

Mission/Vision Statement and Funding	<p>Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</p> <p>* LEA Superintendent's Name: William Breedlove</p> <p>* LEA AIG Contact Name: Lee, Alissa - alissa_lee@pender.k12.nc.us ▼</p> <p>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. 115C-150.5).</p> <p>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.</p> <p>For 2025-2028, the Local AIG Plan is as follows:</p>
* Mission and/or Vision Statement(s)	<p>Mission: AIG All Day, Every Day</p> <p>Pender County Schools Vision for local AIG program: Pender County Schools is committed to providing an appropriate and challenging educational program within an environment that encourages advanced communication, creative and critical thinking, problem-solving, personal development, and knowledge application. All teachers will facilitate the enrichment, extension, and acceleration of the core curriculum for high-achieving and gifted learners from all racial, cultural, and economic backgrounds.</p> <p>Goals of the AIG Program:</p> <ul style="list-style-type: none"> Recognize academically and intellectually gifted students across all subgroups in K-12 to reflect current site populations Enrich and extend the core curriculum to challenge gifted learners in their identified areas of strength as part of the overall educational program Provide opportunities for gifted learners to collaborate with like-minded peers to foster cognitive, academic, and social-emotional growth Provide K-3 students with challenging and engaging experiences to develop their abilities and talents Provide 4-12 students with enrichment opportunities that focus on academic strengths, interests, abilities, and talents while frontloading necessary skills and knowledge to ensure a strong foundation for further growth

- Communicate with stakeholders (students, parents, teachers, and community) about the gifted education program to ensure collaboration, feedback, support, and continuous improvement

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 659,486.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
<p>* Practice A</p> <p>Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.</p>	<p>Pender County Schools (PCS) has established consistent, county-wide procedures for the screening and referral of K-12 students who are nominated for potential identification in the Academically or Intellectually Gifted (AIG) program and/or Talent Development.</p> <p>Criteria are clearly communicated to stakeholders through various channels, including detailed website resources, recorded presentations, faculty meetings, professional development sessions, and direct communications such as meetings and email notifications with parents. Additionally, the district AIG team shares a monthly newsletter that provides updates and references to our processes, further enhancing transparency and accessibility.</p>
Standard 1A	<p><u>Referral Process for K-12</u></p> <p>Nominations are made by staff members, parents/guardians, or students through self-nomination. Assessments in grades K-12 are utilized to establish AIG identification. All AIG nominations require the review of multiple data points in the areas of achievement, ability, and artifacts.</p> <p>The school-level team comprised of, but not limited to, the MTSS lead, AIG Specialist, classroom teacher, and other support staff) collaborate to provide, review, and triangulate multiple sources of student data, assessing all students' individual needs and determine if screening is needed for talent development services or identification. For consistency and fidelity, decisions are analyzed and finalized by the district team.</p>
<p>Universal Screening for Grade 3</p>	<p>The district AIG team, along with district leadership and school administration, utilizes a universal screening process for all third-grade students. Universal screening for grade three students will include the administration of the Cognitive Abilities Test (CogAT) as a measure of aptitude. Universal screening will also include a review of achievement data from sources including, but not limited to, the Beginning of Year (BOY) Reading assessment and nationally normed math diagnostic assessments for grade 3 students.</p>
<p>Screening for Grades K-8</p>	<p>For grades K-8, the screening process is led by AIG specialists. In collaboration with school counselors, teachers, administrators, and families, these specialists will review existing achievement data, including, but not limited to:</p>

▪ Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8

▪ 6-8 iReady diagnostic math and reading assessments

▪ 6-8 CommonLit reading assessments

▪ Star Renaissance

▪ mClass

▪ Benchmark testing results

▪ The Grade 3 Beginning of Year (BOY) Reading Assessment

▪ End of Grade (EOG) scores

▪ End of Course (EOC) scores

▪ Other state or nationally normed assessments.

▪ Classroom performance may also be considered as part of the screening process.

▪ Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)

The screening outcomes may lead to decisions regarding formal identification for gifted services that meet district criteria outlined by the local AIG plan, placement in talent development programs, or confirmation that the current general education placement is the most appropriate for the student.

Screening Process Grades 9-12

In grades 9-12, the high school gifted specialist reviews academic transcripts based on continued success in Honors/Advanced Placement (AP) coursework, EOC exams, American College Testing (ACT), Pre-Scholastic Aptitude Test (PSAT), or AP exams to determine if students who are not already identified need additional screening/testing.

Transfer Student

Transfer students with documented identification from another school system will be recognized as part of the PCS AIG identified population. The AIG specialist will then review the provided data and evidence. The student's area of identification, appropriate service options, and placement will be determined and implemented accordingly.

*** 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.

PCS has established a thorough process and set of criteria for identifying AIG students. This process provides multiple opportunities to uncover a student's aptitude, achievement, or potential to achieve. The criteria include both qualitative and quantitative data, creating a comprehensive learner profile. AIG Specialists collaborate to ensure identification is consistent across the district.

Due to their rapidly changing academic, intellectual, and social-emotional development, students in grades K-3 are typically not formally identified as gifted. They are served in fluid talent development groups.

Students in 4th-12th grade are identified utilizing both local and national norms from multiple points of data, such as, but not limited to, CogAT, EOG, and Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales). Students demonstrating excellence on more than one norm can be identified.

Three Categories of Identification Criteria

- **Aptitude:**
 - Measured using standardized, nationally normed aptitude tests
 - Approved assessments include the Cognitive Abilities Test (CogAT), CogAT Screener, Otis Lennon School Abilities Test (OLSAT), and Naglieri Nonverbal Abilities Test (NNAT)
- **Achievement:**
 - Documented through standardized, nationally normed achievement tests
 - Examples: Iowa Test of Basic Skills (ITBS), ACT, PSAT, SAT, North Carolina (NC) EOG/EOC data, AP Exams, and others
- **Artifacts:**
 - Collected samples that showcase advanced skills or characteristics.
 - May include observation checklists (e.g., Renzulli Scale), student work samples, benchmark assessments, and student success data.

In most cases, a student must meet at least **two out of three** criteria for AIG identification.

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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.

PCS ensures that AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. The populations include students from various cultural and ethnic backgrounds, economically disadvantaged students (EDS), multilingual learners (ML), highly gifted students, and twice-exceptional students.

As of Spring 2025, PCS has a student population of 10,956 students consisting of:

Category	No. of Students	Percent of Population
Pre-K-5:	3379	31%
6-8:	2667	24%
9-13:	4910	45%
Males:	5714	53%
Females:	5242	47%
Caucasian:	7090	65%
African-American:	1143	10%
Hispanic:	1989	18%
Other (Multi, Asian, Native American):	113	<5%
AIG:	1361	12%
EC:	1502	14%
ML:	822	8%
Migrant:	33	<1%

The total of 230 students are identified as McKinney-Vento.

PCS monitors and analyzes academic, social-emotional behavior, and attendance data at the district and individual school site level to ensure populations of students from various cultural and ethnic backgrounds, EDS, ML, highly gifted, and twice-exceptional are assessed as needed for potential AIG services. The AIG Specialist partners with Title I, the Exceptional Children’s (EC)

Department, ML, and other departments to collect and analyze data to enhance screening, referral, and identification procedures. PCS administers a universal screener where all students are given the opportunity for possible AIG identification assessment using the CogAT as a universal screener once in their elementary years. Alternative assessments are offered and utilized when needed to provide equitable access to identification testing for all student populations. In addition, PCS offers a multiple pathway identification plan using both quantitative and qualitative data that provides opportunities for under-represented populations to meet the criteria needed for AIG identification.

K-3 students may qualify for gifted identification based on the following criteria:

- In grades K-3: All county-wide reading and math diagnostic assessments given in these grade levels are considered universal screeners. Scores are analyzed by the classroom teacher(s), administration, and AIG Specialist to find the top students in each subject area and grade level. These students are considered for AIG identification.
- A score in the 95th percentile or higher in one or more areas on a grade-level abilities test and Renzulli Scales will be collected to create a comprehensive learner profile as identification evidence.

These instances will also be considered for identification:

- A student scoring above grade level in state reading comprehension assessments (if applicable).
- A student who has gained early entry into kindergarten based on the state and local policies and the requirements for early entry to kindergarten (if applicable).
- Intensive support through the MTSS process indicates that a student is consistently exceeding the growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.
- The AIG specialists collect and examine BOY and MOY data of student subgroup populations and determine identification, talent development services, or continuous monitoring of data trends.

Grades 4-8 students are identified as AIG with 90% or higher rating in two out of the three categories of achievement, artifact, and aptitude.

Achievement criteria may include but are not limited to:

- 98 - 99 percentile superior rating in any subtest area of aptitude assessment
- 99 percentile score on NC Reading and/or Math EOG or BOG (Grade 3)
- Minimum of three years of high achievement, 90+percentile on summative, standardized testing, such as the EOG
- Minimum of three years of high performance as measured by teacher rating scale in an advanced small or whole group setting.

- ITBS

Abilities criteria may include but are not limited to:

- Scores from the CogAT used as a universal screener
- OLSAT
- NNAT

Artifacts may include but are not limited to:

- Observation checklists (student, parent, teacher)
- Rating scales, such as the Renzulli Scales or other observable behaviors checklist
- Student feedback or interviews
- District-created benchmark assessments
- Student support data
- Advanced student work samples; AIG work samples
- EOG/EOC

In grades 9-12, students who are nominated for gifted identification are assessed on the criteria listed above, if available. If it is not available, any two of the criteria below can also be used for AIG identification:


- Academic transcripts where consistent success with Honors/AP and/or dual enrollment classes is documented
- Unweighted 3.5 grade point average or higher
- Top 10% of their class
- Scores in the 90th percentile or higher on the EOCs, ACT, ACT Aspire, PSAT, SAT, or AP exams

PCS 2025 Spring AIG Headcount data reveled the following:

AIG Identified by Ethnicity					
	Asian %	Black %	Hisp %	Native Amer	Multi %
					White %

<p>This information is maintained by the AIG Specialist Team and monitored by the AIG Coordinator. A district-based committee composed of AIG team members uses the criteria to make identification decisions annually to ensure consistency in AIG placement.</p> <p>Once identification has been determined, it is entered into the district's state information system (SIS). The testing score records and the Advanced Differentiation Educational Plan (ADEP) forms are placed as a packet in the front of the student's cumulative record to ensure this information will follow a student throughout schools in or outside of the district.</p> <p>Internal auditing of AIG school records ensures that screening, referral, and identification processes are implemented consistently across the district during monthly AIG team meetings and through AIG evaluations conducted by the AIG Director. The AIG identification process is shared with school administrators, Central Services, and local board members during district meetings.</p> <p>The AIG Director is a member of the district's Instructional Services Department team and, as such, attends meetings with other curriculum and instruction leaders. This team meets regularly, and the AIG Director uses this platform to share important AIG identification information to ensure consistent implementation throughout the district.</p>	<p>* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.</p> <p>PCS provides information about the AIG Program screening, referral, and identification processes to all stakeholders through multiple modes and formats. This information is available in the student's home language to ensure broad community access. During the first quarter of the school year, PCS AIG Specialists will hold the following sessions:</p> <ul style="list-style-type: none"> ▪ An in-person, district-wide informational session at a central district location for parents/guardians and students. ▪ A virtual information session is available at individual school sites as needed for parents/guardians and students. ▪ A school-based presentation for teachers during a staff, PLC, or school leadership meeting. ▪ A video presentation is available to the community on the PCS AIG web page. <p>Beyond the start-of-year sessions, stakeholders can access PCS AIG policies and procedures on the district website and through each school's website. School-based websites direct stakeholders to the PCS AIG Specialist Informational page, which contains contact information for specialists and details about the referral and identification process (including visual representations of the steps and data requirements). To foster a culture of consistent information sharing, the PCS AIG staff will follow this schedule:</p> <ul style="list-style-type: none"> ▪ Q1: Parent/guardian informational meeting, staff professional development “booster” sessions on AIG student needs, monthly newsletter to parents/guardians, and website updates as needed ▪ Q2: Ongoing monthly newsletter to parents/guardians
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<ul style="list-style-type: none"> ▪ Q3: Ongoing monthly newsletter to parents/guardians, parent/guardian notification of nomination and/or permission for additional data collection, and notification of CogAT testing and its purpose ▪ Q4: Ongoing monthly newsletter to parents/guardians, results of CogAT testing, and outcomes of the identification process, including any additional data from ITBS or OLSAT testing. 	<p>* 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.</p>
<p>The district AIG Team collects and analyzes student referral data to ensure consistency in placement. Results of the AIG identification process, as well as gifted placement and services, are specified on forms that are consistently used across the district. These forms are sent to each nominee's parents/guardians, along with an invitation to attend an initial review meeting. An initial review meeting is held with parents/guardians via phone, in person, or virtually, depending on the parents'/guardians' availability. These forms are reviewed annually with parents/guardians to ensure that they are communicated clearly and effectively. Information is offered in the families' home language upon request.</p> <p>At the K-5 level, a gifted specialist consistently reviews student data with teachers, parents, and families. The expectation is that families are met with at least annually and communicated with regularly.</p> <p>At the 6-12 level, the gifted services contact is typically the counselor and the secondary gifted specialists. These contacts will work with students and their families on their Career Development Portfolio (CDP) and serve as a liaison between parents/guardians and district gifted leadership.</p> <p>Upon transfer to another school within or outside of PCS, the form will accompany the student's cumulative folder as evidence and documentation for AIG identification or the evaluation for AIG identification.</p> <p>Regardless of grade level, parents/guardians are provided with a summary of the student's referral data at any initial placement meeting. This summary includes copies of the DEP, testing results, and any other data used in the decision-making process. At annual DEP conferences, copies of any updated paperwork are also provided to parents/guardians.</p>	<p>* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.</p> <p>The DEP outlines the appropriate instructional strategies to meet the needs of AIG students. The document indicates the responsibilities of the district administration, the classroom teachers, and the AIG specialist. Examples include</p>

<ul style="list-style-type: none">cluster grouping and enrichment: depth and complexity through project-based learning, thematic units, and independent projectsacceleration: early access to advanced curriculum or grade skippingpersonalized learning: tiered assignments, flexible grouping, and choice-driven assignments <p>The plan is formalized in a clear and accessible document outlining the differentiated curriculum, instructional strategies, service options, and any additional supports.</p>			
* Ideas for Strengthening the Standard Explore the use of tiered identification and tiered services Continue to strengthening K-3 talent development by exploring different models Continue to encourage teachers to use practice activities prior to universal screeners in order to introduce and provide opportunity for students to see the types of problems they will be given.			
Planned Sources of Evidence			
	* Identification rosters		
	* Nomination forms and spreadsheets		
	* Disaggregated data with demographics		
	* Copies of website information, phone call transcripts, emails and recorded school/parent/guardian meetings		
		Documents	
Type	Document Template	Document/Link	
AIG Standard 1 Additional Resources	N/A	 PCS Identification Pathway Document	

Standard 2: Comprehensive Programming within a Total School Community	Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
<p>Standard 2: Comprehensive Programming within a Total School Community</p> <p><i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i></p>	<p>* Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.</p> <p>PCS is committed to delivering comprehensive K-12 Academically or Intellectually Gifted (AIG) services that support the academic and intellectual needs of gifted learners across all content areas and learning environments. These services are designed through a collaborative approach involving various personnel, including but not limited to administrators, classroom teachers, AIG specialists, and guidance counselors. Ensuring equitable access, these services are provided consistently to all students, regardless of demographic background or economic status.</p> <ul style="list-style-type: none"> ▪ Talent Development Program The Talent Development program serves students in kindergarten through twelfth grade who demonstrate academic and intellectual strengths within the school setting and exhibit a need for advanced learning. This program supports students on the pathway to formal AIG identification. Services may include, but are not limited to, push-in and pull-out instruction with the AIG specialist, cluster grouping, compacted course offerings, providing direct and/or indirect support for regular education teachers, and advanced placement opportunities, depending on the grade level. ▪ Academically Gifted (AG) Students Academically Gifted students in grades four through twelve receive an individualized service plan tailored to their identified areas of strength, which may include Reading, Math, or both. In grades 4-5, these students may participate in pull-out services with the AIG Specialist while also being cluster-grouped within the general education setting. In grades 6-12, they continue to benefit from cluster grouping and are provided opportunities for advanced coursework and placement. ▪ Intellectually Gifted (IG) Students Intellectually Gifted students in grades four through twelve require specialized support that fosters their intellectual strengths while addressing their unique academic needs. These students also receive individualized service plans. If assessment data indicates a particular academic strength, IG students in grades 4-5 may receive pull-out services alongside AG or AIG students in that subject area. Additionally, IG students are cluster-grouped within the general education setting and have access to advanced placement opportunities in grades 6-12.

The LEA intentionally utilizes **cluster-grouping**, or placing the gifted students together within the same classroom with a teacher who utilizes specific differentiated strategies for gifted learners, allowing the needs of gifted students to be met through intentional learning experiences. A cluster grouping model may include a group of AIG students being placed in a classroom together, usually representing at least one-third of the classroom. (For schools with less than ten AIG students in a grade-level, a minimum of five AIG students should be placed in the same classroom with like identifications). The model may also include a teacher who is AIG certified or has professional development in gifted education and has a desire to work with gifted students in flexible grouping within small groups based on readiness, interests, and abilities within the classroom.

Elementary School Level (K-5)

- An AIG Specialist is assigned to each school with a schedule that ensures identified students receive weekly support.
- Intentional cluster grouping is provided within classes or grade levels for students needing advanced instruction in reading and/or math.
- Intentional in-class flexible grouping is implemented based on observations and student data, focusing on students' strengths and potential.
- Differentiation is provided by the classroom teacher across all content areas daily.
- Grade/subject acceleration is offered when appropriate.
- Talent development services are available for students who demonstrate a need for content, subject, or grade acceleration. Eligibility is determined through the MTSS process, which identifies students consistently exceeding their growth goals as outlined in the Student Success Partnership Agreement (SSPA).
- Screening for early entrance to kindergarten is offered.
- The AIG Specialist delivers either pull-out or push-in enrichment services for identified and talent development students.
- During pull-out sessions, AIG Specialists facilitate targeted activities that extend students' abilities through enrichment opportunities, emphasizing higher-level questioning, problem-solving skills, and creativity. Resources for these activities include, but are not limited to:
- AIG Specialists collaborate with classroom teachers to support daily differentiation for students. Identified students may receive pull-out instruction in their areas of identification. The school administrator and AIG Specialist determine the most appropriate service options based on the most current data.
- Additionally, AIG Specialists provide targeted social-emotional lessons using a curated resource library of picture books that address issues specific to gifted students.

At the Middle School Level (6-8):

- Additional services may include but are not limited to social and emotional counseling, advisement for high school and college preparation,
- Intentional cluster grouping within classes or grade levels for students needing advanced instruction.
- Differentiation is provided by the classroom teacher on a daily basis.
- Grade/subject acceleration is offered with supporting data.
- Talent development services are available for students who demonstrate a need for content, subject, or grade acceleration. Eligibility is determined through the MTSS process, which identifies students consistently exceeding their growth goals as outlined in the Student Success Partnership Agreement (SSPA).
- Advanced math and accelerated classes are offered, including Math I, Earth and Environmental Science, World History, American History, and English I.
- An enrichment-based Google Classroom is utilized to provide additional enrichment tasks, activities, contests, competitions, camp opportunities, and other relevant information for AIG students and families.
- Additional services, such as field trips, guest speakers, interest clubs, and seminars, may be available.
- Social and emotional support is provided in collaboration with the school counselor.
- Dual enrollment in North Carolina Virtual Public School classes is offered when needed.

At the High School Level:

- Additional services may include but are not limited to, social and emotional counseling, advisement for high school and college preparation, and college and scholarship application assistance in collaboration with the school counselor as requested.
- A variety of honors and Advanced Placement (AP) courses are available at all traditional high schools.
- All PCS high schools offer North Carolina Virtual Public Schools (NCVPS) classes and have access to the Cape Fear Community College Career and College Promise (CCP) partnership, which permits students to develop their interests and talents.
- A PCS Early College option is available for students who qualify and prefer a blended model of high school and community college in a smaller setting.
- The College Accelerator Program (CAP) option is available for students who qualify and prefer a blended model of high school and community college at their traditional high school.
- Additional services, such as field trips, guest speakers, and seminars, may be offered.

- Individualized high school and college planning is offered to every AIG student.

The 2025 Spring AIG Headcount data by identification is outlined below.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* 0	* 0	* 0	* 0
3-5	* 148	* 30	* 122	* 0
6-8	* 193	* 18	* 222	* 0
9-12	* 452	* 22	* 154	* 0

* 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.

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

In order to meet both the academic and social, and emotional needs that are unique to gifted students, the AIG Specialists work with the LEA departments to examine data and plan for the gifted and advanced learners. These departments include but are not limited to:

- District Instructional Services Teams
- school administrators
- Multi-Language Department
- Title I Department
- Exceptional Children Department
- School-based MTSS teams
- School counselors
- teachers

In accordance with the Parent Bill of Rights, we ensure that families are informed about available social and emotional resources. All resources are approved by the district, reviewed thoroughly, and communicated to parents. AIG Specialists utilize these tools to support gifted students and foster open, ongoing communication with their families.

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K-2	* 0	* 0	* 0	* 0
3-5	* 148	* 30	* 122	* 0
6-8	* 193	* 18	* 222	* 0
9-12	* 452	* 22	* 154	* 0

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

PCS's AIG specialists serve as LEA liaisons, integrating gifted services equitably across all demographic and socioeconomic statuses while collaborating with instructional departments to align programs with school, district, and state initiatives, practices, and policies.

- An AIG Specialist is assigned to each school and participates in planning with administrators and teachers to meet the needs of identified students.
- Each AIG Specialist provides services including, but not limited to, professional development, co-planning, and/or instructional support for gifted learners.
- The district ensures that all schools in the system have access to all resources, programs, and services through a multi-level support system with representation for AIG at elementary and secondary levels.
- To create consistent and collaborative communication within the LEA, the AIG Director is a member of the district's instructional service team that meets weekly, while AIG Specialists can be members of their school-level MTSS teams. Monthly AIG Team meetings keep communication aligned and consistent throughout the district.
- The AIG Specialist works with the District Instructional Services team, school administrators, EL, Title I, EC, MTSS, counselors, and teachers to examine data and plan for gifted and advanced learners, specifically in the areas of reading, math, and intellectual thinking.
- The AIG Team partners with the Exceptional Children's Department to review and create policies for identifying and servicing twice-exceptional students.
- The AIG Team continuously reviews and updates local board of education policies that relate to AIG programming. This is to ensure all policies are effective, based on current best practices, and enhance the learning for all gifted students. New policies are written and recommended for approval by the local board of education as needed.

*** Practice D**

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

PCS utilizes data to refine student placement within the cluster grouping model by identifying specific areas of giftedness, allowing for targeted grouping strategies:

1. Data-Driven Placement:

- Assessment data, including standardized test scores, teacher recommendations, and AIG profiles, informs these placements to match students with peers of similar abilities and strengths.
- This data-driven approach allows teachers to create tailored instructional experiences that align with the specific needs of the students in each grouping and ensures optimized learning environments where instruction is focused and relevant, fostering deeper engagement and growth in areas where students excel.
- Grouping by data also enables teachers to implement differentiated strategies more effectively within each grouping.

2. Elementary Talent Development:

- In addition to utilizing multiple data points for identification, AIG specialists examine the data for students who have not been identified but may show the need for advanced learning services. These students may be placed in Talent Development while data continues to be collected through ongoing assessments determined by the district. Talent Development groups optimize the best environment and instruction for high-performing students.

By leveraging precise data to define these groupings, PCS ensures that all AIG students receive instruction tailored to their specific areas of giftedness, promoting both academic and personal growth.

*** 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.

PCS informs all teachers, school administrators, and support staff about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. AIG Specialists share all pertinent information with administrators, teachers, and school support staff at various times during the school year by presenting at staff meetings (especially at the beginning of the school year), PLCs, grade-level meetings, and committee meetings. Presentations are shared with

staff members via a link and remain available for reference when questions arise. AIG staff members, the AIG Coordinator, and the AIG Director are always available by email and respond quickly with needed information.

The AIG team members continue to collaborate and communicate with administrators, teachers, and school support staff at their assigned schools throughout the school year on all facets of the AIG program, particularly the identification and services provided to students.

The LEA's AIG Director is present at all principal and lead teacher meetings, along with the monthly Board of Education meetings, and uses these opportunities to constantly communicate AIG information about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

*** Practice F**

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

PCS works diligently to communicate among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The LEA's AIG Director actively participates in all principal and lead teacher meetings, as well as monthly Board of Education meetings. These opportunities are utilized to consistently share AIG-related information, including the delivery of differentiated services and instruction for AIG students, adherence to regulations related to gifted education, and updates on the local AIG program and plan.

In the spring of each school year, AIG Specialists at the elementary level speak with the middle school AIG Specialist to discuss each identified student as well as any students in talent development. Strengths, areas of growth, and social/emotional needs are shared for each student. Differentiated Education Plans, or DEPs, are reviewed. Most elementary schools take the opportunity to take their 5th-grade students on a field trip to the middle school, where students take a tour and are introduced to staff members. During this tour, AIG students receive information regarding AIG services in the middle school. This includes a time for questions and answers.

Once an AIG student begins 6th grade, in accordance with HB 259 SECTION 7.13.(b), a Career Development Plan (CDP) is developed and serves as a documentation where their academic and community activities, as well as their career/college interests and/or strengths, are logged. The plan is critical during transitions from middle to high school where students are beginning to make future plans and will need the plan as documentation for applications to enrichment opportunities, scholarships, and college. The document serves as a continuum of services and allows students to plan for future academic/career pathways.

During an annual review, the CDP assists in the monitoring of student opportunities and academic progress to ensure all stakeholders are in agreement with the outlined pathway. Student plans are easily shared with AIG Staff Members as well as all stakeholders involved in the student's educational journey.

Processes for effective continuation of K-12 services at transition points include:

- Completion of CDPs beginning with sixth-grade students
- Document the current roster with the identification area and pertinent information that may impact the student's academic and intellectual success. This roster is shared with the school administration, each grade-level teacher, and other support staff as needed.
- Transfer of individual student nomination data as well as academic resumes to middle school AIG Support Staff.
- AIG Elementary Specialists Collaborate with AIG Secondary Specialists and middle school administrators to discuss individual students' academic and social/emotional needs as needed.
- Meetings with AIG Specialists, administration, counselors, and 6th-grade team on cluster grouping, academic, and social-emotional support of individual student needs .
- Review the transition of rising 9th-grade AIG students with the school counselors as requested

*** 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.

PCS has developed policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, and subject and/or grade acceleration. For grade acceleration or subject acceleration, students' intensive support through the MTSS process should indicate that they are consistently exceeding their growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.

Pender County Board Policy 3420 R & P: Student Promotion and Accountability Section F defines acceleration options, processes, and procedures. The policy is written as follows:

- Principals agree that some students may need less time to learn the curriculum. The principal, after consulting with professional staff and the student's parents, may determine that skipping a grade level or subject area is appropriate. PCS recognizes that it is necessary to establish a process for acceleration. The following process shall be implemented for acceleration.
- Whole grade level advancement and/or subject acceleration is determined in accordance with a student's needs. Evidence must be provided to demonstrate a need for grade skipping or acceleration.
- Examples of evidence shall include:
 - Portfolio of student work
 - Assessment data demonstrating mastery of skills exceeding above grade level
 - Input from classroom teachers (current and prospective).

<p>A committee shall convene to review the evidence. The committee shall include the AIG Specialist, teachers, school counselor, and the principal. The committee's findings shall be shared with the student's parents. If the committee determines there is a need for grade skipping or subject acceleration, an acceleration plan must be completed. Information regarding how subject acceleration services will continue in the coming years shall be included in this plan.</p> <p>High school courses implemented at the middle school level is another form of acceleration. Creating a compact curriculum guide ensures that no gaps exist in students' learning. The following process shall be implemented when offering a high school course at the middle school level.</p> <ul style="list-style-type: none">▪ Principals shall consult the State Board of Education Policy "Course for Credit" GS 115C-81 to determine which high school courses students may take in middle school and receive credit toward high school graduation requirements.▪ A compacted curriculum guide shall be created by middle and high school personnel and implemented at the middle school level as a form of acceleration.▪ When a high school course is implemented at the middle school level, the middle school curriculum is compacted so that students are able to access the high school courses without skipping important middle school curricula.▪ The compacted curriculum requires students to move through the curriculum at an accelerated pace. Creating a compacted curriculum guide ensures that no gaps exist in students' learning. The following process shall be implemented when offering a high school course at the middle school level. <p>Pender County Board Policy 3420 R & P: Student Promotion and Accountability states: Principals shall determine student eligibility to take high school courses in middle school using the following criteria:</p>									
Accelerated Courses in Middle School									
Course	Compacted Math 6	Compacted Math 7	Math 1	Earth & Environmental	English 1	World /History	US History		
	6th Grade	7th Grade	8th Grade	7th Grade	8th grade	7th Grade	8th Grade	Starting 2024-2025	
Criteria 1	Level 5 on Math 5 EOG	Level 5 on Math 6 EOG	Level 5 on Math7 EOG	Level 5 on Reading 6 EOG	Level 5 on Reading 7 EOG	Level 5 on Reading 6 EOG	Level 5 on Reading 7 EOG		

Criteria 2	Math Grade 5 - FINAL LETTER GRADE "A"	Math Grade 6 - FINAL LETTER GRADE "A"	Math Grade 6 - FINAL LETTER GRADE "A"	Science and ELA Grade 6 - LETTER GRADE "A"	ELA Grade 7 - LETTER GRADE "A"	SS and ELA Grade 6 - LETTER GRADE "A"	SS and ELA Grade 7 - LETTER GRADE "A"
	Level 4 on Math 5 EOG	Level 4 on Math 6 EOG	Level 4 on Math 7 EOG	Level 4 on Reading 6 EOG	Level 4 on Reading 7 EOG	Level 4 on Reading 7 EOG	Level 4 on Reading 7 EOG

Criteria 3

Successful Completion of Advanced Math 6 with Grade of "B" or high

Successful Completion of World History with Grade of "B" or high

Criteria 4

Site-based decision based on student mastery and multiple forms of available data (ex. benchmarks, common assessments, diagnostic assessments, etc).

For math acceleration. PCS adheres to House Bill 986 Advanced Mathematics Placement Policy:

- **Grades 3–5:**
 - Any student scoring at the highest achievement level on the End-of-Grade (EOG) Mathematics test must be provided advanced learning opportunities in mathematics the following school year.
 - Advanced learning opportunities will be aligned with the student's grade level and delivered through differentiated instruction by classroom teachers. Additional enrichment and advanced learning experiences may also be provided by the school's designated AIG Specialist.
- **Grades 6 and Higher:**
 - Students scoring at the highest achievement level on the Math EOG must be placed in the next advanced mathematics course the following school year.

▪ **Specific Requirement for Grade 7:**

- **If a student scores at the highest level in Grade 7 mathematics, the student must be placed in NC Math 1 in Grade 8.**

No student who qualifies under this subsection shall be removed from the advanced learning opportunity provided to the student unless a parent or guardian of the student provides written consent for the student to be excluded or removed after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade test.

If a student transfers into PCS and does not have an EOG score, the placement in high school courses may be made by the principal based on available data. If the student enrolls having completed an accelerated course or is currently taking an accelerated course, the student will be placed in the course for completion or the subsequent course to continue the accelerated path.

Additionally, the Iowa Acceleration Scale is a suggested resource to guide whole-grade acceleration decisions. The district offers a variety of acceleration options including but not limited to the following:

- Early admission to Kindergarten, which is outlined in the Board of Education policy
- Grade-level acceleration which is outlined in the Board of Education policy
- Subject acceleration which is outlined in Board of Education policy
- Math compacting which is a site-based decision until 3rd grade and in accordance with North Carolina House Bill 986
- Selected high school courses in middle school which is outlined in Board of Education policy
- CDM (Credit by Demonstrated Mastery) as outlined with state guidelines and governed at the district level
- Honors/AP courses as outlined in the Pender County High School Course Catalog which states that teacher recommendation is required.
- Interest-based distance learning is implemented at the school level by guidance counselors and AIG Support Staff, if applicable
- Internships, based on student interest, are implemented at the school level by guidance counselors and AIG Support Staff, if applicable
- Dual Enrollment, which is supported by North Carolina's dual enrollment program for high school, known as College and Career Promise

The Credit by Demonstrated Mastery opportunity is offered during the fall and spring semesters and during the summer window set by the state. Communication with students and families is distributed through district-wide phone calls, middle and high school

Program of Studies, as well as school and district website. Students shall demonstrate mastery through a multi-phase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally
- Phase 2: An artifact that requires the student to apply knowledge and skills relevant to the content standards.

School-based teams, including the AIG Specialist, provide application information and a counseling conference before administering appropriate assessments, assigning artifacts as needed. The school-based Credit by Demonstrated Mastery team evaluates all artifact presentations and decides if the criteria have been met. After a decision is rendered, families may appeal to a district-level Credit by Demonstrated Mastery team.

Dual enrollment is offered to students in several ways:

- Cape Fear Community College Career and College Promise program.
- North Carolina School of Science and Math online (NCSSM)
- Enrollment in Pender Early College High School
- Enrollment in the College Accelerator Program through Cape Fear Community College

Pender County Board of Education Policy 3101 DUAL ENROLLMENT - R&P

1. Requests from parents of students seeking release from the district's full-day program to receive private educational services through dual enrollment will be granted under certain narrow circumstances.
2. A Request for Release from District Educational Services must be submitted to the principal at the child's school. Requests must be made prior to enrollment in any private program. Consideration will not be given retroactively.
3. Any student who is dually enrolled must be enrolled at a Pender County School.
4. Any student who is dually enrolled must participate in all mandated testing.
5. Requests will only be considered for dual enrollment with an institution that is already partnering with PCS for Dual enrollment programs. Courses that are not offered through a previous partnership may be considered for dual enrollment by institutions that are accredited by AdvancEd or those accrediting agencies listed by the NC Department of Public Instruction.
6. If release is granted, credits toward graduation must follow guidelines established by the State of North Carolina and Pender County Board of Education including course requirements and assessments.
7. If the student is identified as a child with special needs, and receiving services through an individualized education plan (IEP), and the private services being sought are in one or more areas of need identified in the child's IEP, the private program must

also be approved by the North Carolina Department of Public Instruction to deliver special education services.

8. The principal shall review each request and make a recommendation based on a complete review of the child's submission and all relevant information. Consideration shall be given to a number of factors, including, but not limited to:
 - a. The impact the child's dual enrollment would have on the school's ability to prepare the child for the N.C. Testing program;
 - b. The impact the child's dual enrollment would have on the school's ability to provide the student with appropriate instruction in all core academic areas that will not be addressed by the private program, both in general education and special education;
 - c. The extent to which the private program is aligned to the Standard Course of Study.
9. Principals have the authority only to make recommendations. Final decisions concerning dual enrollment will be made by the Superintendent or designee. For a student with special needs, requests will only be processed after the request is brought to the child's IEP team for consideration through a formal meeting. All documents from this meeting must be submitted to the Department of Special Education Services before such requests will be processed. Such documents, together with the Request for Release signed by the parents, must clearly articulate from which special education

*** Practice H**

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

PCS cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. The district AIG Team facilitates talent development opportunities targeting the use of appropriate differentiation strategies to develop talents for gifted learners. Collaboration begins with AIG team members, classroom teachers, administration, and the MTSS team working to intentionally develop differentiated core curriculum and instruction to cultivate the talent and interest of K-3 gifted learners.

Classroom teachers may provide differentiated curricula and intentional programming for students to grow to their greatest potential. Talent Development Services begins with the review of data that leads to small, flexible groups from the traditional classroom setting. Lessons may be created using the following resources designed to help develop critical thinking skills for students from kindergarten through third grade.

- Primary Education Thinking Skills (PETS)
- Jacob's Ladder Reading Comprehension
- Marcy Cook
- Building Thinking Skills

As talent development continues throughout the year, the AIG Specialist cultivates and develops the potential of young (K-3) students through early intervention and purposeful, intentional programming. This process focuses on providing lessons with depth and complexity to build thinking skills.

- To cultivate and develop the potential of young K-3 students through early intervention and talent development opportunities, it is essential to implement purposeful and intentional programming that identifies and nurtures their unique strengths and abilities. The AIG Specialists may provide, but not limited to:
- Hands-On Learning: Introduce inquiry-based and project-based learning activities that encourage curiosity, creativity, and critical thinking.
- Differentiation: Provide tiered activities that cater to various learning levels and challenge advanced students.
- Exploratory Learning: Offer exposure to a wide range of subjects (e.g., STEM, arts, and languages) to uncover underdeveloped interests.
- Critical Thinking and Problem Solving: Integrate activities that promote reasoning, analysis, and innovation.
- Communication Skills: Encourage storytelling, discussions, and presentations to develop confidence and articulate thinking

*** Practice I**

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

PCS develops mindsets, policies, and practices to promote opportunity and excellence for all by broadening access to advanced learning opportunities through a variety of intentional talent development efforts, including frontloading in grades 4 - 12.

1. The AIG Team utilizes nationally normed assessments to ensure students from all backgrounds are appropriately screened for talent development opportunities at all grade levels.
2. AIG Specialists monitor and analyze a wide range of historical and current data across all grade levels to ensure that students from various cultural and ethnic backgrounds, economically disadvantaged, ML, highly gifted, or twice-exceptional are properly assessed for potential AIG services.
3. AIG Specialists collaborate with the EC and ML Departments to effectively identify and support traditionally underrepresented populations.
4. Frontloading and talent development of academic and intellectual abilities is provided for students who demonstrate the need for enrichment such as critical thinking skills, problem-solving, and intellectual development in grades 4 - 12. Additionally, the AIG team partners with other district and community programs to offer professional development and opportunities for student enrichment, including summer programs.

By frontloading talent development efforts, PCS ensures all students have access to enrichment and advanced learning opportunities as early as possible, helping them build the skills and mindsets necessary to succeed in academically rigorous

environments. This approach supports the district's commitment to promoting opportunities and excellence for all students.	<p>* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p> <p>The AIG Team enhances and nurtures the talents and interests of AIG students through a variety of extracurricular programs, including district-wide competitions. These opportunities are communicated to students and families through multiple channels, such as the AIG monthly newsletter, phone calls, emails, enrichment Google Classrooms, and parent and student information sessions.</p> <p>Title I, Multi-Language Learners (ML), and AIG programs partner to offer extra-curricular enrichment opportunities to students, such as but not limited to:</p> <ul style="list-style-type: none"> ▪ Camp Invention ▪ Science Olympiad ▪ Battle of the Books ▪ ROCAME ▪ Math Counts ▪ Governor's School ▪ Beta Club ▪ Tarheels Boys and Girls State ▪ Sea Perch ▪ Girls in Technology - GE Hitachi Nuclear Energy
<p>* Ideas for Strengthening the Standard</p> <ul style="list-style-type: none"> ▪ Continue tiered services based the use of tiered identification ▪ Continue to strengthen communication of services to parents ▪ Maintain possible pathways for traditional high school students to complete an Associate degree along with their high school diploma. Ensure underrepresented subgroups of students have access and participate in the same opportunity as their peers. 	

Planned Sources of Evidence

* Secondary Program of Studies	
* Addition of tiered services to ADEP	
* Copies of parent communication	
* Board Policies	

Type	Documents Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 Policy 3420 R-2023-2024 Student Promotion and Accountability-Accelerated Courses in Middle School Chart

Standard 3: Differentiated Curriculum and Instruction

Pender County Schools (710) 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.

PCS adapts the NCSCS K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration. The AIG team facilitates gifted services utilizing a variety of appropriate differentiation strategies for high-level academic learners. While working with small groups or individual students, gifted specialists draw from experience and programs/curricula purchased to utilize strategies that best fit high-level learners. Grade and school-based professional learning communities, professional development opportunities, lesson planning assistance, and modeling of strategies are provided by AIG Specialists for teachers with AIG and high-level learner cluster groups in their classrooms. Examples of strategies used by AIG staff and teachers are but not limited to:

- Curriculum compacting
- RAFT writing
- Focus on the overall trends, patterns, and themes
- Open-ended activities
- Study problems that do not have a clear solution

PCS Curriculum Frameworks documents and Year at Glance documents are designed by classroom teachers in collaboration with the districts' instructional leads. AIG Specialists add specific activities to these documents for classroom teachers to use to enrich, extend, and accelerate the curriculum. These instructional documents are available to all teachers and provide specific opportunities for enrichment, extension, and acceleration for each grade level. Some examples of these resources include, but are not limited to:

- AIG IRP documents
- PETS Curriculum
- Math Perplexors

- Marcy Cook activities
- Letter Getters
- Word Ladders
- Perennial Math

Students have opportunities to specialize in areas of interest through a variety of course offerings in PCS high schools. In working on their four-year plans and during yearly course registration, students will work with guidance counselors to identify areas for enrichment, extension, and acceleration. In 9-12, AIG students and other high-level learners receive services through offerings, including honors and Advanced Placement courses, which include those in fine arts and CTE areas. Instructional coaches and other departmental curriculum support staff work with teachers to provide rigorous, high-quality, differentiated instruction. Professional development on how to provide such instruction will be implemented in ways such as district PLCs by course and monitored in ways such as honors walkthroughs using an observation tool. Teachers of AP courses can also attend AP Summer Institutes and participate in PD throughout the year provided by College Board.

* Practice B

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

PCS implements a range of effective instructional practices to support high-achieving academic learners, particularly in small group or individual settings. These practices are designed to differentiate instruction through extension, enrichment, or acceleration of the NC Standard Course of Study. The district expects all teachers to tailor their instruction to meet the learning needs of all students.

Common strategies promoted by the district and utilized by teachers include the following:

- **Grades K-5:** Flexible reading groups are formed using data from mClass assessments and STAR Reading. Flexible math groups are created based on data from Eureka Math Squared, STAR Math, and in some cases, i-Ready assessments. Additionally, data from county benchmarks and NC Check-Ins are used to inform both math and reading instruction. Cluster grouping is implemented based on gifted identification.
- **Grades 6-8:** Flexible reading groups are organized using data from CommonLit and county benchmarks. Math groups are formed using data from i-Ready assessments. County benchmarks and NC Check-In data are also utilized for both math and reading instruction. Students have access to course acceleration, curriculum compacting, and credit by demonstrated mastery. High school course credit is available for English I, Math I, Earth and Environmental Science, and World History for students in grades 7 and 8. Cluster grouping is implemented based on gifted identification.
- **Grades 9-12:** Students can choose from honors, AP, and CCP courses, attend Pender Early College High School, or participate in the College Accelerator Program (CAP)

<p>In addition, the following practices are widely used but not limited to, across grades K-12. These strategies are aimed at providing tailored, high-level learning opportunities for students across all grade levels:</p> <ul style="list-style-type: none">▪ Individualized projects▪ Flexible learning groups▪ Creative and higher-level questioning▪ Problem-based learning▪ Self-directed learning▪ Choice boards▪ RAFT writing▪ Real-world scenarios▪ Off-campus exploration▪ Open-ended activities▪ STEM projects	<p>* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.</p> <p>PCS incorporates a variety of evidence-based resources that enhance student learning by having AIG resource libraries available at each school, accessible to classroom teachers and AIG Specialists to augment the NC Standard Course of Study for advanced learners. Resources also provide guidance for supporting the unique emotional needs of gifted students. Resources are evidence-based to enhance student learning and are available at any time for checkout through the AIG Specialist. Some resources are digital and are shared through our curriculum framework documents.</p> <p>Professional development accompanies the coaching on these as needed. Some of the widely used resources include, but are not limited to:</p> <ul style="list-style-type: none">▪ AIG IRP documents▪ PETS Activities▪ Perplexors
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- Marcy Cook activities
- Letter Getters
- Word Ladders
- Building Thinking Skills
- Affective/Jacob's Ladder
- Building Thinking Classrooms for K-5 Math
- SENG Resources
- Byrdseed TV

To address the social and emotional needs of the students, AIG specialists collaborate with counselors and instructional personnel at their sites to address the needs of that particular school. Topics include, but are not limited to, relationships with others, perseverance, perfectionism, sensitivity, empathy, social skills, and coping with stress.

*** 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.

PCS fosters the development of future-ready skills, including critical thinking, communication, collaboration, creativity, curiosity, and leadership, as well as durable skills and mindsets that support post-secondary success. These skills encompass adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility. The AIG Department enhances students' curiosity by guiding lessons through STEAM activities, passion projects, and independent student projects. Future-ready skills are also developed through career fairs, industry tours, college visits, and in-class activities like Socratic seminars, which aim to cultivate critical thinking, communication, and collaboration skills.

The AIG Team offers a variety of opportunities for students to demonstrate and develop future-ready skills, including Camp Invention, Science Olympiad, Sea Perch, Rocame, Robotics, and Chemtechathon in collaboration with CFCC. Gifted students are highly encouraged to apply and participate. PCS also provides sponsorships for students who are financially unable to pay when the budget allows. These opportunities simulate real-world scenarios that prepare students for learning and thinking in the real world.

Each middle school offers accelerated classes. Every high school provides a range of honors, AP, CTEs, distance learning, and CCP courses to equip students with future-ready skills for success after high school graduation.

Through careful planning, implementation, and monitoring of the school's teaching and learning, the LEA's AIG Specialist Team collaborates with K-8 teachers to consistently integrate creativity and innovation, critical thinking and problem-solving, and communication with collaboration into learning experiences. This ensures gifted students have the necessary skills and content to thrive beyond high school. Additionally, the AIG Team collaborates to create a virtual Google folder where activities can be developed and shared.

*** Practice E**

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

PCS utilizes assessments, both formative and summative, as critical tools to differentiate classroom curriculum and instruction and inform flexible grouping practices.

The county has developed curriculum calendars and benchmark assessments via SchoolNet for all EOG/EOC subjects to ensure data review consistency. In some courses/grades, North Carolina Check-ins/Interims are also used. These required assessments are used throughout the year to ensure students are receiving appropriate instruction. PCS AIG Team conducts weekly district data reviews to disaggregate the AIG student performance data on a variety of state and local assessments. The data provided by formative and summative assessments influences district decisions regarding areas of need as well as school-based decisions for differentiation and class placement.


*** Practice F**

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

PCS develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners across all grade levels through collaboration with a variety of personnel based on student needs. Collaboration among district instructional specialists, grade and school-based teams, administrators, counselors, ML staff, and EC teachers occurs regularly to differentiate the curriculum to offer extension, enrichment, and acceleration opportunities for advanced learners. Data sources discussed at these collaborative meetings include but are not limited to benchmark tests, unit assessments, ACCESS test scores, NC Check-ins, and EOG/EOC scores.

PCS supports collaboration between instructional leads (AIG Specialists, Instructional Coaches, ML, and EC staff) to include opportunities for differentiation in district curriculum and pacing documents. The district expects classroom teachers to use these documents when planning instruction. Additionally, teachers will share specific ways they are differentiating in their school PLCs, district content meetings, and other professional development opportunities.

Additionally, in elementary schools, AIG Specialists can be members of the MTSS team to advocate for and respond to the academic and intellectual needs of gifted and nurtured students.

In secondary schools, AIG staff will work with other Instructional Services teams to increase opportunities for differentiation based on students' needs and interests. These opportunities can include events such as career fairs, four-year planning for high school, and dual enrollment programs.			
* Ideas for Strengthening the Standard			
Continue to offer PD on differentiation due to the number of new teachers/hires.			
Planned Sources of Evidence			
* CDP Plans			
* District curriculum documents			
* ADEP/DEP forms and Academic Resume			
* Rosters from flexible instructional groups			
Type	Documents		Document/Link
AIG Standard 3 Additional Resources	Document Template	N/A	 Differentiated Document for iReady Math

Standard 4: Personnel and Professional Development

Pender County Schools (710) 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.

Pender County Schools employs both an AIG-licensed Director and an AIG-licensed AIG Coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The **AIG Director's responsibilities** include but are not limited to:

- Provides leadership and support to develop and implement Pender County Schools' plan for serving academically and intellectually gifted students
- Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program, Advanced Placement (AP) program, participating in virtual courses and College and Career Promise (CCP) courses
- Recommends and reviews schedule for AIG Specialists to ensure services and job responsibilities are balanced
- Provides orientation for AIG staff members at the beginning of the school year
- Evaluate AIG Specialist on job responsibilities to enhance the implementation of the approved AIG Plan
- Advocates for gifted education and students at the school level, with parents, district committees and with the Board of Education
- Reviews screening and testing information annually to ensure opportunity for all students according to the AIG Plan
- Reviews annual data (academic, behavioral, and attendance) related to gifted students' academic accomplishments and performance
- Collaborates to ensure required professional development activities are offered for teachers implementing the AIG, AP, virtual learning and CCP programs
- Oversees and disperses the budget for AIG Programming

- Acts as a liaison between the AIG Team and the PCS Instructional Services Team
- Facilitates the Credit by Demonstrated Mastery process for the LEA

The **AIG Coordinator responsibilities** include but are not limited to:

- Works with senior leadership and principals on the implementation of the AIG, AP, CAP, and CCP programs
- Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program, Advanced Placement (AP) program, participating in virtual courses, CAP program, and College and Career Promise (CCP) courses
- Facilitates AIG Team meetings to support the instructional capacity and leadership skills of AIG Specialists.
- Reviews and recommends appropriate instructional materials for the AIG and AP programs with assistance from the AIG team and secondary instructional coach
- Communicates state, regional, and county information, to all AIG Team Members.
- Trains and responds to the needs of the AIG Specialist
- Acts as a liaison between the AIG Team and the AIG Director; Schools and Parents
- Creates and submits purchase orders for professional development
- Communicate with all middle schools and high school counselors, students, and parents information regarding the CAP Program
- Leads parent/student informational nights for the CAP Program for rising freshmen across the district
- Works directly with CFCC Director of Education Partnerships and CFCC Liaison regarding CAP Program
- Reviews transcripts of freshman and sophomore CAP students b-annually
- Performs other duties and responsibilities as assigned by the AIG Director
- Participates in regional meetings, professional development opportunities, and other statewide initiatives to support AIG Programming
- Collaborates with and supports regular education teachers in the implementation of the components of the PCS AIG State Plan
- Conducts AIG screening including aptitude and achievement testing

<ul style="list-style-type: none"> ▪ Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount database in grades 6-12 ▪ Disseminates information about the gifted education program to all stakeholders through parent nights, faculty meetings, PLC's, and the district AIG webpage ▪ Provides professional development opportunities as requested per principal ▪ Collaborates with school guidance counselors to work on any social and emotional issues with AIG students and parents 	<p>* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.</p>	<p>The Pender County Schools AIG Team addresses all academic, intellectual, social, and emotional needs of K-12 gifted and high-level learners.</p> <p>The PCS AIG Team is composed of six highly qualified educators with AIG licensure. Monthly AIG meetings allow for guidance, planning, development, and revision of the program and plan. The AIG program has clearly defined goals and expectations consistent across the county in grades K-12. The department regularly reviews its programs and services and ensures these programs and services are aligned with the North Carolina AIG Standards and Practices as well as covering the academic, intellectual, social and emotional needs of the K-12 gifted population. As requested, AIG specialists work with all stakeholders in the school setting to maximize resources for gifted students, and during monthly professional learning community meetings, review the work of the department as a whole to ensure appropriate and consistent student services.</p> <p>Currently, AIG Specialists serve multiple schools providing AIG services to each school weekly. The AIG department will continue to provide personnel as feasible with the AIG budget allotments.</p> <p>The Elementary AIG Specialist uses the push-in/pull-out model for targeted groups of students. The responsibilities of the Elementary AIG Specialist include but are not limited to:</p> <ul style="list-style-type: none"> ▪ Helps plan and develop the school program for gifted education ▪ Collaborates with and supports regular education teachers in implementing the components of the PCS AIG State Plan by providing instructional strategies, resources, and professional development to meet the needs of all AIG students ▪ Collaborates with AIG cluster teachers to develop Differentiated Education Plans and Individualized Differentiation Education Plans for K-5 identified students ▪ Provides direct services to students through pull-out or push-in instruction to extend, enrich, or accelerate core instruction ▪ Supports school with cultivating the potential of talent development for young K-3 students through MTSS and consultative services ▪ Conducts AIG screening including aptitude and achievement testing
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- Maintains records related to the school's gifted education program, including identification, testing, placement, annual reviews, and student headcount database in grades K-5
- Completion and distribution of differentiation plans (DEPs)
- Disseminates information about the gifted education program to all stakeholders through parent nights, faculty meetings, PLC's and the district AIG webpage
- Communicates and provides follow-up to professional development opportunities as needed
- Provides nurturing and talent development services to students identified as demonstrating the potential for giftedness who are not formally identified
- Communicates with AIG parents as a representative of the school and district.
- May participate as a club or contest sponsor where gifted students are members
- May serve as a member of the school's data team and MTSS team
- Advocates for gifted students and gifted education within the school setting
- Collaborates with school guidance counselors to develop and implement strategies that address the unique social and emotional needs of AIG students while providing parents with resources and guidance to support their child's overall well-being.

The Middle Grades Specialist The High School Specialist

*** Practice C**

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

The PCS Board of Education establishes targeted and relevant professional development opportunities for all personnel involved in the Academically and Intellectually Gifted (AIG) programs and services. This includes classroom teachers, instructional specialists, student services personnel, and school administrators. These professional development opportunities are integrated into strategy/program professional development provided by the Local Education Agency (LEA), with support from the AIG Director, Coordinator, and AIG Specialists.

PCS offers quarterly professional development sessions using the NCDPI created Booster Shots to meet the specific needs of classroom teachers and interventionists. These sessions are introduced at the annual Convocation, held at the beginning of the school year, during which AIG specialists present the focus areas for the upcoming sessions. Staff members are encouraged to participate in the professional development opportunities that align with their instructional needs and goals. Following the Convocation, quarterly Professional Learning Communities (PLCs) provide ongoing support for staff development, with topics selected based on individual school improvement plans and specific staff goals. The content of the Booster Shot sessions during PLCs is enhanced with additional resources, such as Byrdseed TV, to ensure that the material is relevant, engaging, and tailored to specific content areas. This approach equips teachers—particularly those in secondary education who specialize in a single subject—with targeted strategies and resources to improve their instructional practices.

AIG specialists receive professional development related to core resources implemented district-wide, which include

- **Elementary Level:** Wit & Wisdom, Eureka Math Squared, Smithsonian Science, Social Studies Weekly

- **Secondary Level:** CommonLit, iReady, Kestler Science, Gibbs-Smith, District-Created 9-12 Science framework, including pacing and curriculum guides

Professional development representatives collaborate with the AIG team to enhance their support strategies and resources. The AIG team participates in various professional development opportunities, including mini-conferences hosted by UNCW, the annual gifted conference, state webinars, the NCAGT symposium, and the use of AIG Learning Resources provided by NCDPI in partnership with NCAGT.

PCS also encourages and supports classroom teachers interested in pursuing AIG add-on licensure from an accredited institution. Upon successful completion of AIG licensure or achieving a qualifying score of 157 on the ETS Praxis, classroom teachers are reimbursed for all fees, subject to the availability of funds.

PCS aims to establish a sustainable process for teachers to obtain local AIG credentials through a multi-layered curriculum. Teachers can earn local AIG credentials by completing a minimum of 3 Continuing Education Units (CEUs) or 30 hours of gifted education-specific professional development. This opportunity is available through a hybrid model, which may include online courses, face-to-face workshops, and/or district-approved conferences. Upon completion, teachers will submit evidence to Human Resources for record-keeping, and a public announcement, along with a digital badge for display in their email signature, will recognize these accomplishments.

*** Practice D**

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

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

In Grades K-5, the LEA intentionally utilizes cluster grouping, or placing the gifted students together within the same classroom with a teacher who utilizes specific differentiated strategies for gifted learners, allowing the needs of gifted students to be met through intentional learning experiences and providing a continuum of services beyond the small group time with a specialist. Classroom teachers who teach AIG cluster groups may be currently working toward or have AIG licensure/local credentials.

- In a cluster grouping model, a group of AIG students (generally up to a third of the class) are placed in a classroom.
- Ideally with a teacher who is AIG certified or has professional development in gifted education, and has a desire to work with gifted students.
- For schools with less than ten AIG students in a grade-level, a minimum of five AIG students should be placed in the same classroom with like identifications.

- Flexible grouping within small groups based on readiness, interests, and abilities within the classroom

In Grades 6-8, cluster grouping is implemented based on gifted identification. In addition, the LEA utilizes flexible reading groups which are organized using data from CommonLit and county benchmarks. Math groups are formed using data from i-Ready assessments. County benchmarks and NC Check-In data are also utilized for both math and reading instruction. Students have access to course acceleration, curriculum compacting, and credit by demonstrated mastery. High school course credit is available for English I, Math I, Earth and Environmental Science, and World History for students in grades 7 and 8.

In Grades 9-12, Students can choose from honors, AP, and CCP courses, attend Pender Early College High School, or participate in the College Accelerator Program (CAP). In partnership with Cape Fear Community College (CFCC), the LEA offers the College Accelerated Program (CAP) for students in grades 9-12 enrolled in traditional high schools. This program allows students to earn a high school diploma while working towards college credits at CFCC beginning in the fall of their junior year. By graduation, students can achieve two years of college transferable credit or an associate degree, ensuring CCP eligibility.

To support this process, AIG Specialists provide a list of the identified students and their identifications for teachers, support staff, and site administrators each spring. School administrators are responsible for using this criterion when setting up classroom rosters or master schedules for each school year. Classroom rosters are audited by AIG Specialists in the days prior to the start of the school year, to ensure that all students have properly placed for the highest benefit. The administration at each site makes the final decision on all rosters.

* Practice E

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

Pender County Schools develops strategies for the recruitment and retention of AIG-licensed professionals. PCS actively recruits staff members for the local AIG credential or AIG licensure programs by seeking out those who work well with gifted students academically and practice relationship-building with this population. By offering a hybrid model of learning for local credentials, PCS seeks to meet the needs of classroom teachers who have busy schedules and prefer to have multiple options available to them for professional development delivery. These self-motivated teachers can work on a self-paced schedule that works for their learning and lifestyle. For the cost incurred, teachers may apply for tuition or fee reimbursement for any course taken toward completion of licensure or the praxis exam; this funding is derived from the AIG budget provided by the state. The district strongly advises school administrators to give AIG clusters to teachers who have met this qualification.

Annual feedback from staff members provides the opportunity for teachers to express their needs regarding professional development. As a reminder, AIG is specifically offered as an option for these questions.

* Practice F

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

<p>PCS is committed to fostering opportunities and excellence for all in gifted education through targeted professional learning opportunities that transform mindsets, policies, and practices. Key efforts include:</p> <ul style="list-style-type: none">▪ Refining Professional Development (PD): Continuously evaluate and improve PD to ensure high quality and a focus on enhancing their ability to support gifted learners.▪ Differentiating Support: Offer targeted support through NC AIG Booster Shots, a series of mini-PD sessions that provide job-embedded, actionable strategies for immediate classroom implementation.▪ Building Stakeholder Partnerships: Collaborate with local universities, teacher preparation programs, parents, and other stakeholders to strengthen the support network for gifted education.▪ Using PLCs to Shift Mindsets: Leverage PLCs to challenge assumptions, analyze data, share best practices, and develop strategies to support gifted learners while fostering collaboration among educators.▪ Conducting Informal Walkthrough Observations: Provide timely feedback and support to AIG staff, promoting continuous professional growth. <p>Evaluating Policies and Practices: Regularly assess and improve policies and practices to ensure continuous student growth and opportunities for all.</p> <p>Through these initiatives, PCS creates an inclusive and equitable environment where all gifted learners can thrive.</p>	<p>* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.</p> <p>PCS aligns professional development opportunities with the goals of the local AIG program, district initiatives, and best practices in gifted education. AIG staff, including the AIG Director and Coordinator, participate in multiple district and school committees, allowing AIG staff to focus on incorporating AIG needs into the district's strategic vision, mission, and priorities. The AIG Director and staff collaborate with school and district MTSS teams to explain AIG goals, align them with school and district MTSS objectives, and provide professional learning to integrate strategies related to gifted education.</p> <p>AIG Specialists collaborate with Instructional Coaches, Guidance Counselors, EC Staff, ML Support, and others to develop professional development plans to equip staff with strategies and best practices for all student groups in Pender County. This collaboration benefits all teachers and students who may be twice-exceptional or multi-language learners.</p> <p>At the start of each school year, AIG Specialists meet with all staff members to clarify best practices for gifted students and to answer questions regarding differentiated instruction. This session also includes the AIG identification process and the social-emotional challenges gifted students may face. Throughout the year, resources from the North Carolina Department of Public Instruction AIG services, such as "Booster Shots," are shared to support ongoing staff development. The AIG Specialists are available to all teachers throughout the year to consult on differentiated instruction.</p>
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AIG Specialists also engage in professional development to extend their learning. Some professional development that the team has historically attended include but are not limited to, LETRS, NCTIES, and technology-based workshops provided by the district.

PCS is a member of the Southeast Region, where monthly meetings foster strong collaboration. This partnership with neighboring districts provides shared professional development opportunities and a network of educators advocating for gifted education. The Southeast Region works to create consistency in AIG planning and solutions for common challenges, and attendance at meetings strengthens the region's commitment to best practices in gifted education.

*** Ideas for Strengthening the Standard**

- Maintain accurate Human Resource documentation process for teachers who obtain local AIG credentials
- Regularly offer professional development options for faculty and staff that supports the enhancement of gifted learners

Planned Sources of Evidence

* District AIG Credential documentation and certificates	
* List of professional development offerings and attendance rosters and minutes	
* Survey data that indicate professional development needs	

Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A		 AIG Program and Services for Teachers-Fall

Standard 5: Partnerships	Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	<p>* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ▪ academic and intellectual ▪ social and emotional. <p>PCS fosters collaborative partnerships with parents/guardians to meet the academic, intellectual, social, and emotional needs of AIG students. By prioritizing two-way engagement, the district will ensure parents/guardians remain integral partners in their child's gifted education. Key strategies include:</p> <ol style="list-style-type: none"> 1. Encouraging Input: Parents/guardians are invited to share feedback through open-door policies to ensure their voices shape the program. 2. Clear Communication: Regular updates through monthly newsletters, timely responses to inquiries, and established points of contact ensure transparency in communication. The monthly newsletter includes, but is not limited to resources to support social-emotional needs, such as articles, tips, strategies, and information about local community events and support services and updates on workshops and parent support group meetings aimed at fostering the well-being of gifted learners 3. Collaborative Events: Enrichment activities are integrated into school events, such as science fairs, talent shows, or parent curriculum nights, allowing gifted students to showcase their talents and interests. 4. Digital Resources: Online resources including meeting recordings, contact forms, and a monthly newsletter are available on the PCS AIG website to keep parents and guardians informed and engaged 5. Inclusive Practices: Communication is offered in multiple formats with translators and parent-friendly language to support families of students from various cultural and ethnic backgrounds. 6. Social and Emotional Needs: The district partners with parents and guardians to support the social-emotional development of gifted learners through workshops, support groups, and regular check-ins with students and families. These efforts build resilience, self-awareness, and coping strategies, fostering a positive and supportive learning environment. Parents/guardians are encouraged to share insights and concerns to create a holistic approach to student well-being.
<p>* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local</p>	

AIG program and services.

PCS seeks to partner with community stakeholders, such as institutions of higher education, local business and industry partners, and others, to enhance and support the local AIG programs and services. These partnerships provide the county's AIG population with opportunities that may include but are not limited to:

- Currently, we are the only district in NC to offer the College Accelerator Program (CAP) for high school students in conjunction with CFCC as a way for students to complete their AS or AA while attending a traditional high school
- Dual enrollment with the North Carolina School of Science and Math (NCSSM) and/or CFCC
- STEM opportunities and workshops, such as Girls in Technology sponsored by GE/Vernova and Southeastern NC Chapter MathCounts competition
- On-the-job training as interns in local businesses and other career development opportunities in collaboration with the Career and Technical Education (CTE) staff, such as Job Shadow Day for grades 7-12
- NCSSM and other outside organizations' information disseminated to families as pertinent to academic growth and enrichment
- CFCC and NCSSM may recruit students for online or in-person programming
- UNCW CESTEM activities/kits
- CFCC Career Pathway Exploration
- Digital College Previews

PCS is actively exploring and coordinating new partnerships with community stakeholders. These partnerships are sought based on student interests and talents.

* 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.

PCS uses an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This group is made up of community members, AIG parents/guardians, AIG specialists, support staff, and other instructional staff, representing all of the district's populations. The team includes representatives from each high school feeder pattern to ensure the program reflects the needs of all gifted learners.

The advisory group meets regularly to discuss the AIG program's status and gather input on its strengths and needs in order to identify areas of success and what parts of the program may need to be changed in future AIG plans and services. Virtual meetings are offered to accommodate schedules and reduce geographic limitations. Meeting agendas typically include but are not limited to:

- Information on national and state gifted education topics, including articles, research, and expert opinions
- Updates local topics and data affecting gifted education

<ul style="list-style-type: none"> ▪ Advocacy actions ▪ Community partnership opportunities ▪ Guest speakers ▪ Identification criteria and process updates <p>PCS aims to hold advisory group meetings quarterly. A suggested timeline with topics could include but is not limited to the following:</p> <ul style="list-style-type: none"> ▪ mid-October ▪ mid-January ▪ mid-March ▪ mid-May 	<p>* Practice D Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>	<p>Pender County Schools informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies relating to advanced learning and gifted education ▪ Ways to access opportunities available to AIG students ▪ Enrichment opportunities for students ▪ Parent information to support parents outside of school
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The AIG Team utilizes all available tools, such as:

- Parent Information Session - BOY
- Virtual conferences - as requested
- AIG Website - ongoing
- E-mails- ongoing
- AIG Documentation, which may include but is not limited to:
- Monthly AIG-specific newsletters, which may include but are not limited to:

PCS employs translators to communicate all information to the families of ML students.

The AIG Team utilizes all available tools, such as, but not limited to, the following:

- In-person meetings (fall, spring)
- Virtual Conference (as requested)
- Continue to look at ways to partner with institutes of higher education and local industry based on student interests and talents
- Continue to collaborate with local industries on providing opportunities for student mentorships based on student interests and talents
- Look into expanding our offering of CFCC courses
- Memorandum of Agreement (MOA) with UNCW
- Create a new agenda format for the Gifted Advisory Board

*** Ideas for Strengthening the Standard**

- Continue to look at ways to partner with institutes of higher education and local industry based on student interests and talents
- Continue to collaborate with local industries on providing opportunities for student mentorships based on student interests and talents

Planned Sources of Evidence

* AIG Website	
* Secondary Program of Studies	
* Gifted Advisory Board minutes and meetings	
* CFCC/CCP Fall and Spring Enrollment Report	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources		N/A	 Fall Parent Meeting Presentation

Standard 6: Program Accountability	
	<p>Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</p>
<p>Standard 6: Program Accountability</p>	<p><i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i></p>
<p>* Practice A</p>	<p>Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.</p> <p>PCS develops a written AIG plan that outlines the local AIG program in compliance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]). This plan is approved by the local Board of Education and submitted to the State Board of Education (SBE) and the Department of Public Instruction (DPI) for review and feedback.</p> <p>The district believes that maintaining the validity of the AIG plan, in alignment with state standards and legislation, is crucial to ensuring appropriate services for all gifted students. With input from all relevant stakeholders, the AIG Team regularly reviews and revises the local AIG program and policies based on a self-assessment of the program’s goals and effectiveness.</p> <p>AIG Plan Revision Process:</p> <ol style="list-style-type: none"> 1. Gather Information: Collect documents, including “unpacking documents,” the current AIG plan, and notes from the AIG Coordinator’s participation in regional and state-level meetings. 2. Self-Assessment: The AIG Team uses the Self-Assessment Tool to reflect on and evaluate the current AIG plan against North Carolina’s standards and best practices. 3. Stakeholder Feedback: Surveys are distributed to parents/guardians, students, the AIG Advisory Board, and staff via email, Rooms by Aptegy, and printed newsletters. The feedback collected is used to guide revisions of the current AIG plan. 4. Ongoing Engagement: As survey results come in, the AIG Coordinator attends state and regional meetings to stay informed on the state’s expectations for the AIG plan revisions. 5. Data Analysis: The AIG team analyzes the survey results to identify common themes, differences, and specific feedback. 6. Collaborative Discussion: Using the survey data, the AIG Director, AIG Coordinator, and AIG Team engage in collaborative discussions about each AIG standard and practice. These discussions consider school site experiences, student needs, best practices, alignment with district initiatives and policies, and the state’s allocated budget for Pender County Schools.

<p>7. The revised AIG plan undergoes multiple rounds of review by individual stakeholders and collaborative groups to gather comprehensive feedback and ensure alignment with district goals and priorities.</p> <p>8. Final Review: The AIG Director and AIG Coordinator conduct a final review of the proposed AIG plan.</p> <p>9. Board Approval: The finalized AIG plan is submitted to the Pender County Board of Education for approval.</p> <p>10. State Submission: Once approved by the Board, the AIG plan is submitted to the state for final review.</p> <p>The newly revised AIG plan will be effective for a 3-year term. It will be posted on the PCS AIG webpage and shared with stakeholders through linked presentations at parent and staff information sessions hosted by the AIG team.</p>	<p>* Practice B Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.</p> <p>Pender County Schools monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.</p> <p>The AIG Coordinator facilitates monthly planning sessions with the AIG Team to collaborate across schools, plan lessons/activities, disaggregate data, create a list of needed resources and discuss AIG program implementation.</p> <p>The AIG Director evaluates the AIG Team's performance using the Rubric for Evaluating Teacher Leadership Specialists.</p> <p>During school visits and classroom walkthroughs, the AIG Director will collaborate with school administration to monitor and ensure the fidelity and implementation of the local AIG program.</p> <p>This data is shared with principals, district leadership, and the local board of education as appropriate and when needed.</p>	<p>* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.</p> <p>Pender County Schools develops and monitors a budget using allotted state funds and local funds, if available, to address the needs of the local AIG plan in accordance with state policy.</p> <p>NC Legislature provides state AIG funds based on the total student enrollment, and PCS does not receive any additional local funding. State funds are spent in the following categories:</p>
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- AIG staff salaries and stipends
- Gifted education programming/services
- Gifted education resources
- Gifted education professional development

The AIG Director and Chief Academic Officer, along with the Chief Financial Officer, continually monitor funds to ensure they are spent in support of AIG students.

Monthly spending reports are monitored to ensure that all funds are spent according to state policy expenditures and are aligned with policies and priorities within the AIG program and services.

The AIG Director reviews and approves all expenditures from the AIG funds. AIG staff may request resource purchases to support the goals of the AIG program.

* 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.

PCS systematically collects and analyzes student achievement, growth, and annual high school dropout data for AIG students. Disaggregated data identifies patterns and trends over time, guiding policies, practices, and mindsets to foster opportunities and excellence for all. The district, individual schools, and MTSS teams, including members of the AIG team, routinely collect and analyze student achievement and growth data. This information is systematically shared with all relevant personnel.

District stakeholders, including the Testing Accountability Director, CTE Director, AIG Director, EC Director, EL Coordinator, Student Support Director, and District Instructional Coaches, participate in District Data Professional Learning Communities (PLC). Their support staff also attends these meetings, where data is thoroughly analyzed, discussed, and utilized to develop strategies for improving student retention and achievement outcomes.

The data analyzed includes, but is not limited to, the following key categories:

- **Demographic Information** – Gender, ethnicity, grade level, EL, EC, and AIG status
- **Attendance Data** – Chronic absenteeism trends
- **Behavioral Data** – Social and emotional behavior indicators.

▪ PreK-12 Academic Data –

This comprehensive data analysis supports informed decision-making, ensuring equitable opportunities and targeted interventions for student success.

The AIG team collaborates with teachers, school counselors, and MTSS teams to analyze this data, ensuring that the growth needs of AIG students are met while monitoring opportunities across schools, with a focus on underrepresented populations.

In addition to tracking growth and opportunities for all students, the site-based team works collaboratively to develop a plan as needed for monitoring students exhibiting early warning signs of underachievement or risk of dropout. These indicators may include chronic absenteeism, social-emotional challenges, academic struggles, and behavioral issues.

* 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.

PCS 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.

Referral—To ensure opportunities for all students within the AIG program, PCS has implemented several best practices for maintaining and analyzing data.

- Referral Database: The team utilizes a central database that tracks all AIG referrals with information on each student's demographics, language background, and exceptionalities.
- Establish Benchmarks for Representation: The team determines baseline demographics for our school population and compares them with AIG referral rates to identify any underrepresented groups.
- Involve the Community and the Parents: The team provides materials in multiple languages to educate all parents on how to advocate for their children's eligibility and participation in AIG.
- Collaborate with teachers to gather recommendations: The team works with teachers to discuss potential candidates for the AIG program, ensuring that all students, regardless of background, have equitable access to gifted education opportunities.

Identification - PCS ensures that students of all backgrounds have equitable access to AIG program identification.

- Multiple Entry Points: There are multiple avenues to qualify for AIG programs, such as teacher recommendations, parent requests, and universal screening scores:
- Early entrance to kindergarten
- Test scores on standardized assessments:

- Teachers and parents employ the Renzulli Characteristics Form to provide additional information on standardized test scores. The Renzulli form, NNAT2, and CogAT are especially helpful in identifying ML students as well as students from various cultural, ethnic, and socioeconomic backgrounds. Standardized assessment scores ensure consistency across the district.
- Examine Identification Trends by Race, Ethnicity, Economic Status, Language, and Other Exceptionalities: The AIG Team compares the demographics of identified AIG students to the overall school population. Data sources such as, but not limited to, the following, are reviewed to detect patterns of underrepresentation:
 - assessment results
 - teacher referrals
 - classroom performance
 - behavioral indicators

If disparities are identified, outreach and support strategies are adjusted to ensure equitable access to gifted services.

Services - PCS implements a structured approach to data maintenance and analysis to ensure equitable service in the AIG program and address potential barriers posed by racial, ethnic, economic, linguistic, or exceptional factors.

- Track Service Type and Frequency: Maintain detailed records of each student's participation in AIG services, including the type (e.g., pull-out classes, consultative, talent development) and frequency of services received)
- Ensure Data Consistency Across Schools: Use a standardized system to collect information across schools, making it easier to compare service opportunities within the district.
- Identify Service Discrepancies: Compare data to identify if certain demographics receive different types or frequencies of services and address any disparities that emerge.
- Focus on Underrepresented Groups: Pay special attention to services provided to historically underrepresented or underserved subgroups.
- Regularly Evaluate Student Engagement and Performance: Use assessments, teacher observations, and student feedback to evaluate ongoing engagement, adjusting services as necessary to meet changing needs.

Retention of students - Once students are identified as gifted, they retain the identification throughout their school careers. Teachers and AIG specialists track students' data striving to ensure they remain in the top percentiles of their grade. Data tracking is especially useful for under-represented sub groups and newly arrived students.

*** 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.

Demographic chart

<p>Pender County Schools maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.</p> <p>The AIG Director oversees the program in collaboration with the PCS Human Resources Department and monitors the credentials of current and potential staff members.</p> <p>Additionally, the AIG Team monitors and maintains records for all teachers who complete the local credentials related to understanding and teaching gifted learners.</p> <p>The AIG Director, with the support of the Board of Education-approved AIG plan, encourages administrators to follow the guidelines of cluster grouping with an AIG-licensed specialist.</p>	<p>* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.</p> <p>PCS regularly seeks feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program. The district AIG team administers an annual survey for parents, students, and teachers to identify areas for program improvement. The survey items cover all North Carolina AIG state standards. The AIG team continually reflects on lessons, activities, and services by analyzing survey results to identify areas for improvement. Reflections from feedback are used to modify current practices and consider revisions in the new AIG plan for improvement.</p> <p>An in-person, district-wide informational session for parents is conducted annually at a central county location. Virtual information sessions are available at individual school sites as needed for parents/guardians and students. School-based presentations are held for teachers during school-wide staff meetings. AIG specialists regularly attend weekly PLC meetings to review data and gather ongoing feedback from teachers. Additionally, the AIG parent advisory board plans to meet quarterly to provide suggestions for continuous improvement.</p>	<p>* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p> <p>PCS effectively shares local AIG program evaluation data with various stakeholders, such as school and district personnel, students, parents, families, and community members.</p> <ul style="list-style-type: none"> ▪ Host AIG Program Information Sessions: We host sessions for parents/guardians, families, teachers, and stakeholders to discuss the AIG program's evaluation results and gather input for use in improvement.
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- **Dedicated AIG Program Page:** We have created a specific page on the district and school websites where stakeholders can view AIG program data, reports, upcoming events, and FAQs.
- **NCDPI Feedback:** We have reviewed feedback from NCDPI in past plans to help clarify points, expand outreach, and direct the focus of the new plan
- **Utilize Monthly Newsletters for Families and Community:** The AIG Department creates a monthly newsletter featuring highlights about the AIG Program and reminders about where to find more detailed information.

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

Pender County Schools respects the sensitive nature of student information. In policy and practice, student information is protected through established written policies, procedures, and practices.

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

Process	Procedure
Informed consent for identification	

*

The following process ensures parents are fully informed and involved in decision-making regarding their child's education and identification for AIG services.

1. Notification and Assessment: Parents and staff are informed about the nomination window and assessment dates for potential AIG identification. This includes a clear timeline and overview of the evaluation process. Information regarding AIG Nominations is located on the PCS AIG website and sent through the AIG monthly newsletter.
2. "Permission to test" letters are sent home after the nomination period ends.
3. Score Notification: Parents receive a letter or email detailing their child's scores and potential identification options prior to the end of the academic year.
4. Program Information: Parents are invited to attend an initial identification meeting, either in-person or virtually, to discuss the AIG program. During this session, they receive detailed information regarding the services offered and sign consent for their child's placement and participation in the AIG program.
5. Upon obtaining signed parent consent, AIG identification is officially recorded in Infinite Campus, notifications are sent to relevant teachers and administrators, and documentation is filed in the student's cumulative record.

<p>Informed consent for placement</p>	<p>*</p> <p>The following process ensures parents are fully informed and involved in decision-making regarding their child's education and identification for AIG services.</p> <ol style="list-style-type: none"> 1. Notification and Assessment: Parents and staff are informed about the nomination window and assessment dates for potential AIG identification. This includes a clear timeline and overview of the evaluation process. Information regarding AIG Nominations is located on the PCS AIG website and sent through the AIG monthly newsletter. 2. "Permission to test" letters are sent home after the nomination period ends. 3. Score Notification: Parents receive a letter or email detailing their child's scores and potential identification options prior to the end of the academic year. 4. Program Information: Parents are invited to attend an initial identification meeting, either in-person or virtually, to discuss the AIG program. During this session, they receive detailed information regarding the services offered and sign consent for their child's placement and participation in the AIG program. 5. Upon obtaining signed parent consent, AIG identification is officially recorded in Infinite Campus, notifications are sent to relevant teachers and administrators, and documentation is filed in the student's cumulative record.
<p>Transfer procedures</p>	<p>*</p> <p>The district ensures a seamless continuation of services for students transferring to PCS with a gifted identification or plan from another Local Education Agency (LEA). The transfer process includes:</p> <ol style="list-style-type: none"> 1. Recognition of Existing Identification: PCS will honor a student's previous gifted identification or plan if it is documented in the transfer records. 2. Documentation in Infinite Campus: The identification is documented in Infinite Campus to ensure it aligns with PCS records. 3. Access to Gifted Services: The student is provided with comprehensive programming suited to their gifted identification, ensuring no interruption in access to advanced learning opportunities. <p>This approach guarantees consistency in gifted services for all students, supporting their academic growth without regard to previous school district boundaries.</p>

Reassessment procedures	<p>*</p> <p>For students who do not initially qualify for the AIG program, PCS offers a structured follow-up process:</p> <ol style="list-style-type: none">1. In biennial years, significant changes in student performance data may lead to an initial or additional area of identification.2. In biennial years, students may be nominated for reassessment by students, teachers, or parents/guardians.
Procedures to resolve disagreement	

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Each family is informed of the appeals process once the identification process is completed. The Grievance Process is as follows:

Level I: School Site Review

If parents/guardians have a disagreement concerning screening, identification, or services, they shall first request a meeting with the principal, the AIG Specialist, and the child's teacher.

Level II: Administrative Review

If the disagreement is not resolved at the school site, the parents may appeal in writing within 10 days to the coordinator of the AIG Program. He/She will review and respond to the case within ten days of receipt of the Appeal.

Level III: Board of Education Review

If an agreement cannot be reached administratively, the school system will arrange for a meeting with the AIG Director within ten days.

Level IV: School Board Review

If mediation does not resolve the dispute, the parents/guardians may appeal to the PCS Board of Education (BOE) in writing within ten days of the mediation. The PCS BOE will offer a final written decision within 30 days.

Level V: As stated in Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. § 115C-150.5-.8 (Article 9B)] The scope of the hearing will be limited to consideration of (1) whether the local school administrative unit improperly failed to identify the child as an Academically or Intellectually Gifted student or (2) whether the local plan of services for the student has been implemented appropriately. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

- Increase opportunity for underrepresented populations of students to be screening, referral, and identification.

Planned Sources of Evidence

* Talent Development Student List, including demographics	
* AIG Data Sheets	
* AIG Headcount	

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









Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/13/2025 

AIG Related Documents

Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>2025-2028 AIG Plan Approval Page</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>PCS Identification Pathway Document</u>
AIG Standard 2 Additional Resources	N/A	 <u>Policy 3420 R-2023-2024 Student Promotion and Accountability-Accelerated Courses in Middle School Chart</u>
AIG Standard 3 Additional Resources	N/A	 <u>Differentiated Document for iReady Math</u>
AIG Standard 4 Additional Resources	N/A	 <u>AIG Program and Services for Teachers-Fall</u>
AIG Standard 5 Additional Resources	N/A	 <u>Fall Parent Meeting Presentation</u>
AIG Standard 6 Additional Resources	N/A	 <u>PCS AIG Data Trends</u>

Glossary

Pender County Schools (710) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
ACT, ACT Aspire, PSAT, SAT or AP Exams	Nationally normed tests of student achievement most often associated with and given to high school students preparing to apply to college.
Advanced Differentiated Education Plan (ADEP)	A form used as communication between AIG Team and school staff that specifically addresses the student's AIG identification, area of identification and test scores used as criteria.
AIG Specialist	Term used in Pender County Schools for a teacher specializing in the instruction of gifted learners and whose job it is to promote, advocate for and facilitate the AIG program within the schools. These staff members have earned AIG licensure and are paid primarily from the AIG budget provided to the county by the state.
AIG Support Staff	Pender County Schools' staff members who have been chosen due to their passion and desire to teach gifted students, to advocate for gifted education and to create relationships with gifted students and their families. These staff members may be AIG licensed, seeking AIG licensure or have obtained local AIG credentials. They work with identified students by providing enrichment opportunities, 4-year planning for high school and assistance with college, scholarship and enrichment applications.
Academically or Intellectually Gifted (AIG)	Academically and Intellectually Gifted identification is defined by the state of North Carolina in article 9B as students who need enrichment, extension or acceleration of the standard course of study. Gifted students have met the county criteria and have demonstrated an advanced ability or potential in one or more specific areas when compared to peers of the same age and/or grade level.
Academically Gifted	Academically Gifted students have met the county criteria and have demonstrated an advanced ability to learn or potential in one or more specific academic areas when compared to peers of the same age and/or grade level. The child's needs have shown through criteria to exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services
Intellectually Gifted	Intellectually Gifted students are those whose intellectual abilities, creativity, and potential for achievement exceeding their peers of the same age and/or grade level and are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services
Career and College Promise (CCP)	Three pathways in a dual enrollment program for motivated high school juniors and seniors seeking a head start on college and career training. In Pender County Schools, this partnership is with Cape Fear Community College.
Cognitive Abilities Test (CogAT)	A group administered K-12 assessment intended to estimate students' learned reasoning and problem solving abilities through a battery of verbal, quantitative and nonverbal test items. This test is nationally normed and used in Pender County Schools as a one-time universal screener for all students in elementary school.

Credit by Demonstrated Mastery (CDM)	The process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Pender County Schools follows the guidelines outlined by North Carolina Department of Public Instruction in which students must meet a test score and create an artifact that is presented to a panel of content experts for scoring.
Differentiated Education Plan (DEP)	A form serving a communication between the county and the family of a gifted identified student which outlines a gifted student's area of identification and the services that will be provided by Pender County Schools. This form is primarily used by this name in the elementary grades by the AIG specialist and changes to the Academic Resume' for middle and high school students.
End-of-Grade Tests (EOG)	North Carolina's version of summative assessments for grades 3rd through 8th grade designed to measure student performance on the goals, objectives, and grade level competencies specified in the North Carolina Standard Course of Study.
End-of-Course Tests (EOC)	North Carolina's version of summative assessments for high school level courses designed to measure student performance on the goals, objectives, and grade level competencies specified in the North Carolina Standard Course of Study.
Iowa Acceleration Scale	A research-based tool to help schools make effective decisions regarding a grade-skip and/or acceleration.
Iowa Test of Basic Skills (ITBS)	A nationally-normed standardized achievement test for K-12 students. Pender County Schools uses this assessment as a possible criteria for gifted identification.
Multi-Tiered System of Support (MTSS)	A process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior needs by systematically delivering a range of interventions based on demonstrated levels of need.
Naglieri Nonverbal Ability Test (NNAT)	A non-verbal measure of general ability and used by Pender County Schools as an assessment for possible gifted identification.
Otis-Lennon School Abilities Test (OLSAT)	A multiple choice test that measures scholastic achievement across all ages and commonly used in the U.S. to identify gifted children.
Primary Education Thinking Skills (PETS)	A systematized enrichment and diagnostic thinking skills program.
Renzulli Scale for Rating Scale	A research-based scale for ranking the behavioral characteristics of learners. This standardized instrument is completed by teachers and provides an effective method of identifying gifted children.
Student Success Partnership Agreement (SSPA)	A tool intended to document measures teachers are taking to ensure students are receiving what they need to stay successful in school.
Universal Screening	A systematic process of assessing all students, usually at a grade level.