calendar days or if at any time before ninety calendar days the school is satisfied the child has adjusted satisfactorily and will remain in school. If the Team recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed.

AIG students at all grade levels have opportunities for outside learning, mentoring, enrichment, compacted curriculum and/or acceleration. Guidelines and policies are clearly and consistently communicated to stakeholders online and in print.

### **Process for Acceleration**

Students who are interested in grade or subject acceleration must meet the specific criteria outlined in the Differentiated Service Options and Criteria:

Grades K-5 (K-2 students may utilize different assessments)

Subject Acceleration

5 of 5 of the following indicators must be present:

- Gifted Behavior Scale score of 117 – 141 (yes) or 142 – 156 (without reservation)
- Exemplary subject achievement – EOG test 95%
- Exemplary subject performance – 5 or better yearly average in the subject under consideration
- Exemplary aptitude – group or individual IQ score of 95%
- Case study by AIG Review Team

Grade Acceleration or Special Setting

A case study will be created for individual students. All of the indicators below must be present:

- Gifted Behavior Scale score of 142 – 156 (without reservation)
- Exemplary student work samples
- Exemplary subject achievement – EOG test 99%
- Exemplary subject performance – 5 or better yearly average
- Exemplary aptitude – group or individual IQ score of 99%
- Demonstrated appropriate social and emotional development
- Recommendation of grade acceleration based on the Iowa Acceleration Scale

GRADES 6-8

Subject Acceleration: 5 of 5 of the following indicators must be present:

- Gifted Behavior Scale score of 117 – 141 (yes) or 142 – 156 (without reservation)
- Exemplary subject achievement – Summative Assessment- 94% or higher
- Exemplary subject performance – 93% or higher on yearly average in the subject under consideration
- Exemplary aptitude – group or individual IQ score of 95%
- Case study by AIG Review Team

Grade Acceleration or Special Setting

A case study will be created for individual students. All of the following indicators must be present:

- Gifted Behavior Scale score of 142 – 156 (without reservation)
- Exemplary student work samples
- Exemplary subject achievement – Summative Assessment – 94% or higher
- Exemplary subject performance – 93% or higher yearly average
- Exemplary aptitude – group or individual IQ score of 99%
- Demonstrated appropriate social and emotional development
- Recommendation of grade acceleration based on Iowa Acceleration Scale

**\* Practice H**

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

Newton-Conover City Schools recognizes the importance of cultivating and developing the potential of young (K-3) students. Young children grow and develop at different rates in terms of cognition, physical development, and social development. Some children enter school ready for tasks that require concentration and academic skill, while others enter school at a much lower readiness level. It is, however, possible to recognize at a young age those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences that go beyond those typically offered in primary classrooms.



The district's AIG Coordinator and other instructional support staff collaborate with regular education teachers to identify potentially gifted children, assisting them with differentiated units of study, targeted instructional strategies, and enrichment groups.

Beginning in Kindergarten, teachers use formative and summative assessments to guide their instruction and ensure students are provided with enrichment and acceleration opportunities. These teachers also provide intentional learning environments where they can observe students and identify strengths and learning gaps which also guide their instruction.

The AIG Program recognizes the importance of nurturing advanced students throughout their educational careers. Teachers of students in kindergarten through third grade are encouraged to identify and differentiate learning opportunities for those students who require advanced learning. The AIG Coordinator and other staff provide support for teachers as they strive to provide appropriate challenges to these students.

**\* Practice 1**

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

Meeting the needs of underrepresented populations and establishing equity have become areas of focus over the past few years, especially as our demographics change. As the AIG Task Force and other support personnel study best practices for screening and identifying students from these underrepresented populations, it is imperative that once identified, services must fit the needs of these students. As is true with all gifted students, one size does not fit all.

The AIG Coordinator works closely with other personnel to determine the best screening criteria and services for special populations. Giftedness may be masked due to economic disadvantages, language barriers, learning disabilities, cultural differences, and highly gifted traits. In these specific populations, standardized test scores may not accurately reflect cognitive levels or indicate giftedness. Students who have been recommended by teachers as gifted and do not qualify through the traditional pathway will be allowed to complete performance tasks developed by the AIG Team. Newton-Conover will continue to examine other identification indicators to utilize in conjunction with current screening and placement criteria. Developing curriculum and providing appropriate services remain key to establishing an effective AIG Program.

In an effort to ensure equity in identification, NCCS selected the CogAT as the aptitude assessment because it is composed of three separate parts: verbal, quantitative, and nonverbal. This assessment provides non-English speaking students with a greater opportunity to demonstrate their aptitude. Furthermore, younger students who have not been exposed to text-rich environments at home due to being economically disadvantaged or because education is not a priority in their homes also have a greater opportunity to demonstrate their aptitude on a nonverbal assessment. Moreover, students who demonstrate giftedness in one area, such as reading or math, are more likely to be appropriately identified. Additional emphasis will be placed on identifying students who are twice-exceptional and need EC and AIG services.

Working closely with ML, EC, Title I, and other support staff, the AIG Coordinator plans intentional units of study that meet the interests and needs of underrepresented students.

**Talent Development Efforts (K-12):**

K-3 -Nurturing Program

NCCS has hired a part-time employee to work with K-3 students in the nurturing program.

Grades 4-5

AIG Coordinator serves as the enrichment teacher for students at the three elementary schools.

Grades 6-12

AIG coordinator works directly with the teachers in the classroom to develop lesson plans to meet the needs of all students targeting their interests.

**\* Practice J**

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

AIG students in the Newton-Conover School system are provided many opportunities to pursue their interests and talents through various extracurricular programs and competitions. Students are encouraged to participate in these activities in order to further their interests and showcase their talents.

Each elementary and middle school participates in the school, district, and regional Battle of the Books, a reading competition where teams answer questions about selected books, and Spelling Bees, where students spell words aloud in a competitive format. The middle school also offers GEMS (Girls Excelling in Math and Science), which encourages girls to engage in STEM through hands-on activities, and Math Olympiads, a problem-solving contest focused on advanced math concepts. Both middle and high schools compete in Math Competitions, testing students' problem-solving and reasoning skills. High school students also participate in the Quill Bowl, which challenges writing and grammar skills, Science Olympiad, where students compete in biology, chemistry, physics, and engineering events, Envirothon, a competition centered on environmental science topics like wildlife and forestry, and Art Showcase, an event highlighting student creativity in various artistic media.

Through activities like sports teams and clubs, students can use their talents and leadership skills to participate in the broader school community. High-achieving students are encouraged to apply for admission to Governor's School and other academic residential camps.

At all levels, gifted students are provided academic and intellectual activities that meet their interests and strengths. Students showcase their achievements throughout the year during special night events, after-school competitions, and weekend opportunities such as STEM programs, math competitions, academic clubs, Battle of the Books and numerous other extra-curricular programs at all levels, especially for grades 6 - 12.

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include, but are not limited to, the following:

- To better align the identification areas with appropriate services by monitoring and adjusting throughout the 2025 -28 Plan cycle.
- To provide professional development on identifying and serving underrepresented populations and how giftedness might be masked in these special groups.
- To analyze subgroup data and classroom performance
- To develop a curriculum that meets the cognitive and affective needs of special populations
- To work closely with staff and counselors to ensure smooth transition points at the middle and high school levels.
- To coordinate with the ML, Title I, MTSS, Reading Specialist, and other support personnel to align the AIG Program identification and services to meet the diverse population of our district.

- To continue to provide acceleration, compacting, Credit by Demonstrated Mastery, and dual-enrollment opportunities.
- To provide additional academic and effective opportunities for high-ability and gifted students through programs and events that meet their interests and needs.
- To study the effectiveness of grouping practices through student growth measures.

**Planned Sources of Evidence**

* AIG Plan and Program Manual	
* K-12 Services Available	
* Differentiated Education Plans and IDEPs	
* Yearly Performance Reviews	

Type	Documents	Document Template	Document/Link
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AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Enrichment, extension, and acceleration are an integral part of the Newton-Conover City Schools' curriculum. Education research strongly supports the use of advanced, accelerated curricula with high-ability learners. Studies confirm that the greatest effects of enrichment are achieved when combined with grouping gifted learners as a best practice, providing a rigorous, meaningful, and interesting challenge to these unique learners.

Through the PLC model, teachers can examine the curricula, student achievement data, and research-based instructional practices with their colleagues, instructional coaches, and building administrators. Teachers use both formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student abilities and interests. We continue to address the NCSCOS through the successful teaching of AIG learners using DPI's AIG Instructional Resource Project framework.

N-CCS utilizes curriculum maps, pacing guides, and compacting to provide teachers with effective tools for differentiating instruction to meet the needs of academically gifted students. These resources help educators tailor lesson plans, adjust instructional pacing, and compact content, ensuring that advanced learners receive appropriately challenging and engaging material. By implementing these strategies, teachers can foster deeper learning, encourage critical thinking, and support the academic growth of gifted students within our schools.

**Elementary**

Elementary teachers provide expandable math activities, extension menus, personalized pathways, and appropriately challenging literature and content area texts. During PLCs, instructional coaches and teachers analyze data to develop focus groups for intervention and enrichment, targeting specific skills that are needed.

To identify targeted areas for extending enrichment opportunities in reading our third through eighth grade teachers are utilizing the Exath Path diagnostic screener and our Kindergarten through second grade teachers are using the DIBELS 8 diagnostic screener. To identify targeted areas for extending enrichment opportunities in math our Kindergarten through eighth grade teachers are utilizing the ExactPath universal screener. ExactPath is a self-paced assessment that provides research-based feedback to guide instructional plans for individual student learning. Each child is placed in flexible groups for intensive intervention and enrichment opportunities based on Exact Path and/or DIBELS 8 assessment data. The academically gifted students often focus on PBL (Project-Based Learning), PETS lessons and Jacob's Ladder lessons during their enrichment time.

In addition, in compliance with HB 986, all students who score a level 5 in math in grades 3-12 will be placed in an advanced math course unless a parent signs a waiver. In elementary school, students will receive their "advanced math" content through personalized pathways and/or guided math groups based on their achievement and aptitude. Students who have mastered content at grade level will be exposed to acceleration and enrichment opportunities embedded in their personal pathways.

**Middle School**



In middle school, AIG students are ability-grouped in advanced grade-level courses in ELA and Math. Teachers of ELA and math classes extend and enrich the grade-level curriculum through various activities.

The schedule has been modified to include a Red Devil Time (RDT). During this time, AIG and advanced students are provided with extension/PBL projects and other enrichment opportunities. The middle school also provides a variety of academic, service, and interest clubs during the school day so that students who ride the bus or play sports and cannot stay after school have the opportunity to engage in a variety of enrichment activities.

Our middle school provides challenging competitions in science, math, and reading including Battle of the Books, CVCC Math Competitions, Math Olympiad, and GEMS.

In addition, in compliance with HB 986, all students who score a level 5 in math in grades 3-12 will be placed in an advanced math course unless a parent signs a waiver.

### **High School**

Teachers of honors and Advanced Placement provide students the opportunity to delve into topics with a greater degree of depth and complexity. Credit by Demonstrated Mastery is available as an acceleration option for students. Newton-Conover has also partnered with CVCC to develop The Summit, an opportunity for students to participate in the College and Career Promise (CCP) program on the Newton-Conover City Schools grounds. Students in the program will be dually enrolled at NCCS and CVCC. Students will take courses in their junior and senior years at both their high school and at The Summit. NCCS will cover the cost of their textbooks and provide transportation for students. Students enrolled at The Summit will graduate with a minimum of 25 to 26 transferable college credits. Through an articulation agreement with all North Carolina public universities, all hours will transfer seamlessly for these students.

Newton-Conover City Schools also provides options for students to apply to three separate magnet programs: Discovery High School, Hickory Career and Arts Magnet (HCAM), and Challenger High School. Discovery High School, maintained by NCCS, is a PBL high school that centers on real-world, civic-minded projects. Students at Discovery are part of a small learning community and are given a great deal of autonomy and self-direction as part of their high school experience. Students can also apply to attend HCAM, which is maintained by Hickory Public Schools, or Challenger High School, which Catawba County Schools maintains. These N-CCS endorsed programs offer advanced learning options for students. As a small district, our goal is to allow all gifted learners to meet their individual learning needs.

### **\* Practice B**

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

Newton-Conover City Schools provides instructional support in differentiating instruction through the PLC model across the district. In grades K-12, benchmark data is reviewed in Professional Learning Communities (PLCs) to determine grouping structures, individual student needs, and methods for facilitating or reteaching instruction to meet the needs of all students. The AIG Coordinator helps teachers adjust instruction to meet the unique needs of gifted and high-ability learners. The elementary AIG pull-out enrichment utilizes diverse and effective practices to address both the academic and social/emotional components of a talented student's education. The school system and the AIG Program will continue to employ the most effective practices and strategies to meet students' ability, readiness, and interest levels. The Task Force recognizes this initiative as a Maintained Practice.

Teachers in Newton-Conover City Schools are responsible for providing differentiated instruction daily and have had training on differentiation, acceleration, and enrichment through the Instructional Core. Through intervention and enrichment, all students receive instruction targeted at their readiness levels. During PLC meetings, teachers collaborate to analyze data and adjust instruction based on students' assessment results. The AIG Coordinator and teachers of gifted students collaborate on curriculum and strategies to use in the regular classroom.

N-CCS partners with NWRESA to offer a 35-hour face-to-face course in conjunction with a 25-hour online course in gifted education. This course will be recognized by Region 7 as local certification.

At the elementary level, students attend enrichment pull-out sessions, during which the AIG Coordinator uses a broad range of curriculum choices aligned with state and national gifted standards. Research-based strategies, such as critical thinking, higher-order questioning, compacting, multimedia projects, problem-based learning, research projects, and tiered assignments, are used to allow students to delve into advanced and complex content. Assessments and non-traditional measures provide a holistic picture of each student's readiness, interests, and learning profile. Each student receives personalized learning opportunities via differentiated pathways based on pre-assessments, formative assessments, and other classroom data. Projects, enrichment activities, independent units of study, compacting, contracts, seminars, field trips, and problem and project-based learning are just a few of the instructional practices used by teachers at the elementary level. Advanced students receive the challenge and rigor to support their range and level of giftedness.

At the middle school, students are placed in cluster groups for specific areas of instruction. At the high school level, AIG students select honors and advanced classes and programs that provide extensions and acceleration, meeting their abilities and interests.

#### DIFFERENTIATED CURRICULA / INSTRUCTIONAL PRACTICES

Any curriculum that is developed by the Newton-Conover City Schools' AIG Program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- Provide instruction reflective of the highest levels of selected educational taxonomies (i.e., Revised Bloom's, Webb's Depth of Knowledge [DOK], Marzano's, etc.).
- Incorporate critical thinking skills, problem-solving, and flexible thinking activities into the instruction
- Utilize research-based educational models and strategies in the development of curriculum, projects and products
- Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans
- Differentiate Content, Process, Product, and Learning Environment
- The AIG curriculum is evaluated annually by AIG-certified staff for necessary updates and changes to better meet the needs of gifted students and ensure that it reflects current best practices in gifted education.

NCCS teachers will utilize student information to align instructional practices and strategies with individual learner needs. For students in grades K–8, these strategies may include cluster grouping, tiered instruction and pathways, real-world problem-based learning, Socratic seminars, curriculum compacting, and shared inquiry. For students in grades 9–12, instructional approaches will focus on project-based learning, developing critical and deductive thinking skills, and creating individualized learning pathways.

#### \* Practice C

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

Newton-Conover City Schools and the AIG Program are committed to utilizing the most current research-based resources and practices. AIG and instructional funds are used to purchase ancillary materials and supplies to support differentiation. The AIG Lending Library, housed at NCMS, contains research-based gifted resources for teachers and students. These materials are available for check-out and use throughout the school year, with some materials purchased for

continual classroom use. Teachers are surveyed to ascertain classroom needs and student interests, after which AIG funds are used to purchase these requests. On an ongoing basis, the AIG Coordinator networks and researches to determine the current curriculum resources best suited for the identified students.

Augmenting curriculum and instruction is critical to AIG program success, not only to supplement the resources for gifted students in the regular classroom and for enrichment pull-out, but also to allow teachers to expand their understanding and knowledge of this special population. The AIG Coordinator continues to purchase Lending Library materials, including the most current, research-based cognitive and affective activities and lessons, for gifted differentiation strategies and best practices for teachers. These are but a few of the models and resources utilized throughout the school year:

- Implementation of content modifications as identified on students' Differentiated Education Plans
- Flexible grouping
- Delta Math
- Differentiated instruction based on formative and quarterly assessment data
- Learning Pathways designed for individual learners
- Red Devil Time
- Project-based learning
- Taba models
- Thinking Maps
- Shared Inquiry
- Paideia seminars
- Technology incorporated into lessons
- William and Mary curriculum units
- Junior Great Books
- Prufrock Press, Great Potential Press, Bright Ideas, Pieces of Learning, Scholastic, Creative Learning, and numerous other online resources
- College Board AP released exams

All N-CCS teachers, including teachers of AIG students, receive planning time to research, collaborate, integrate, and develop curriculum and instruction that supports the needs of advanced learners. Resources are purchased annually to supplement the AIG Lending Library and the classroom curriculum needs. Research-based and current online resource sites are often disseminated via N-CCS email, newsletters, and other communications.

Newton-Conover City Schools and the AIG Program provide AIG students with curricular and instructional practices that support their social and emotional needs. Students are given numerous opportunities at all grade levels to participate in clubs, competitions, and special services, allowing them to interact with the greater school community. Parents/guardians are invited to Parent Events such as Parent Day or Parent Night and other AIG events that provide



information about meeting students' affective needs. Units of study in elementary enrichment pull-out support team building, cooperation, and group discussions about social and emotional issues. Social and Emotional needs are met through the school's counseling program as well as Kintegra if needed.

At the elementary and middle school levels, students are exposed to social and emotional lessons and reading passages integrated into their reading programs, such as Wonders and Second Steps.

At the high school level, the counselors and Kintegra are utilized as needed to support students' SEL needs.

The AIG Lending Library contains a myriad of resources that highlight best curricular/instructional practices to address gifted students' characteristics, underachievement, twice-exceptional and highly gifted student traits. The AIG Coordinator collaborates with regional, state, and national educators to research and develop support mechanisms for gifted learners. At the elementary through high school levels, counselors are available to provide intervention when necessary. The AIG Coordinator, Review Teams, and counselors may confer on strategies for intervention or instructional modifications to address affective concerns.

N-CCS recognizes that gifted students have unique social and emotional needs that require support; otherwise, the students' learning capacity, interest, motivation and growth are inhibited. School counselors work with gifted students as needs arise that might hinder a student's success, both academically and socially or emotionally. Group counseling may be used to help students build social skills. Students are encouraged to participate in extracurricular activities, clubs, and organizations to foster communication skills and problem-solving strategies. Academic clubs, such as the Beta Club, National Honor Society, and Mu Alpha Theta, allow students leadership opportunities within the school setting. Competitive teams such as Battle of the Books, Quiz Bowl, Odyssey of the Mind, and other NCHSAA (Scholastic Cup) events, as well as Science Olympiad, enhance academic interests and provide mechanisms for student invention and collaboration.

**\* Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Newton-Conover City Schools is committed to infusing Portrait of a Graduate skills into the curriculum for gifted and high-achieving students. Newton-Conover City Schools recognizes the importance of preparing students for post-secondary challenges and believes these skills are key to meeting these challenges. The Instructional Technology Facilitator, Digital Learning Facilitators, Reading Specialists, MTSS Coordinator, CTE Director, Instructional Coaches, Counseling and Media staff, and other support personnel will provide additional support and assistance as our district addresses and fosters the development of these advanced skills. The AIG Coordinator and AIG teachers will continue to attend local and state professional development sessions that provide the most current practices.

High priority has been given to creating classrooms at all grade levels that incorporate adaptability, collaboration, communication, critical thinking, empathy, learner's mindset and personal responsibility. Teachers continue to participate in professional development opportunities (online and face-to-face) to increase their knowledge about topics such as modern digital learning tools as well as PBL, STEM, etc. Students are encouraged to collaborate, develop civic and global awareness, develop Portrait of a Graduate skills through class work, clubs, competition teams, and presentations. Students are held accountable and responsible for their learning through student data notebooks and student-led conferencing.

These are but a few of the ways in which these skills are incorporated into the N-CCS curriculum and instruction:

- Student data notebooks
- Online student portfolios

- Student products
- Student-led conferences
- Advanced Placement and Honors coursework
- Positive Behavioral Interventions and Supports (PBIS)
- Partnerships with local businesses
- Field trips that incorporate real-world learning opportunities
- Students participating in community service
- Senior Project at Discovery High School
- Mentoring, job shadowing, and other local business/government experiences
- Internships and Apprenticeships

**\* Practice E**

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

Newton-Conover City Schools and the AIG Program are committed to using ongoing and relevant assessment to drive and focus differentiated instruction. Schools use data to monitor, modify, and enrich instruction in the regular education classrooms. The AIG Coordinator uses assessment data to determine modifications in curriculum and instruction for enrichment pull-out services and in establishing DEPs. Through PLCs & MTSS meetings facilitated by Instructional Coaches, teachers are led through the process of disaggregating data using the Newton-Conover Data Protocol, modified from the National School Reform Faculty Protocol. Coaches assist teachers as they create, group, and supplement instruction for enrichment and intervention utilizing the diagnostic data from ExactPath.

A variety of tools are used in monitoring student progress and in modifying instruction as needed (district quarterly assessments, literacy, and math assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Exact Path, etc. The AIG Coordinator uses nationally normed assessments, student, teacher, and parent inventories, Case Studies, and other indicators to make differentiated curriculum and instruction adjustments that meet students' academic and social/emotional needs.

Schools are proactive in using data to create flexible groups that will challenge and support student learning. Kindergarten students are assessed through the ELI (Early Learning Inventory), which identifies students with academic needs. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in all K-3 classrooms to measure and assess students' acquisition of early literacy skills. Exact Path Reading assessments are used in grades 3-8 to provide information on student achievement in Reading skills. These assessments are used to create flexible groups in the regular classroom for students who need enrichment or intervention. In the same way, K-8 teachers use the Exact Path Math assessments to provide information on students' achievement of Math objectives. The district administers quarterly Case 2.1 assessments in math, reading, and science in grades 3-8 to ensure each child's placement is appropriate.

Teachers examine data to strategically place students in flexible learning groups, helping to support and challenge them as needed and to differentiate instruction. Through discussions at PLC meetings, teachers can discuss ways to help meet the diverse needs of all learners represented in the classroom. These discussions led to the creation of new material for students such as learning contracts and projects. Other sources of data used to help differentiate curriculum include Accelerated Reading and Math reports, and informal assessments administered in the classroom.



The AR, AM, AG, AIG, and IG enrichment pull-out for math and reading curriculum and instruction for identified students, grades 4 and 5, are differentiated according to students' interest level, readiness, ability, and social/emotional needs. This aligned curriculum is appropriately challenging and interdisciplinary, and it enhances and motivates gifted learners. At the elementary level, all schools have a daily block allocated for enrichment or remediation. This allows time to provide remediation/enrichment for students. AIG students can benefit from this time by receiving enrichment opportunities. (i.e. Battle of the Books, Scholastic Cup, Math Olympiad)

Middle School cluster classes are grouped using grade performance and formative/summative data. These assessments provide measures to ensure students are effectively grouped to support their academic and social/emotional needs. AIG resources are shared with these teachers to provide adequate student profiles. DEPs, developed and completed by the AIG Coordinator, classroom teachers, administrators, and parents, outline the learning environments, differentiation strategies, and enrichment opportunities of the classroom curriculum and instruction.

At the high school level, formative and summative data, student interests and social/emotional needs, and grade performance among other measures, provide a student profile for course selection and advancement. Moreover, all N-CCS students complete interest surveys and develop a 10-year plan that counselors use to support student scheduling. Each student also meets one-on-one with a counselor, CDC, IMC, or the Director of CTE yearly to review their profile and discuss the most appropriate course offerings. Students have open access to both Honors and Advanced Placement course selection with advice and counseling provided by various personnel, including teachers, guidance, and AIG staff, administrators, and parents. Acceleration opportunities are available through Credit by Demonstrated Mastery to provide rigor, challenge, and extension.

**\* Practice F**

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

Our N-CCS District AIG Coordinator works collaboratively with the District Curriculum and MTSS team to design and implement differentiated curriculum and instructional strategies that effectively meet the needs of academically gifted students. By aligning instructional practices with student needs, we ensure that our gifted learners receive engaging and appropriately challenging learning experiences.

Additionally, our AIG Coordinator participates in Professional Learning Communities (PLCs) as needed to advocate for the use of differentiated curriculum and content, while also providing direct support to teachers in instructional planning. This collaboration ensures that best practices are consistently implemented in classrooms across the district.

To further support our educators, N-CCS provides district-wide Instructional Core PD focused on acceleration and enrichment. This training equips teachers with research-based strategies and concrete examples to effectively challenge and engage gifted learners, fostering academic excellence and continuous growth.

Furthermore, N-CCS offers high school teachers structured opportunities to collaborate and develop rigorous, differentiated instructional plans that align with the unique learning needs of academically gifted students through honors high school courses. Through these collaborative efforts, educators design enriched honors courses that challenge students with advanced content, critical thinking opportunities, and deeper academic engagement, ensuring they reach their full potential.

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include, but are not limited to, the following:

- To develop a curriculum framework for elementary and middle school pull-out and/or cluster classrooms.

- To enhance and support the AIG teachers' pull-out and consultative role of assisting teachers with adapting curricula to meet the needs of AIG students.
- To continue to adapt the NC Standard Course of Study to meet the social/emotional and academic enrichment needs of the AIG students.
- To attend DPI institutes and webinars to enhance the adaptation and implementation of the NCSCOS to the appropriate curriculum for gifted students.
- To continue developing appropriate enrichment opportunities for advanced learners at all levels.
- To continue to develop new, innovative opportunities for AIG/IG students to engage in content and deepen their understanding of concepts and content within and beyond the scope of the NCSCOS
- To renew the focus on critical thinking, problem-solving, creativity and innovation, real-world learning, and applied life skills
- To provide gifted students with high-level content and opportunities to compete nationally and globally
- To continue to expand student data notebooks and student-led conferencing
- To continue participation in a variety of academic and enrichment competitions to facilitate collaboration as well as skills in leadership and self-direction
- To ensure PLCs address differentiation, enrichment, and acceleration while infusing technology into the curriculum

**Planned Sources of Evidence**

*	Differentiation strategies, learning environments, and enrichment options
*	Advanced Placement/Honors class data
*	The Summit/CORE hours earned
*	Professional Learning Community meetings/agendas housed at individual schools
*	Collaboration between AIG Coordinator and regular education teachers

Type	Documents	Document Template	Document/Link
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AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**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.

Established in 2008, the AIG Coordinator position is a full-time role held by an educator with AIG licensure. This position remains a crucial component of Newton-Conover City Schools' (NCCS) AIG Program, ensuring consistent implementation of the Local Plan, including all procedures and services.

At the elementary level, the AIG Coordinator provides targeted enrichment pull-out services for identified students, as well as talent development enrichment for selected students in grades K-3. Additionally, the coordinator supports classroom teachers by helping them with curriculum differentiation and instructional strategies to meet the needs of gifted learners.

Funded through the state's AIG budget allotment, the AIG Coordinator works alongside the AIG Director to guide the AIG Task Force. The coordinator also leads the AIG Review Teams at the elementary, middle, and high school levels, overseeing student placement decisions and service provisions.

**Key Responsibilities**

- Student Services: Delivers pull-out enrichment for identified AIG students and talent development opportunities for teacher-referred K-3 students.
- Teacher Support: Assists educators at all grade levels in differentiating curriculum and instruction to enhance gifted education practices.
- Parent Engagement: Communicates with families through newsletters, emails, and meetings, including annual sessions for parents of newly identified AIG students.
- Resource Management: Maintains the district's AIG resource lending library and supports teachers in accessing relevant materials.
- Curriculum Development: Designs differentiation tools, such as choice boards and personal pathways, to align with curriculum standards and classroom instruction.
- Program Oversight: Collaborates with the AIG Director to manage the district's AIG Child Count and ensure effective allocation of budget resources.
- District Collaboration: Serves on the district's MTSS team(s) to advocate for AIG services within the broader framework of student support.

The AIG Coordinator plays a crucial role in creating a dynamic and equitable learning environment for gifted students, ensuring that they receive the challenging and enriching educational experiences they need to thrive.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports

the implementation of the local AIG program and plan.

Newton-Conover City Schools employs teachers who are interested in pursuing or have completed AIG licensure, as well as professional development in differentiation, National Board certification, AP endorsement, and other training necessary to meet the academic, intellectual, and social/emotional needs of AIG students. Services are provided in the regular classroom and via enrichment pull-out. All classroom teachers in the district are supported by the school-based Administrators and AIG Director and AIG Coordinator in meeting these needs. The school system will continue to employ an AIG Coordinator and support teachers who instruct AIG and high-ability students.

Any teacher who takes and passes the Praxis to add AIG licensure in the State of North Carolina will be reimbursed from the AIG Budget and will cover the cost of adding it to the educator's license.

Through Professional Learning Community meetings, teachers engage in discussions and professional development to meet the needs of diverse learners. The AIG Coordinator participates in professional development and meetings focused on meeting the needs of gifted students in the classroom. The AIG Coordinator also offers assistance and materials to teachers to meet the needs of gifted students in the regular classroom.

The district encourages K-12 teachers to participate in grade-appropriate additional professional development opportunities to meet the needs of AIG students, such as the following:

- North Carolina AIG Conference
- Paideia Seminar Training
- NCTIES
- Regional Instructional Professional Development through the Northwest RESA
- AP Trainings
- State curriculum offerings
- Local LEA professional development opportunities

Administrators use the NCEES Rubric and EVAAS growth data to recognize teachers who appropriately address the specific needs of gifted students in the regular classroom. Efforts are made to place AIG students in classrooms with teachers who have had success with gifted students.

**\* Practice C**

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

With professional preparation, teachers and staff are more cognizant of the academic and affective needs of gifted students, have more strategies to meet those needs, and provide more avenues for success for these students. Newton-Conover City Schools has been effective in implementing differentiation training for all classroom teachers over the past few years; however, new teachers to the district may require professional development opportunities to provide adequate services to gifted and high-achieving students.



<p>All beginning teachers receive an overview of differentiation and best practices in working with gifted students. Training takes place during the Beginning Teacher Boot Camp, which occurs the week before school starts.</p> <p>Through Professional Learning Community meetings, teachers engage in discussions and professional development that address differentiated practices for diverse learners, including training on high-yield instructional strategies and data-driven instructional planning. Our schools use student data to determine appropriate professional development for their teachers. Each school is required to have a PD plan that focuses on their goals from their School Improvement Plan.</p> <p>The AIG Coordinator participates in professional development and meetings focused on meeting the needs of gifted students in the classroom. The AIG Coordinator also offers assistance and materials to teachers to meet the needs of gifted students in the regular classroom. The AIG Coordinator and strategically selected teachers and instructional support staff also attend state and national conferences to stay informed of current best practices.</p> <p>N-CCS will continue to team with NWRESA to offer a 60-hour course aligned with the gifted praxis. This course will be recognized by Region 7 as local certification for all districts.</p>
<p><b>* Practice D</b> Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.</p> <p>NCCS makes an effort to place all AIG students in classrooms with highly qualified teachers.</p> <p>At the elementary level, the AIG Coordinator provides instruction to AIG students and nurtures those who are not yet identified. Through Professional Learning Community meetings, teachers engage in discussions and professional development that address differentiated practices for diverse learners, including training on high-yield instructional strategies and data-driven instructional planning.</p> <p>Although AIG students in Newton-Conover City Schools are instructed by teachers with AIG certification and/or specific training in differentiation strategies for gifted students, the district must continue to provide professional development in the area of differentiation and gifted best practices to new teachers. We hope that additional teachers will take advantage of NWRESA training to become AIG-certified. The AIG Coordinator will continue to support teachers with materials, strategies, and consultation.</p> <p>Newton-Conover City Schools is commended for maintaining Highly Qualified and National Board-certified teachers who meet district professional development requirements. The LEA will continue to support teacher training to ensure AIG students receive instruction to meet their academic and social/emotional needs.</p> <p>The AIG Coordinator also maintains the district's AIG Lending Library which contains resources classroom teachers can use to meet the diverse needs of gifted students in their classrooms.</p>
<p><b>* Practice E</b> Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>Newton-Conover takes great pride in looking for the best teachers to meet the needs of all our students. During our interview process, candidates are asked specific questions tailored to how they differentiate instruction in the classroom. More specifically, they are asked to explain how they challenge students who have mastered content.</p>

N-CCS will continue to team with NWRESA to offer a 60-hour course aligned with the gifted praxis. This course will be recognized by Region 7 as local certification for all districts.

Any teacher who takes and passes the Praxis to add AIG licensure in the State of North Carolina will be reimbursed from the AIG Budget and will cover the cost of adding it to the educator's license. The AIG department will also cover the cost for AIG-certified teachers to become members of NAGC if interested. This membership affords teachers with self-guided professional learning on best practices in AIG through their website and quarterly publications.

**\* Practice F**

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

N-CCS recognizes the great need for equity and excellence in gifted education.

N-CCS leaders are currently engaged in professional learning that centers around equitable practices which include changing mindsets and practices. The AIG Coordinator will highlight professional learning opportunities for our teachers and instructional support staff, focusing on equity and excellence in gifted education, provided by NCDPI and NWRESA.

The AIG Task Force will create a needs assessment to identify the needs of district personnel regarding achieving equity and excellence in gifted education. Using the AIG Call to Action Guidebook, the Task Force will also develop a more focused plan for professional development in the areas of 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.

Newton-Conover City Schools fully implements its Strategic and School Improvement Plans to guide professional development opportunities offered to educators within the district. All professional development must be aligned to the Strategic and School Improvement goals. Teachers are afforded meaningful, quality professional development that is ongoing and effective. State and national teaching standards are evident in all district practices, including those in gifted education. Aligning professional development opportunities with AIG program goals and best practices is an ongoing process to meet expectations and the unique academic, intellectual, and affective needs of gifted learners.

The majority of professional development in the district takes place through weekly Professional Learning Community meetings. Topics for PLC meetings are in response to school-level needs, but in particular, to student needs. Through this effective planning opportunity, teachers and staff refine their learning for implementation in the classroom. Teachers are given the time to explore practices and strategies that meet the cognitive and affective needs of the special gifted population. The AIG Coordinator offers support to staff and provides alignment with other district initiatives.

Specific AIG training opportunities may be offered to personnel as needed. All professional development that takes place through PLC meetings is directly tied to the District Strategic Plan and its respective School Improvement Plans, including the AIG Program's goals and objectives. The schools' Instructional Coaches provide much of the professional development that is offered to teachers in our district. The AIG Coordinator is available to provide professional development to individual teachers, schools, or the district as needed in the area of identifying and serving gifted learners through best practices and strategies. Based on individual school needs assessments, the AIG coordinator is available to do staff training.

N-CCS will continue to team with NWRESA to offer a 60-hour course aligned with the gifted praxis. This course will be recognized by Region 7 as local certification for all districts.

The AIG Coordinator attends and encourages attendance at regional and state AIG conferences and meetings to ensure alignment and compliance. In addition, the AIG Coordinator stays current in research and disseminates information at Parent Nights, Review Team meetings, and on online websites. The Chief Academic Officer promotes and provides current state and national research updates every week, including best practices in gifted education. Newton-Conover City Schools collaborates with numerous school districts throughout the region and state to provide effective programming and services.

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- Continue to support AP training for high school teachers
- To promote AIG certification for all teachers, in particular, those who work with AIG students.
- To examine and develop a professional development framework for local certification and AIG licensure with a focus on partnership funding support.
- Implementing AIG regional certification through NWRESA
- To continue offering strategies and best practices in differentiation
- To encourage all teachers to complete licensure coursework in AIG
- To ensure that administrators place identified students in the appropriate classes assigned to teachers who have met the district's requirements
- To continue to seek time for AIG teachers, the AIG Coordinator, and the AIG Director to plan, implement, and refine gifted curriculum, teaching strategies, effective models, and other best practices.

**Planned Sources of Evidence**

*	AIG Coordinator full-time job description
*	AIG Coordinator schedule and AIG budget
*	Database of AIG licensed and AIG locally certified teachers
*	Roster of PLC meetings and Differentiation training
*	District Strategic Plan

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



Standard 5: Partnerships

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

The AIG Coordinator, AIG Director (Chief Academic Officer), and all AIG stakeholders work together to communicate AIG services and programs to parents and guardians effectively. By partnering with parents and guardians, the AIG staff can more effectively solicit support for programming components. Sharing identification procedures and protocols, the Local Plan, and all policies related to gifted education provides avenues for input and feedback to ensure continuous improvement. While annual DEP meetings are important, they do not fully ensure or safeguard the needs of AIG students. Therefore, the program recognizes the importance of continuing and enhancing partnerships and communication through the AIG website, newsletters, parent events, and parent/guardian conferences. We also hold a Parent night at our middle school to ensure support to our students and parents as AIG students transition from the elementary school to the middle school.

Due to the size of the district and the excellent support from local businesses and industries, city officials, and private institutions, Newton-Conover City Schools has a vast array of partners to provide financial, academic, and programming assistance. Advocacy for AIG and gifted services continues to grow. Parents or guardians provide intentional and meaningful support by judging competitions, attending field trips, communicating with other parents or guardians, serving as guest speakers and experts in various fields of study, and making monetary or prize donations for AIG endeavors.

Most importantly, Newton-Conover City Schools and the AIG Program recognize the importance of intentional, two-way partnerships with the parents or guardians of AIG students. Talent development advocacy for gifted education continues to play a crucial role in the program's success. Each school has an established problem-solving team that meets the social-emotional learning needs of all students.

**\* 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 AIG Coordinator, AIG Director (Chief Academic Officer), and all AIG stakeholders work together to communicate AIG services and programs to parents and guardians effectively. By partnering with parents and guardians, the AIG staff can more effectively solicit support for programming components. Sharing identification procedures and protocols, the Local Plan, and all policies related to gifted education provides avenues for input and feedback to ensure continuous improvement. While annual DEP meetings are important, they do not fully ensure or safeguard the needs of AIG students. Therefore, the program recognizes the importance of continuing and enhancing partnerships and communication through the AIG website, newsletters, parent events, and

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**\* 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.

Newton-Conover City Schools and the AIG program appreciate the importance of input in the development, implementation, monitoring, and revision of its programs and services. The Newton-Conover School system aims to enhance opportunities for parents and guardians, as well as community involvement, in all aspects of gifted education.

Newton-Conover City Schools has a diverse district-wide task force group that provides input and support to all school-wide and program initiatives. This group consists of representatives from all school and community levels. The members of the AIG Task Force represent the demographics in our district. This Advisory group plays a significant role in determining the program's future goals and initiatives, and in monitoring the plan.

The AIG Task Force meets to:

Create the Plan:

- The team was divided into groups and asked to review a specific standard.
- Each group edits its response to the standard to ensure that it is aligned with the standard, meets recommendations from the previous plan review, and that the practices listed are still in place.
- Peer review - each team will then review a standard completed by another team to provide feedback.
- The AIG Coordinator will take all feedback and finalize the plan.
- The AIG Director will present the plan to our local board of education.

Implementing the Plan:

- At our AIG Task Force meetings, we will review data to evaluate the program and determine if any changes are needed.
- The coordinator and AIG director will audit the course placement of AIG students twice a year.
- The AIG Task Force will be the liaison between the district and the school to ensure the AIG plan is communicated clearly.

**\* Practice D**

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

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

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

The AIG program continues to communicate all policies, programs, and procedures to stakeholders. Newton-Conover City Schools and the AIG Program believe soliciting feedback, sharing this input, and communicating data to all stakeholders provides important program oversight and improvement. The AIG Local Plan and Procedures Manual is easily accessible online or as a hard copy at our district website. The Task Force, Review Teams, and parent/guardian meetings afford opportunities to share all program components.

At the beginning of each school year, the AIG Coordinator holds a parent meeting for parents/guardians of AIG students. At that meeting, the AIG Coordinator will share relevant information from the district AIG program manual with parents and guardians. Parents/guardians have the opportunity to ask questions and receive clarification on identification, services, and academic and social/emotional concerns. The AIG Coordinator will also share the AIG Plan with school-level staff members who work with AIG students, ensuring that all involved stakeholders consistently implement the AIG Plan and Procedures. The AIG website is regularly updated and will include links to the revised AIG Program Manual. Correspondence with students, parents/guardians, and school personnel will remain an essential communication tool.

The Credit by Demonstrated Mastery website provides information for any student interested in applying. Governor's School information may be accessed via the state Governor's School website.

The Newton-Conover AIG Program personnel believe that extracurricular, summer, and in-school opportunities enrich and enhance gifted students' academic and social/emotional growth. The AIG Coordinator informs parents/guardians and students of summer gifted opportunities and other interests throughout the school year.

Newton-Conover City Schools provides numerous opportunities for parents and guardians, as well as students from diverse populations, to participate in special events such as Parent-Teacher Nights and cultural events. The AIG Coordinator and AIG Director recognize the importance of providing equal and equitable opportunities for all students, with communication ranking at the top of these needs.

The AIG Coordinator provides information to stakeholders on current research, activities, and programs for gifted students. Grades K-12 provide opportunities for extracurricular activities such as Robotics, Math Olympiad, STEM activities, Science Olympiad, Envirothon, Quiz Bowl, Battle of the Books, Hour of Code, yearly Career Fair, and other clubs for gifted students. Parents/guardians and community members are encouraged to play important roles in these and other extracurricular events.

Often parents/guardians and students are not aware of these opportunities, especially when they are not communicated in native languages. Our district employs a parent liaison/interpreter to assist with translations and cultural bridges. The district provides translations of correspondence to parents/guardians as needed. The EL personnel and other support staff are also available to inform parents/guardians and the community of student opportunities.

The following are a few examples of AIG programming that may be shared with all stakeholders:

- District, school, and AIG department websites

- District, school, and AIG newsletters
- Local newspaper announcements/accolades
- Parent/guardian notifications via email or letter
- N-CCS calling system
- Parent and community meetings
- School Curriculum Nights
- Brochures, pamphlets, and presentations

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include, but are not limited to, the following:

- To continue to build partnerships throughout the community as a means of including additional business leaders and a broader representation of community members in AIG initiatives.
- To increase district and school-level communication with parents/guardians of AIG students
- To utilize Aptegey, Remind, Class Dojo, Canvas, or One-Call messages to update parents/guardians of scheduled meetings
- To continue to improve the AIG web page to keep students and parents/guardians informed
- To initiate and support additional extra-curricular activities for AIG students, families, and the community
- To invite additional local businesses and industries to participate in AIG student and parent events, field trips, or exhibitions
- To promote sponsorships for extra-curricular activities and programs
- To have the AIG Coordinator present at the high school open house as a point of contact for parents.

**Planned Sources of Evidence**

\* Parent conferences and meetings

\* Annual review of DEPs



\* Additional partnerships with businesses and community organizations

\* AIG web page

\* Community partnerships that provide access to program initiatives

**Type**

**Documents**

**Document Template**

**Document/Link**

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

The Newton-Conover AIG Program has written the 2025-2028 Local Plan by state legislation and SBE policy. It has been approved by the local Board of Education and submitted to the State Board of Education/DPI on or before the required submission date. According to the legislation, an AIG Task Force solicited feedback from stakeholders and used this feedback in revising the Local Plan. The 6 Standards and all practices have been fully addressed, along with an additional AIG Procedures Manual and Appendix. Any amendments to the Newton-Conover City Schools' AIG Local Plan before the 2025 plan is written will require Board of Education approval. Procedures and forms are updated annually and/or as needed with Task Force approval but not necessarily Board approval.

According to the stipulations in Article 9B legislation, Newton-Conover City Schools and the AIG Program have established an AIG Task Force committed to developing and revising the 2025-2028 Local Plan. The AIG Task Force membership represents a variety of stakeholders from across the district.

The self-assessment also provided a clear understanding of the program's strengths and areas needing improvement. Throughout this Plan cycle, the Task Force will continue to evaluate identification criteria, instructional service options for identified students, and other required facets of the district AIG Plan.

The AIG Coordinator and the AIG Director have reviewed various sources of program information and feedback while revising the 2025-2028 Local Plan. The valuable input from surveys of stakeholders, AIG Review Team meetings, PLC reviews of student data, AIG Coordinator student performance reviews, and informal teacher discussions on areas for program improvement are just a few of the multiple sources used in the district's AIG Program revision. State and national standards, research-based best practices and strategies, and regional AIG conferences/webinars/correspondence are additional sources for continuous program improvement of the Newton-Conover City Schools' AIG Program.

The AIG Coordinator and AIG Director participate in local, regional, state, and national professional learning opportunities, gathering formal and informal feedback from gifted experts regarding AIG procedures and services. The stakeholder surveys will be disseminated and reviewed yearly. The survey results provide valuable program strengths and needs. Research-based best practices and strategies, regional webinars and meetings, and state institutes served as resources for developing and revising this plan.

Student interviews, survey feedback, Advisory groups, the AIG Task Force, and district-wide strategic surveys are but a few of the multiple sources of data utilized in the review and revision of the district's Local Plan. Student achievement data will continue to impact the program goals, initiatives, and services of the N-CCS Local Plan.

Plan Evaluation (by AIG Task Force):

- The team is divided into groups and asked to review a specific standard.
- Each group edits its response to the standard to ensure it is aligned with the standard, meets recommendations from the previous plan review, and that the listed practices are still in place.
- Peer review - each team will then review a standard completed by another team to provide feedback.
- The AIG Coordinator will take all feedback and finalize the plan.
- The AIG Director will present the plan to our local board of education.

Program Evaluation

The AIG Task Force will:

- Analyze the growth of AIG students
- Analyze AIG students by subgroup and determine if we are appropriately identifying underrepresented students.
- Analyze the drop-out report of AIG students and compare to previous years
- Analyze survey data from stakeholders

**\* Practice B**

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

The implementation of Newton-Conover City Schools' AIG Program is monitored and evaluated to ensure compliance with legislation. The AIG Director, AIG Coordinator, and AIG Task Force continually and consistently monitor and assess the implementation of identification, services, and all components of the program. The AIG Coordinator directly monitors and adjusts program implementation due to their involvement with school-level AIG Review Teams, counselors, AIG students' teachers, and enrichment pull-out services at the elementary level.

The Chief Academic Officer (AIG Director) and AIG Coordinator are in regular communication with the NCDPI AIG Department to ensure that the Newton-Conover City Schools' AIG Program is aligned with current legislation and state policies. Safeguarding the rights of students and parents/families, the district's Local Plan has Due Process procedures in place. All pertinent information regarding legislation and policies is communicated to the AIG Task Force and used to evaluate the implementation and alignment of the Newton-Conover City Schools AIG Program. The district AIG Program has been reviewed annually by the AIG Task Force. The Task Force's and stakeholders' self-assessments were invaluable in evaluating and revising this Local AIG Plan, ensuring alignment with state AIG Program Standards.

The AIG Review Teams at each school site monitor implementation daily and are apprised of current legislation, curriculum modifications, and district procedures. The informal collection and discussion of data in the weekly PLC meetings and/or AIG meetings help identify areas of strength and weakness.

During the 2025-2028 cycle, site monitoring will be implemented to ensure the effective execution of the AIG Plan and to assess the academic growth and overall success of AIG students. This process will provide valuable insights to refine and enhance program effectiveness.

**\* 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.

The Chief Academic Officer (AIG Director), AIG Coordinator, and AIG Administrative Assistant of Newton-Conover City Schools carefully monitor the use of allotted state funds and local funds if applicable, for the local AIG Program. Per state guidelines and policy, AIG funds are utilized for gifted programming and services. The AIG Director ensures the appropriate use of state funds through monthly reports and careful monitoring. These funds are primarily used for salary and benefits and professional development activities such as sending a representative to the North Carolina Association for the Gifted and Talented Conference, updating the AIG Lending Libraries at both the district and school level, and purchasing other needed instructional materials to support the education of gifted students in Newton-Conover City Schools.

**\* 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.

Program accountability and evaluation are essential to ensuring both the success and continuous improvement of educational initiatives. Actively involving key stakeholders throughout this process strengthens its effectiveness and impact.

At Newton-Conover, the AIG Program and school system are committed to using both formative and summative data, alongside a deep understanding of the unique traits of gifted students, to identify and support their growth. To better serve these students and provide a curriculum that meets their academic and affective needs, the AIG Coordinator and support personnel collaborate to analyze and share performance and dropout data. This data-driven approach enables teachers and administrators to make informed decisions, ensuring that instructional practices are tailored to support the success of AIG students.

AIG students are held to high standards, and therefore, teachers must analyze their performance quarterly to determine areas of strength and weakness. This process is completed through Professional Learning Community meetings, where teachers and other personnel meet to discuss ways to improve weaknesses. A systematic approach is developed to meet the needs of AIG students and provide support, ensuring that all AIG students are served equitably and fairly. This information is shared with all stakeholders and action is taken when deemed necessary.

The AIG Coordinator and AIG Director analyze consolidated AIG student data to ensure appropriate programming and services aligned with local and state improvement initiatives.

- The Accountability Director will provide a report of AIG student growth and achievement by subgroups.
- The AIG Task Force will disaggregate data periodically to determine if student needs are being met
- The AIG Task Force will monitor the data
- The AIG Coordinator will work with the Accountability Director and the High Schools to create a drop-out report
- The AIG Coordinator will interview AIG drop-out students to determine why the student dropped out.
- The AIG Task Force will evaluate the program to determine its effectiveness and equity of the program.
- Provide annual updates on the AIG program's state to stakeholders.



**\* 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.

Underrepresented populations in Newton-Conover continue to show a gap in qualifying for gifted and talented services. Demographic information is maintained in the AIG database as well as in PowerSchool, assisting the AIG Coordinator in awareness and efforts to close the gap. Over the past three years, there has been a greater emphasis on monitoring the identification and retention of students from diverse cultures, ethnicities, and disadvantaged socioeconomic backgrounds who are English language learners, highly gifted, or twice-exceptional.

All AIG data, including basic demographics, retention data, and data to show Advanced Placement and Honors courses taken, is kept on file. The AIG team at each school meets to review all possible candidates for screening and AIG placement. The determination of placement is made based on the Local Plan placement criteria. The team considers all candidates, closely monitoring the underrepresented populations. The team considers students who have achieved a verbal or non-verbal score of 87 or higher on the CogAT and a level 5 on either the Reading or Math EOG to ensure that all underrepresented candidates are identified or eligible.

The CogAT provides culturally/ethnically diverse students an opportunity to demonstrate aptitude through an assessment that does not require a strong command of the English language. The CogAT consists of three separate evaluations - verbal, non-verbal, and quantitative. Students will take the CogAT components over three days in third grade. Each assessment will take approximately 30 to 45 minutes. Parents can learn more about the CogAT Aptitude Test by visiting the CogAT website: <http://www.hmhc.com/hmh-assessments/ability/cogat-7>

Our four pathways in the 2025-28 Local Plan will provide an avenue for identifying those under-represented, highly gifted, and/or twice-exceptional students. By analyzing data trends for this Plan, the Task Force and AIG staff can make informed improvements in screening, identification, and service to our gifted population.

**NCCS' demographics:**

American Indian 0.08%

Asian 8.33%

Hispanic 31.29%

Black 10.53%

White 39.81%

Multi-Racial 9.95%

AIG demographics

American Indian 0%

Asian 5.4%

Hispanic 17.7%

Black 4.1%

White 63.3%

Multi-Racial 9.9%

N-CCS has identified the subgroups of Hispanic and Black students as our underrepresented populations in AIG. To address this issue, N-CCS implemented Pathway 3 which allows students to be identified with two consecutive years with a level 5 in a subject of the EOG/EOC as well as Pathway 4 which is a student portfolio.

Our district employs a parent liaison/interpreter to assist with translations and cultural bridges. The district provides translations of correspondence to parents/guardians as needed. The EL personnel and other support staff are also available to inform parents/guardians and the community of student opportunities.

During MTSS data dives, teachers will identify potential candidates for the AIG program. These names will be taken to the AIG Coordinator who will determine the next steps (testing, portfolio, etc.).

Check-ins with the underrepresented AIG students will occur biannually, led by the AIG coordinator.

The AIG Coordinator or a representative would take minutes from these meetings to document that these meetings and check-ins occurred each year.

**\* 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 Newton-Conover City Schools' Human Resources department maintains an accurate report of credentials of all personnel serving AIG students, K-12. These credentials are current and reflect AIG licensure, a highly qualified status, AP certification, and other professional development that address the academic and social/emotional needs of gifted learners.

The credentials of teachers serving gifted students are monitored by the district's Personnel Director, Licensure Specialist, AIG Director, AIG Coordinator, and school administrators to ensure that identified students receive instruction from teachers who meet the qualifications to work directly with AIG students.

As our district continues to provide local certification and measures to promote state Add-On licensure, the pool of AIG teachers will increase which will provide students additional support in all subjects and affected areas.

N-CCS will continue to team with NWRESA to offer a 60-hour course aligned with the gifted praxis. This course will be recognized by Region 7 as local certification for all districts.

**\* Practice G**

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

Newton-Conover City Schools and the Academically and Intellectually Gifted (AIG) Program recognize the value of ongoing feedback from all stakeholders in fostering program growth and continuous improvement. Open communication and stakeholder input are essential to ensuring the program meets the needs of students, families, and educators. While feedback from students, teachers, and parents or guardians is consistently gathered, the district is committed to implementing systematic evaluation processes that also engage community members.

To support this effort, surveys will be distributed to all stakeholders, including students, parents, and staff, to collect meaningful and actionable feedback. The AIG Coordinator will review the survey results, using the insights to inform the program's self-assessment, identify areas of strength, and guide necessary revisions to enhance the overall effectiveness of the AIG program.

**\* Practice H**

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

Effective program evaluation relies on both data collection and stakeholder feedback. Equally important is the transparent dissemination of this information to drive continuous program growth and improvement. Newton-Conover City Schools and the Academically and Intellectually Gifted (AIG) Program recognize the importance of maintaining and enhancing data collection and communication efforts.

To ensure public awareness and understanding of the AIG Program and its student population, Newton-Conover City Schools is committed to providing clear and accessible data. While the NC School Report Card provides overarching grade-level insights, there is a need to highlight specific AIG-related data through dedicated channels, such as the district website, newsletters, and other communication channels for stakeholders. Additionally, this information will be shared during Differentiated Education Plan (DEP) parent meetings and other AIG-related events.

As part of the 2025-2028 AIG Plan, the AIG Task Force and staff will develop a structured framework for sharing data with all stakeholders. To ensure transparency, accountability, and data-driven improvements to AIG programming and services, this information will be disseminated through various channels,

including:

- Fact Sheets – Concise summaries highlighting key AIG data and program insights.
- District Website – A dedicated AIG section providing the current AIG plan and resources.
- Newsletters – Regular updates shared with parents, staff, and community members.
- Social Media & Digital Communications – Engaging posts and announcements to increase awareness and accessibility.
- Parent Meetings & Workshops – Presentations during Differentiated Education Plan (DEP) meetings and other AIG-related events.
- Board of Education Reports – Formal presentations to district leadership and stakeholders.
- Community Outreach Events – Opportunities to share information through forums, town halls, and local partnerships.

By leveraging these communication methods, Newton-Conover City Schools aims to enhance public understanding of the AIG Program and ensure informed decision-making that supports student success.

**\* Practice 1**

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.

Newton-Conover City Schools is committed to ensuring that all stakeholders have clear, accessible, and well-documented due process rights and procedures related to the Academically and Intellectually Gifted (AIG) Program. These rights are communicated to parents and guardians both verbally and in writing upon request.

All components of the district's AIG Local Plan are approved by the Newton-Conover Board of Education and submitted to the North Carolina Department of Public Instruction for review and recommendations.

Procedures for Informed Consent for Placement

The process for identifying and placing students in the AIG Program follows a structured and transparent approach:

1. School Screening: Students are initially screened based on established district criteria.
2. AIG Team Review: AIG Coordinators collaborate with the school's AIG team to reach a consensus on student placement.
3. Parent Consultation: The AIG Coordinator meets with parents/guardians to discuss placement decisions.
4. Consent and Placement: Parents/guardians sign consent forms, and students are officially placed in the program.

Procedures for Reassessment

Students are reassessed annually based on multiple measures, including:

- The district's Wait and Watch List



- The previous year's End-of-Grade (EOG) and End-of-Course (EOC) scores

- Teacher recommendations

Transfer Students Identified as AIG in Previous Districts

Students identified as Academically/Intellectually Gifted (AIG) or its equivalent in another school district will be reviewed by the Newton-Conover AIG Review Team upon receipt of their records. However, previous identification does not guarantee AIG status in Newton-Conover City Schools. Students must meet the district's identification criteria, as outlined in the Differentiated Service Options and Criteria, to qualify for gifted services.

Request for Evaluation in Atypical Circumstances

In cases where additional assessment data is required, such as missing test scores or absences from testing sessions, written permission for further evaluation must be obtained from parents/guardians.

If a student has been nominated for gifted services but lacks a previous aptitude test, an individual assessment may be conducted by the AIG Coordinator or another qualified evaluator. The AIG Review Team must determine whether additional testing is necessary and submit a written request. Achievement tests may also be administered individually if deemed appropriate.

As stipulated in Article 9B, the Local Plan guides all programming and services for gifted students in the LEA. The Newton-Conover City Schools' AIG Program believes in protecting the rights of all students, including AIG students, through appropriate, fair, and equitable policies, procedures, and practices.

The district's AIG Local Plan describes the roles and responsibilities of the personnel involved in the AIG Program. Identification procedures, service delivery, and other pertinent components of programming are stipulated and approved by the local Board of Education. Stakeholders can easily access the Local Plan online at the NCCS website as well as the disagreement protocol of procedures for resolving a disagreement. These procedures are outlined in the Procedure to Resolve Disagreements found in the AIG Program Local Plan (see below).

The appeals process begins at the school level, and if not resolved, proceeds to the next level(s) of intervention.

Procedures for Resolving Disagreements

Newton-Conover City Schools is committed to ensuring fair and equitable policies for all AIG students. In the case that the parent(s)/guardian(s) do not agree with a decision made by the AIG Review Team that a student not be identified as academically/intellectually gifted or if the AIG service(s) offered are not considered by the parent(s)/guardian(s) to be appropriate, the following procedures will be utilized to resolve disagreements:

I. School Level Appeal

1. Committee Conference

1. Parents/guardians may request a conference with the AIG Review Team to discuss concerns.

2. The team will review records and gather additional information as needed.

3. A conference will be scheduled within 10 school days of the request.

4. A written response will be provided within 10 school days following the conference.

2. Principal Conference

1. If unresolved, parents/guardians may submit a written request for a conference with the school principal.
2. The principal will review the committee's recommendation and respond in writing within 10 school days.

II. Central Office Level Appeal

1. AIG Director

1. Parents/guardians may appeal the principal's decision in writing to the AIG Director within 5 school days of receiving a response.
2. The AIG Director will review the case and provide a written response within 10 school days.

2. Superintendent/Associate Superintendent

1. If the issue remains unresolved, parents/guardians may submit a written appeal to the Superintendent or Associate Superintendent within 5 school days.
2. A written decision will be provided within 10 school days.

III. Board of Education Level Appeal

- If disagreements persist, parents or guardians may submit a written appeal to the Board of Education within 10 school days of receiving the superintendent's response.
- The Board will issue a final written decision within 30 calendar days of hearing the appeal.

IV. Administrative Law Judge Appeal

- If the issue is not resolved at the Board of Education level, parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes.
- The review will determine:
  - Whether the school district correctly identified or failed to identify the student as AIG.
  - Whether the Local Plan has been implemented appropriately for the student.
- An Administrative Law Judge will issue a decision, and this decision is final and binding.
- Attorney's fees for legal representation are not reimbursable, regardless of the outcome.
- A final decision will be provided to the school district and parents/guardians within 45 calendar days following the hearing.

Consent Forms and Documentation

All screening, identification, evaluation, talent development, and informed consent forms are documented and securely maintained for five (5) years after the student's high school graduation.

The Procedures for Resolving Disagreements are readily accessible:

- Online via the Newton-Conover City Schools website.
- In print, upon request.
- Within the AIG Local Plan, which includes Article 9B, Disagreement Procedures, and Consent Forms for stakeholder reference.

Newton-Conover City Schools is dedicated to protecting the rights of all students through fair, transparent, and equitable policies and procedures. The district remains committed to ensuring that every identified AIG student receives appropriate services that foster academic growth and excellence.

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

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- To monitor and review AIG student performance data concerning drop-out rates
- To analyze AIG performance data quarterly to determine strengths and weaknesses
- To develop a systematic approach to improve weaknesses determined by data
- To share AIG student data at the school and district level
- To examine demographic enrollment and retention data in Advanced Placement and Honors courses

To monitor the offerings for AIG students such as AP classes, etc. offered at each high school

**Planned Sources of Evidence**

\* AIG Coordinator job description

\* Survey feedback from students, parents, guardians, teachers, administrators, and other stakeholders

* School-level AIG Review Teams		
* Due Process procedures		
* Screening Pool		

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



**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/19/2025 

AIG Related Documents

**Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Required Documents**

**Type** **Document Template** **Document/Link**

Local Board of Education Approval Signatures [Upload at least 1 document(s)]  [Local Board of Education Approval Template](#)  [Newton-Conover System Commitment](#)

**Optional Documents**

**Type** **Document Template** **Document/Link**

AIG Standard 1 Additional Resources N/A

AIG Standard 2 Additional Resources N/A

AIG Standard 3 Additional Resources N/A

AIG Standard 4 Additional Resources N/A

AIG Standard 5 Additional Resources N/A

AIG Standard 6 Additional Resources N/A

Glossary

Newton Conover City Schools (182) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition