

Mission/Vision Statement and Funding

Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

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

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

* Mission and/or Vision Statement(s)

At Richmond County Schools, our mission is to collaborate with families and the community to support, equip, and inspire students. We aim for students to graduate with the ability to create, collaborate, communicate, and think critically. Our vision is to provide students with opportunities to choose purposeful pathways beyond graduation, preparing them to become productive citizens. We are committed to personalized, rigorous education for all, fostering caring and respectful relationships, and maintaining safe, inclusive school environments. Through continuous growth and development, we ensure equitable access to digital resources, higher education, and career opportunities.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 393,696.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification
Richmond County Schools (770) 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>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Richmond County Schools is dedicated to identifying and serving students who demonstrate exceptional academic and intellectual abilities. Our identification procedures are designed to be transparent, fair, and inclusive of all potential gifted learners. This standard outlines how we identify students for gifted services, communicate these processes, and ensure appropriate services across all grade levels. Screening and Referral Processes Richmond County Schools employs both screening and referral processes to identify gifted students at all grade levels. Our approach incorporates universal screening opportunities to ensure every student has the chance to demonstrate their strengths and talents. Screening Procedures by Grade Level Grades K-2 ▪ Students scoring at the 89th percentile or above on i-Ready Reading or Math Diagnostic and/or mClass Dibels Reading Assessment (three or more measures) receive talent development opportunities ▪ Teachers may refer students based on work samples, portfolios, and observations during Primary Education Thinking Skills (PETS) sessions ▪ CogAT screener administered to all second graders at year-end, with the top 10% at each school added to the following year's "screening pool" Grade 3- AIG Specialists create a "screening pool" of students who meet any of these criteria: ▪ Top 10% on i-Ready Reading or Math Diagnostic and/or mClass Dibels Reading Assessment (three or more measures) ▪ Level three or higher on the third grade Beginning of the Grade (BOG) test ▪ Top 10% of students screened at each school in second grade on CogAT Screener Grades 3-8- Universal screening includes students who meet any of these criteria: ▪ Score a level 5 on reading, math, or science End-of-Grade (EOG) tests ▪ Score 89% or higher on NC Interim Assessments ▪ Score at the 89th percentile or above on iReady Reading and/or Math Diagnostic Grades 9-12

▪ 9th and 10th grade students meeting Career & College Promise (CCP) requirements through above grade-level testing (PSAT, Pre-ACT, ACT, SAT, or Placement Test) ▪ Teacher/counselor referrals ▪ Students scoring Level 5 on Math I, English II, Biology, or Math III End-of-Course (EOC) exams Referral Procedures AIG Specialists accept referrals year-round from multiple sources: ▪ Students (self-referral) ▪ Peers ▪ Parents/guardians ▪ Educators and school staff ▪ Community members Communication of Screening and Referral Processes AIG Specialists communicate these processes through: ▪ Mandatory informational meetings with teachers and administrators during the first semester ▪ School-based events (open houses, curriculum nights, parent-teacher conferences) ▪ Social media and district website resources ▪ Collaboration with classroom teachers, instructional coaches, EC teachers, and ML specialists ▪ Professional Learning Community (PLC) meetings to examine student data	* 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. Richmond County Schools uses comprehensive criteria for AIG identification that considers both quantitative and qualitative evidence to develop a complete learner profile. Gifted Designations <table><tr><th>Designation</th><th>Description</th><th>Service Focus</th></tr></table>	Designation	Description	Service Focus
Designation	Description	Service Focus		

AR (Academically Gifted in Reading)	High achievement in reading/language arts	Advanced literacy, critical analysis, writing skills
AM (Academically Gifted in Math)	High achievement in mathematics	Advanced mathematical concepts, problem-solving
AG (Academically Gifted)	High achievement in both reading and math	Integrated advanced curriculum
IG (Intellectually Gifted)	High intelligence scores, may not show high achievement	Critical thinking, organizational skills development
AI (Academically and Intellectually Gifted)	High intelligence and high achievement	Accelerated and enriched curriculum

Identification Pathways
 Richmond County Schools offers three distinct pathways to identification, ensuring we capture different manifestations of giftedness:

Pathway 1: Intellectually Gifted (IG) and Academically and Intellectually Gifted (AI)

- IG: 98-99% on an ability test
- AI: 98-99% on both ability and achievement assessments

Pathway 2: Academically Gifted (AG, AM, AR)

- Ability score of 89% or higher AND
- Achievement score of 89% or higher

Pathway 3: Multiple Criteria (AG, AM, AR)

- Requires 6 total points from a combination of:
 - Ability/achievement test scores:
 - 97-99% = 3 points
 - 93-96% = 2 points
 - 89-92% = 1 point
 - School achievement (i-Ready, mClass, BOG) = 1 point
 - Qualitative data (maximum 2 points)

- General anecdotal data = 1 point

Quantitative Data Measures

Ability Tests:

- Cognitive Abilities Test (CogAT)
- Naglieri (NNAT3)
- Torrance Test of Creative Thinking (TTCT)

Achievement Tests:

- North Carolina EOG/EOC tests
- NC Beginning of Grade Reading (BOG)
- Stanford 10 Achievement Test
- IOWA Test of Basic Skills (ITBS)
- Woodcock-Johnson Achievement Test
- i-Ready Diagnostics
- mClass Dibels Reading Assessment

Qualitative Data Measures

- Referral documents (parent, teacher, peer, self)
- Teacher Observation Profile
- AIG Specialist Observation Profile
- Gifted Rating Scale using Twelve Traits of Giftedness

Needs Determination Team Process:

The Needs Determination Team consists of:

- AIG Specialist (serves as chairperson)
- School Administrator or designee
- Classroom teacher(s) who work with the student
- School counselor

- Other relevant specialists as needed (ML teacher, EC teacher, etc.) The team meets regularly to review student data and make identification decisions. Each team member reviews the collected evidence and completes a scoring rubric. The AIG Specialist facilitates discussion of the student's comprehensive profile, and the team reaches consensus on identification decisions. When a student falls just short of qualification (5 points instead of 6 in Pathway 3), the team may: - Place the student in a talent development program for one semester - Gather additional evidence through classroom observations - Recommend alternative assessments if appropriate - Review the case again with new evidence after one semester All decisions are documented in the student's AIG folder with signatures from all team members. Parents are notified of decisions within 10 school days and invited to review the evidence and decision process.	  Click here to remove the table and use only the narrative field.
* 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. RCS recognizes that there are demographic disparities in our district. The Richmond County School system is disproportionate in the identification of underrepresented populations. Current data reflects that the AIG program is serving 14.68% of our total population of white students, while serving 2.99% of our Black students and 7.55% of our Hispanic population. We have made efforts to address opportunity and excellence gaps in previous plan cycles and yet realize there is still more work to be done. The AIG Specialists and Coordinator monitor and track screening and referral data to ensure that we are working to identify our underrepresented populations. K-3 Talent Development Program Our K-3 Talent Development Program provides enrichment opportunities for young students who demonstrate advanced academic potential, critical thinking abilities, and problem-solving skills. This program serves as both an enrichment opportunity for high-ability students and as a talent identification pipeline for formal AIG services in later grades. AIG Specialists deliver targeted enrichment through a pull-out model, working with small groups of K-3 students who demonstrate strengths and talents in the regular education classroom. These sessions focus on developing higher-order thinking skills through engaging, challenging activities that extend beyond the standard curriculum. Lessons are specifically designed to: - Promote advanced problem-solving strategies - Develop critical thinking skills - Encourage creative expression and innovation - Foster communication and collaboration skills - Build academic vocabulary and concept development	

Identification Process

Students are selected for participation through multiple pathways:

- Teacher referrals based on classroom performance and observed potential
- Parent/guardian referrals highlighting advanced abilities observed at home
- Peer nominations of classmates who demonstrate exceptional thinking
- Data analysis of classroom assessments and performance indicators

Program Goals

Our K-3 Talent Development Program aims to:

1. Nurture emerging talents in young learners
2. Provide appropriate intellectual challenge for high-ability students
3. Develop a diverse talent pool for potential AIG identification
4. Support the transition to formal AIG services in later grades

We implement mass screening with the CogAT Screener at the end of second grade for students in the academic year. This practice will allow us to have an objective tool to screen for the possibility of identifying gifted and talented students in all demographic areas.

During monthly AIG PLCs, we discuss and evaluate the data and put steps in place to ensure that we are screening students in our underrepresented groups. Our schools also track students' scores from NC Interim Assessments, common assessments, and i-Ready Diagnostics. We examine the data for students who demonstrate increased scores in specific areas. Then, students who need talent development in a specific area, based on this data, are pulled for differentiated small-group reading or math instruction.

Once subgroup data is available from the state accountability reports, the AIG Coordinator and the AIG Specialists examine these reports to determine how we can better identify our underserved population. We examine the School Performance Grades by subgroups. This report shows the grade for achievement and growth of each subgroup and then assigns a letter grade based on state accountability measures. We also look at the Long - Term Goals outlined by ESSA to examine achievement gaps in subgroups and determine strategies to decrease these gaps.

English Learners in WIDA Tiers I and II, or upon the suggestion of the ML teacher, have the option of taking diagnostic tests in their native tongue. AIG Specialists are notified by ML teachers if students demonstrate talent or exit the program early.

The identification practices under Pathway 3 allows for multiple criteria. By design, this pathway allows composite or individual battery scores to be used. This pathway also allows students to demonstrate a need for differentiation through qualitative measures. The flexibility in this pathway provides more access for our traditionally underserved populations.

In addition to consistent screening of all students, we also provide professional development on topics that impact our subgroups in an effort to create understanding of the diverse learners we have in our schools. All beginning teachers receive training on how to best meet the needs of students of poverty. The purpose of this training is to develop an awareness of the hidden rules between the economically disadvantaged and the middle class. All teachers also receive 6.5 hours of mental health training to better meet the social and emotional needs of students. We are working to equip our teachers with strategies to help students who need support academically and emotionally. These opportunities support our teachers in understanding our diverse learners and identifying potential talent that may otherwise go unrecognized.

To address identification disparities, Richmond County Schools commits to specific improvement goals:

1. Increase identification of Black students from current 2.99% to at least 5% over the next two years

2. Increase identification of Hispanic students from current 7.55% to at least 10%
3. Train all classroom teachers in recognizing gifted traits in culturally diverse populations using research-based observation tools
4. Partner with families through targeted outreach events in underrepresented communities
5. Implement early talent spotting in K-2 with culturally responsive identification tools
6. Track and analyze subgroup data quarterly to monitor progress toward goals

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	5.76%	---	7.37%	---	14.98%
Male	---	<5%	11.62%	---	5.43%	---	17.83%
Total	---	<5%	8.65%	7.39%	6.39%	---	16.46%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

The fundamental expectation that screening, referral and identification processes are consistent is paramount in the RCS gifted program. In an effort to ensure consistency of these processes, several district monitoring procedures are being implemented.

AIG Specialists have resources with clear procedures. Adherence to these guidelines is substantiated, with documentation presented, at PLC meetings. Resources on Google Drive allow AIG Specialists quick access to all forms, PowerPoint, and other AIG materials.

Compliance and consistency is monitored through random visits to the site school by the district coordinator. The coordinator examines the AIG folders and the folders of students that were screened but did not qualify. For qualified AIG students, the folders are examined for the current DEP that has appropriate signatures and services provided. The folders for students who do not qualify are examined to ensure that a parent meeting was held, test results were explained and provided to the parents, and the Decisions About Identification form is completed.

In an effort to ensure that screening and identification practices are consistent, AIG Specialists submit screening rosters to the AIG District Coordinator at BOY, MOY, and EOY. The screening roster requires the AIG Specialists to provide the origin of the referral; parent, teacher, screening pool based on test data, etc. This monitoring informs screening, referral and identification processes that need to be strengthened. It also assists with addressing our underrepresented populations by raising awareness of equal representation.

AIG Specialists also train their Needs Determination Teams in the screening and identification process. Following the training, an agenda and sign-in sheet is submitted to the AIG Coordinator to ensure adherence to the processes for screening, referral, and identification is communicated to all team members.

Prior to the beginning of each school year, the AIG Coordinator or Lead Specialist will share information regarding the screening, referral, and identification processes for the district with all principals and district administrators.

*** Practice E**

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

Communicating policies that protect and inform our parents and students is critical. Richmond County Schools maintains documentation that explains the identification process and service options available to the students in our district. The parent/guardian packet articulates the various paths to identification, service options available to our gifted population and provides a Review to Disagree document concerning placement. This information is also posted on the district and school websites.

AIG resources are on Google Drive. All program documents are located on this Canvas site to ensure that AIG Specialists are consistent across the district.

AIG Specialists work closely with the school data managers to review data of newly enrolled students to determine if the students qualify for AIG services or further evaluation is needed. All new students to the district are considered for AIG services.

Parents/Guardians and the AIG Specialists will review the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) annually. This review will provide the parent with an explanation of services and include the Review to Disagreement procedures.

AIG Specialists provide information to parents/guardians, staff, students and the community about the AIG program in various formats. AIG brochures, school and district websites, and PowerPoint presentations during school parent nights are some examples of communication options. AIG Specialists also attend school opening meetings as well as parent/teacher conference days. The specialists are in central locations with AIG information at each school. Parents can also make appointments to meet with the AIG Specialist.

It is critical to inform teachers about the AIG procedures. Each September, AIG Specialists use a universal PowerPoint to explain screening, identification and services for AIG students. This session also informs teachers on how to advocate for learners and explains the collaborative structure of the AIG program. Richmond County Schools has a motto, "Better Together," and all stakeholders work together to ensure that our AIG students are growing and getting the services they need.

The district also has many community/ parent events that the AIG Specialists attend. These events ensure that all parents are exposed to AIG offerings. Additionally, exposure to how students can be identified for services. These information sessions are tailored to the specific group that is in attendance. For example, the ML Director hosts two ML Parent Nights. AIG Specialists collaborate and share information packets in the group's native language. Translators are also present to assist parents with questions.

All AIG Specialists are integrated into events that occur at the schools. This ensures consistent parent engagement with the specialists. The classroom teacher and specialist meet with parents together as well as support each other during community activities at the school. The collaboration ensures that AIG is an integral part of the school and shows that we are "Better Together."

*** 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.

All AIG students have a file that is kept in a locked filing cabinet at each school in the AIG or records room.

These files consist of the following:

- Referral Packet by educator, parent, peer, or student
- Consent to Assess form
- AIG Decisions about Identification
- AIG Identification Analysis
- Needs Determination Team meeting minutes

- Area of Identification
- Annual Differentiated Education Plans (DEP)
- Evaluation data to support identification
- Services Recommended

These forms document the procedure used for identification. Parents meet with the AIG Specialist to review all information collected throughout the identification process. Services and area(s) of identification are explained. Parents and the Needs Determination Team will sign documents. Parents are then provided with a copy of the initial DEPs and evaluation materials. Parents also receive a copy of the annual DEP.

Data is also entered into Infinite Campus by the AIG Specialist. The specialist completes the information under the tabs of "Identification Evidence" and "Program Services."

AIG Specialists update the annual DEPs each year. This allows the specialist to share services and experiences that the student is provided during the school year. Entries are monitored at the district level by the AIG Coordinator.

An End-of-Year Record Transfer is used to transfer folders to the middle and high schools to ensure that records are maintained. This form requires the receiving AIG Specialist to verify that all folders are received and reviewed for all appropriate documentation.

AIG files for students who graduate will be held securely at Central Services for 5 years post graduation. At such time, records will be destroyed.

Files for students who are screened but do not meet identification criteria will be kept with AIG student files at each school and transferred until graduation. Once these students graduate, screening files will be destroyed.

* 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.

Richmond County Schools is focused on ensuring that parents/families are aware of how their child is being served and in what services they are receiving. Our goal is to provide K-12 services that are reviewed annually. The services that a gifted learner is accessing should be documented in a Differentiated Education Plan (DEP) or the Individualized Differentiated Education Plan (IDEP). The DEP and IDEP outline the services that are available to gifted students.

During the initial placement meeting with parents/guardians, the following possible key components to discussed:

- Review of the student's identification data and qualifying criteria
- Explanation of the AIG program services available to the student
- Discussion of the student's specific learning needs and strengths
- Presentation of recommended service options based on the student's profile
- Explanation of classroom differentiation strategies that will be implemented
- Review of enrichment opportunities and extension activities available
- Discussion of the student's social-emotional needs related to giftedness

- Clarification of parent/guardian and teacher roles in supporting the student
- Explanation of the annual review process and how to request modifications
- Opportunity for parents/guardians to ask questions and provide input

The parent/guardian's signature on the DEP indicates their participation in the process and understanding of the services to be provided.

A student that is identified for AIG Consultative services will:

- receive individualized conferences
- benefit from AIG Specialists collaboration with classroom teachers to promote differentiated assignments
- receive periodic pull-outs based on the assessment data

A student that is identified for AIG Resource services will:

- receive weekly pull-outs

A student that is identified for AIG Magnet services will:

- receive individualized projects and units of study based on interests
- have opportunities for online courses

A student that is identified for AIG Acceleration services will:

- receive subject or grade acceleration
- receive an IDEP to ensure roles and responsibilities for support are clearly articulated

Any gifted student can have an IDEP. An IDEP can be initiated at any time facilitated either by the AIG Specialists, classroom teacher, administrator, parent or student. The IDEP specifically outlines the needs the gifted student has and what supports are going to be put in place to ensure success. The roles of each team member and what they are responsible to monitor will be clearly defined. Once an IDEP is developed, the Gifted Needs Determination Team will begin with weekly meetings on the student. At each meeting, a new timeline will be developed for support once team members have shared both formal and summative data they have collected. Meetings may continue weekly or be adjusted to better meet the gifted learner's needs.

The annual reviews will occur. These reviews will allow parents to meet with the AIG Specialist and classroom teacher. The purpose of this meeting is to review the services and determine if the services are meeting the gifted learner's needs.

The high school annual review will occur at high school registration. The AIG Coordinator will review four-year plans with gifted learners and determine courses needed to graduate. All options with community college, Advanced Placement and Honors will be explored at this meeting. These meetings allow the students to receive guidance on courses based on their interests and career choice.

* Ideas for Strengthening the Standard

1. Address Identification Disparities More Systematically
2. Enhance Multiple Pathways Approach
3. Strengthen Early Identification (K-2)
4. Improve Consistency and Monitoring
5. Enhance Communication and Transparency

Planned Sources of Evidence

* Information packets	
* CogAT NNAT2 IOWA OLSAT Torrance Test of Creativity Stanford 10	
* NC EOG/EOC NC Interim Assessments	
* Referrals: Parent, Teacher, Peer, & Self Decisions	
* AIG Folders Checklists	
* Screening Rosters	
* i-Ready Reading and Math Diagnostic Reports	

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	Document Template N/A	 AIG Glossary of Terms

Standard 2: Comprehensive Programming within a Total School Community	Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 2: Comprehensive Programming within a Total School Community <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>	* 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. Richmond County Schools realizes that AIG programs and services should be comprehensive, addressing needs of gifted learners at all levels and settings with alignment to AIG identification. Our goal is to promote student achievement by providing a continuum of services designed to appropriately differentiate and extend core curriculum for our advanced learners. It is imperative that we value and nurture intelligence in children so that they reach their fullest potential and create opportunities for growth. All K-3 talent development students are monitored by their classroom teacher and K-5 AIG Specialist for more intensive nurturing opportunities or future placement in the AIG program. Students in grades K-12 may be referred for possible AIG placement by administrators, parents, teachers, peers or self referral. AIG K – 12 Services: K – 12 Social and Emotional Seminars AIG Specialists will offer a variety of seminars throughout the school year that focus on the social and emotional issues and curriculum topics that are relevant to gifted learners. These sessions will take place online in Canvas, during enrichment blocks, and/or lunchtime, as needed for all students who are identified in the AIG program. All staff members have received the required state mental health training. This includes the initial 6 hour training for new teachers and an additional 2 hours thereafter. Some topics include: Youth Mental Health, Suicide Prevention, and Substance Abuse. Elementary School Services K-3 Talent Development Our K-3 Talent Development Program identifies and nurtures high-ability students through a pull-out enrichment model led by AIG Specialists. The program focuses on developing vocabulary and higher-order thinking skills through STEM activities, PETS lessons, and related read-alouds. Students are selected through teacher and parent referrals, peer nominations, and data analysis. Working in small groups, participants engage in challenging activities designed to promote problem-solving strategies, critical thinking, creative expression, communication, and collaboration. This program serves both as enrichment for advanced learners and as a talent identification pipeline, helping to develop a diverse pool of students who may transition to formal AIG services in later grades. Enrichment Seminar K-3 pull out classes focus on conceptual ideas and extend the NCSCS. Students participate in critical and creative activities such as STEM and PBL units that require reading complex texts, writing, and mathematical problem solving with multiple steps. AIG Specialists, classroom teachers and administrators utilize classroom evidence that recognizes advanced learners who demonstrate a need for enrichment opportunities. This collaboration is on-going, which allows for the enrichment groups to be fluid, flexible and based on the needs of students. AIG Consultative Students are served in the regular classroom and have periodic pull-outs and small group instruction based on the needs of the students. Classroom and AIG teachers will discuss if additional focused sessions are needed to support the growth of the AIG student. Individualized conferences occur to support instruction or social and emotional development. AIG Resource Resource services support gifted learners with weekly pull-outs and/or inclusion with small group focused instruction on standards. Curriculum supports the needed durable skills

through differentiated conceptual units.

AIG Extension

Extension services support gifted learners with additional performance-based tasks that are built on individual interests. AIG Specialists and classroom teachers will collaborate to provide additional time to work on independent projects. This service option is for the highly gifted learner who demonstrates a strong need for additional services that meet individual interests and provide rigor on an as needed basis.

Math Level 5 (HB 986)

Any student that scores a level 5 on the End-of-Grade Math assessment will receive small group instruction that utilizes differentiated advanced materials from the AIG Specialist. Classroom teachers and AIG Specialists work together to provide challenging enrichment activities and accelerated content that extends beyond grade-level standards. This includes project-based learning opportunities, complex problem-solving tasks, and advanced mathematical investigations that develop higher-order thinking skills and mathematical reasoning abilities.

Grade and Subject Acceleration

Students will be accelerated by subject or grade on mastery of the curriculum standards. We will utilize the North Carolina State Board of Education criteria for early entrance to kindergarten decisions. In addition to the early entrance, we will use the IOWA acceleration scale to examine any student who is working well above grade level.

Middle School Services

AIG Consultative

Students are served in the regular classroom that are based on the needs of the students through small group instruction. Classroom teachers and AIG Specialists will discuss the needs of the students to see if additional focused sessions are needed to support their growth. Periodic pull-outs and individual conferencing may occur to meet the needs of the gifted learners.

AIG Resource

Resource services support gifted learners with pull-out and/or inclusion with small group focused instruction on standards are provided by the AIG Specialists. Curriculum supports the durable skills through conceptual units.

AIG Extension

Extension services support gifted learners with additional performance-based tasks that are interest driven. AIG Specialists and classroom teachers will collaborate to provide additional time to work on independent projects. This service option is for the highly gifted learner who demonstrates a strong need for additional services that meet individual interests and provide rigor.

Grade and Subject Acceleration

Students will be accelerated by subject or grade based on mastery of the curriculum standards. We will utilize the North Carolina State Board of Education criteria for early entrance to kindergarten decisions. In addition to the early entrance, we will use the IOWA acceleration scale to examine any student who is working well above grade level.

Math Level 5 (HB 986)

Middle school students who have scored a level 5 on the NC End-of-Grade assessment will take advanced courses that compact the grade 6, 7, and 8 math NC Standard Course of Study. These students will take Math 1 in grade 8.

Credit by Demonstrated Mastery

Students will be allowed to demonstrate mastery of standards through Credit by Demonstrated Mastery. This process will allow students access to higher-level courses.

High School Services/ AIG Consultation

During the previous plan cycle, the Richmond County School system expanded personnel to include an AIG facilitator at the high school level who actively participates in data analysis, consults with ML and EC teachers, collaborates with guidance counselors, teachers, and academic coaches to continue identifying and serving 9-12 students in an intentional manner. Responding to students' strengths, taking care to include minority, English learners, twice-exceptional, McKinney-Vento, economically disadvantaged, and culturally diverse students is an ongoing goal of the RCO AIG framework.

Academic/Intellectual Seminars

Self-selected seminars that focus on social and emotional issues, and research-based curricular topics are offered during seminar time, including ACT/SAT prep sessions.ACT/SAT preparatory sessions.

Honors Courses

High school honors courses will be offered in grades 9-12 to provide academic rigor and relevance based on established expectations that ensure all students develop the capacity to master content that is complex and challenging. Instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems. Students enjoy an open enrollment policy for honors courses, based on interest. These courses will provide challenging and differentiated assignments. Parents and students will be made aware of the expectations of the honors classes through the high school curriculum guides and through conferences with counselors and AIG Specialists. .

Advanced Placement (AP) Courses

Advanced Placement courses will be provided for students in grades 9–12. The AP courses provide students with differentiated curriculum that align with career and college readiness. Content is taught with an emphasis on critical thinking, inquiry, reasoning, and communication skills. Students enjoy an open enrollment policy for AP courses, based on interest. The gifted education department is exploring partnerships with the local community college and the North Carolina School of Science and Math to bring more advanced science and mathematics classes to high school campuses. With future implementation a goal of the program, the AIG district coordinator and the high school specialist strive to infuse the NCSSM Connect distance education and Summer Accelerator courses for NC public high school students into our expanding curricular goals and objectives. These courses are tuition-free, honors-level AP NCSSM courses delivered via interactive video conferencing. This opportunity makes it possible for students to take advanced courses in STEM and the humanities to supplement the curriculum in their home schools.

- NC Governor's School (NCDPI): While supporting local extra-curricular initiatives, the high school specialist encourages eligible students to apply to the residential NC Governor's School program, for which all high school juniors are screened for qualification. Eligibility is based on demonstrated achievement on standardized tests and recommendations from faculty and staff; AIG identification is not required for candidacy. Students work closely with the high school counselor and the AIG department throughout the application process. RCS supports any student who is invited to attend one of the Governor's School sites by paying the \$600 tuition.
- Community College Classes (CCP): Students who meet criteria established by the State Board of Community Colleges are eligible to take community college classes upon entering their freshman and sophomore years of high school.
- North Carolina School of Science and Mathematics (NCSSM): In partnership with the NC School of Science and Mathematics, the gifted education department seeks to identify prospective students for NCSSM-sponsored initiatives. In an effort to strengthen this partnership, the AIG facilitator served on the selection committee for NCSSM for the 2021-2022 academic year.
- University of NC School of the Arts (UNCSA): The vision of the Richmond County Gifted Education Department is to seek opportunities for students to avail themselves of the offerings provided by our top-ranked creative and performing arts conservatory. These students need advocacy from adults who perceive their emerging talents and nurture their potential through an established partnership with UNCSCA. The high school AIG facilitator is actively involved in bringing this connection to fruition working with liaisons from UNCSCA.
- Credit by Demonstrated Mastery (CDM): Students will be allowed to demonstrate mastery of standards through Credit by Demonstrated Mastery. This process will allow students access to higher-level courses. Promotes college awareness and planning opportunities through mentorships and community partnerships for secondary students.
- Academic Success Opportunities: The high school AIG specialist offers opportunities for students to receive small group or individual conferencing to strengthen essays for college applications and scholarships. The high school specialist maintains an open door policy to all students who need assistance in their studies or need strategic guidance concerning scheduling options, four- year graduation plans, and extracurricular initiatives. Students are also kept abreast of academic contests and awards including competitions related to the area of identification.
- Career and Technical Education (CTE): CTE credentials can be earned in high school through pre-selected CTE pathways chosen by the student in the junior year.
- Social/emotional services at the high school level
- National Honor Society
- National Technical Honor Society
- National Senior Beta Club
- Community service expectations

- After school opportunities and tutorial services

- Minority student clubs

- Musical/Theatrical, Choral performance groups

- Extracurricular activities including yearbook, student radio, foreign language clubs, student government,

- Raider News, etc.,

- Access to a Dropout Prevention Coordinator at the high school level. Through Systems of Support, a matrix to identify students at risk has been created. This provides access to mentors and a planned pathway for success.

Collaboration Model

AIG Specialists work with classroom teachers to support gifted learners in classrooms as well as through AIG services. The collaboration assists us with meeting the academic and social and emotional needs of students. All information of services listed in the DEP are shared with any teacher or counselor serving the student.

AIG Specialists regularly attend school-based PLCs with classroom teachers, EC teachers, counselors, and ML teachers. They also serve on their school's MTSS Leadership Team. These team meetings allow for a variety of lenses to be accessed for data-based problem-solving and suggestions for enrichment in the general education setting. Specialists make recommendations for differentiating instruction and supporting the social and emotional needs of gifted learners, as well as supporting teachers in the recognition of non-traditional gifted traits.

Through the services listed, we match the identification areas to services needed to provide rigorous instruction for our gifted learners. A student who is identified Academically Gifted in Reading will have consultative or resource services in reading.

Flexible grouping in classes will cluster these learners for instruction. A student who is identified as Academically Gifted in Math will have consultative or resource services in problem solving and critical thinking around real world math problems. These students will also have options for math standards compacting in the consultative service option. A student who is Academically Gifted in Reading and Math will have consultative or resource services in both areas. These students will receive differentiated conceptual units that provide rigorous academic challenges. A student who is Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI) will have opportunities to work in cluster classes for academic growth but will be assigned to AIG Magnet Services. This will require pull-out services as well as individualized learning units of study based on student interests.

Classroom teachers, EC teachers (twice-exceptional), and EL teachers work with AIG Specialists throughout the year, during PLCs, and when the annual DEP is developed for each student. After each NC Interim Assessment, AIG Specialists and teachers analyze data and determine instructional materials and methods to continue the growth and development of our AIG students. AIG Specialists also work with school counselors and social workers to support the social and emotional health of the students they serve.

In addition to PLCs and DEP development, AIG Specialists work in the regular classrooms to provide small group instruction. This practice ensures that AIG students receive rigorous, differentiated instruction that develops Future -Ready thinkers. Small group instruction, as well as digital support in Google Drive, allow for comprehensive AIG support consistently. Small groups and digital support helps all teachers to embrace "AIG all day every day!"

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*** 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.

Continued collaboration among all stakeholders is important and essential to the success of gifted students. Parents, teachers, students, counselors and administrators are involved in making decisions about gifted learners. Social and emotional needs of gifted learners continue to be an area of concern and we are exploring more intensive and specific plans to address the varying needs of our students.

School counselors, psychologists, and social workers host support groups or individual sessions for students who are struggling socially and emotionally. These support sessions provide a safe and nurturing environment where students can share issues and concerns and learn coping strategies and ways to effectively control and express their emotions.

Our schools also have mentor programs that work with students' social and emotional behaviors. Volunteers from the community mentor students and support them emotionally. Richmond County Sheriff's Department officers collaborate with these programs and mentor students who have emotional trauma and need extra support. Through the Dropout Prevention Coordinator and Systems of Support, students have access to be a part of Mentor and Me. Training is provided to Certified and Non-Certified staff who want to mentor students who may need additional support.

Positive Behavior Intervention Support (PBIS): By utilizing PBIS, AIG Specialists will impact some of the emotional and social issues through positive support in all classes.

Not only does PBIS foster positive behaviors, but we utilize the Data Review Teams (DRT) and/or Child Family Support Team (CFST) to provide interventions for social and emotional needs. The team meets and discusses possible interventions for a student. The AIG Specialist is a critical part of this team when a gifted child is being discussed.

Selected specialized instructional support staff and teachers have been trained in Trauma Informed Practice with Cheryl Fuller. Additionally, all staff have been trained in Youth Mental Health First Aid. This training is delivered as school-based training by counselors, social workers, and nurses during Professional Development days, faculty meetings, and/or PLCs.

In addition, some of the other tools utilized by AIG Specialists include bibliotherapy, Character Education Projects with DPI, Learning Labs with SE themes, "I'm Not Just Gifted" resource book and AIG Booster Shots for Staff PD.

All of the support and services provided to our students are organized through our school-wide MTSS teams, grade level teams, and MTSS Leadership Team. We utilize data-based problem solving to determine the needs of our students and the implementation of the supports which will be put into place for individual students. AIG Specialists are integral to all these teams in representing the unique SEL needs of gifted learners.

Given the social and emotional issues often experienced by gifted learners, recent research on creativity suggests that engaging in creative tasks has a positive effect on the brain by elevating feelings of happiness and reducing anxiety.

High School Supports

AIG Specialists conduct comprehensive individual academic planning by evaluating student strengths and interests to design personalized 4-year course plans at the high school level. They guide students in selecting advanced coursework (AP/CCP), review prerequisites and recommended course sequences, monitor progress each semester, and connect coursework to potential college majors and career paths. In addition to academic planning, counselors provide extensive college admissions support by creating SAT/ACT testing timelines and preparation strategies, reviewing college essay drafts, researching scholarship opportunities, and identifying leadership roles aligned with student interests. They guide students in developing competitive college applications while maintaining relationships with college admissions officers to support student success in the application process.

Our high school offers several supports to promote students' social-emotional learning and personal growth. These include student organizations such as the National Honor Society, National Technical Honor Society, and National Senior Beta Club, which recognize academic achievement and encourage leadership and service. Mentor programs connect students with community mentors and role models, providing guidance and encouragement. Additionally, we offer coordinated services through the Exceptional Children (EC) department to support twice-exceptional students, addressing both their academic strengths and unique learning needs.

Emotional Intelligence Book Study for Staff Professional Growth

As part of our commitment to expanding social and emotional support for gifted learners, our gifted team will implement a professional book study of Daniel Goleman's *Emotional Intelligence: Why It Can Matter More Than IQ*. This district-wide initiative will engage AIG Specialists and the AIG Coordinator in a collaborative exploration of the emotional competencies that influence student success.

The purpose of this professional learning experience is to deepen understanding of the five key components of emotional intelligence—self-awareness, self-regulation, motivation, empathy, and social skills—and how they directly impact gifted learners' well-being, behavior, relationships, and academic performance. The study will emphasize the unique emotional intensity, sensitivity, and asynchronous development often seen in gifted students.

By grounding our professional growth in Goleman's research, this initiative enhances our ability to deliver proactive, evidence-based SEL support for gifted students and contributes to a unified, empathetic, and emotionally attuned school culture. The book study also supports Goal 2 of the district's strategic plan by promoting a personalized and relevant educational experience that nurtures both the academic and emotional intelligence of students.

*** Practice C**

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

Goal 2 of our Richmond County School's Strategic Plan states that every student in RCS experiences and engages in rigorous and relevant personalized education. This includes utilizing innovative best practices, establishing a culture of high expectations for all students, differentiating student learning by using a variety of data, and fostering a school culture that is proactive and responsive to the needs of all students.

The AIG program utilizes a variety of research-based instructional practices to provide differentiation and for gifted learners. AIG Specialists collaborate with the general education teachers, ML and EC teachers, as well as counselors and social workers via email, learning surveys, professional learning communities and professional development to ensure that we are supporting the growth and development of our gifted learners.

In addition to collaboration, all district initiatives involve our AIG Specialists. As district leadership teams are formed, AIG Specialists are involved and expected to support the teachers and students with these initiatives. For example, AIG avidly supports the infusion of STEM enrichment activities and tracks data for gifted students.

In keeping with our high expectations, we also work to ensure that our services align with classroom instruction. We want students to experience the connection between the classroom and the AIG services they are receiving. The district focus on small group instruction ensures that gifted students receive differentiated instruction.

The AIG Coordinator is also a curriculum director. This role allows for representation of AIG to be in monthly administrator meetings, academic coach meetings, weekly curriculum meetings (all curriculum directors attend meetings), professional development meetings, School Board Meetings and technology meetings. This consistent collaboration ensures that AIG is integrated into all school and district initiatives.

In addition to organized meetings, the AIG Coordinator also collaborates closely with the Multilingual Learner Coordinator and the Exceptional Children's Director, as well as serves on the district MTSS Team. Discussions are held on strategies and information to assist our twice exceptional learners. Guidance for these meetings comes from the Call to Action: Critical Actions to Reach & Teach Students Who are Twice Exceptional (2e) provided by DPI.

The district professional development plan is a strength to support AIG students. Classroom teachers participate in grade level facilitated planning sessions with the curriculum director. The AIG Specialists attend these planning sessions and gather resources in Google Drive for teachers to use to differentiate. These planning sessions also ensure that the AIG Specialists know the unit pacing and can continue to add instructional support for gifted learners.

Intentional efforts have been made to align AIG services discussed in this plan with each area of AIG identification, program goals and district resources. Local and state funds support the implementation of our AIG Plan. Collaboration within the total school community is essential for meeting the needs of advanced learners. Our LEA response at the high school level includes support for academic/intellectual, and social/emotional needs.

Examples include the following:

- Credit by Demonstrated Mastery (CDM) as delineated by NC Department of Public Instruction
- AP courses - exploring partnerships with area colleges and universities to bring more advanced math classes to high school campuses.
- Honors courses
- National Honors Society
- National Senior Beta Club
- NC Governor's School
- North Carolina School of Science and Math (NCSSM)

▪ CTE opportunities such as Project Management Ready Certification which allows students to explore the project management industry while also making important connections in a potential career field and Summer Bridge, A Career Exploration Camp for rising sixth grade students. ▪ Additional extracurricular activities include yearbook, student government, foreign language clubs, etc. Current K-12 District initiatives ▪ STEM ▪ Data informed decision making ▪ High expectations ▪ High Yield Instructional Strategies adapted from Learning Focused Framework ▪ Small group instruction AIG services are funded through a combination of local and state resources, strategically aligned with program goals and identification areas. Resource allocation prioritizes professional development for all teachers who support gifted learners, specialized materials for differentiated instruction, technology tools to enhance learning, and community partnerships that expand opportunities for advanced students.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Guiding Principles Richmond County Schools implements intentional, flexible grouping practices based on student needs, assessment data, and instructional goals. Our approach ensures appropriate academic challenge while maintaining opportunities for social interaction and development. Grouping Strategies by Level Elementary School ▪ Cluster Grouping: Placing AIG students and high achievers together in regular classrooms to facilitate differentiated instruction ▪ Intervention/Enrichment Blocks: Data-driven flexible grouping during designated times ▪ Enrichment Activities: Small group pull-outs for specific enrichment including: Middle School ▪ Advanced Reading Groups: Placement based on reading proficiency and comprehension skills ▪ Compacted Math Courses: Accelerated pacing for qualified students ▪ Flexible Skill Groups: Regrouping based on specific learning needs ▪ Interest-Based Clusters: Groups formed around specialized topics or projects High School
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- Course Selection Guidance: Collaboration between AIG Specialist, guidance counselors, and administrators
- Four-Year Planning: Strategic course selection balancing Honors, AP, and community college options
- Major Clarity Utilization: Interest assessment tool guiding course alignment

Implementation Process

1. Review multiple data sources (EOG/EOC scores, classroom performance, EVAAS projections)
2. Form initial groups based on student needs and strengths
3. Monitor progress through ongoing assessment
4. Adjust grouping as needed throughout the year

Monitoring Effectiveness

- Regular data analysis during PLC meetings
- Student feedback through surveys and conferences
- Teacher observations of student engagement and performance
- Formal and informal assessment results

*** 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.

Gifted students have different needs; therefore, teachers and other support staff must develop an understanding of the characteristics of gifted learners in order to play an active role in their education. Increasing the capacity of all stakeholders in the school community relevant to gifted education increases the probability of the success of our AIG students' overall educational program.

The District AIG Coordinator maintains ongoing communication with administrators, teachers and AIG Specialists. This communication allows for comprehensive gifted services and ensures consistent implementation throughout the district. A copy of the AIG plan is available for faculty and administrators at every school.

AIG Specialists inform classroom teachers of identified AIG students and their matching service needs outlined in the DEP, as well as students being screened for services. Specialists attend PLCs and content facilitated planning sessions for grade level teams. This increases support for gifted learners and provides a team approach in meeting their needs.

Communication is critical for a student's success. Keeping all stakeholders informed requires multiple forms of communication. We will continue to increase communication efforts using a variety of formats. Collaboration with classroom teachers, administrators and support staff provide information regarding the AIG program services along with any regulations related to gifted education.

Examples may include:

- Newsletters
- District and School Websites

▪ Emails ▪ Meetings ▪ Professional Development AIG Specialists provide professional development relative to the AIG plan. This is accompanied by a presentation during the first nine weeks of school to explain the AIG plan and new legislation that requires gifted support. In addition to AIG Specialists sharing a locally-developed presentation with all stakeholders in the school community, they also provide teachers with an AIG informational packet that explains how to refer students to the AIG program. This AIG informational packet is provided to all employees during the presentation. The AIG specialists are also equipped with a handbook for processes and procedures. A parent informational packet exists to provide parents with information about the AIG program and how they can refer their child for services. In the informational packet, information is provided on characteristics of gifted learners, multiple criteria explanations and services offered within the district. The district professional development plan provides all teachers content sessions in K – 12 ELA, K – 12 math, 6-8 social studies, and 5–8 science. These professional development sessions focus on meeting the needs of learners in classrooms. Each session provides instructional expectations and models how to differentiate for AIG students. Standard Three in the NC Academically or Intellectually Gifted Program Standards are provided to teachers to explain what gifted learners need and how the district expects our AIG students to be supported.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The needs of our gifted learners are best met when there is a consistent dialogue among stakeholders. Smooth transitions of records, rosters of identified students and annual review decisions should be in place before the end of the academic year. The AIG Specialists work closely with general education teachers, as well as EL and EC teachers to share information about gifted students. This support informs teachers of the services each child is receiving and strategies to support the students in the classroom. The annual review of the DEP provides time for us to communicate with teachers and parents to improve instruction for our gifted students. At the beginning of each school year, the Director of Accountability provides schools with a historical data file containing student's EOG scores. AIG Specialists, administration and teachers get a copy of this information and create data graphs based on previous achievement. As students take common assessments, iReady, and NC CheckIns, data is tracked on these graphs. The AIG Specialists and classroom teachers hold conferences with students and discuss outcomes of these assessments. This communication ensures that AIG students are growing. If the data reflects gaps, the AIG Specialist and classroom teacher develop a strategic plan to increase achievement. As students transition between schools, the AIG Specialists communicate pertinent information regarding the student population to ensure student success. A major part of the transition from middle school to high school is the creation of a four-year high school graduation plan and parent information session. It is our intent for parents to understand all high school requirements. These sessions may involve the AIG Coordinator, AIG Specialists, counselor and school administration. Discussion occurs on the following topics: ▪ GPA ▪ weighted and unweighted grades ▪ Advanced Placement options ▪ exams
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- community college connections and coursework expectations

- required graduation coursework

- College Foundation of North Carolina

- SAT and collaboration with Khan Academy

- High school scheduling options

These sessions inform parents about the many options at the high- school level.

The AIG Specialists will collaborate with data managers when students transfer from private schools, charter schools and schools from another state or outside our school district. The specialists will determine what service the student needs based on data received from the previous school.

*** 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.

Through policies and procedures, acceleration options are currently determined by appropriate evidence that indicate whether a student needs accelerated instruction/accelerated placement.

We realize that some gifted students have documented needs for acceleration through differentiation of curriculum and instruction. Parents are given the opportunity to discuss all plans for placement and services with the AIG Specialists. If acceleration is an option for a student, an Individualized Differentiated Education Plan will be developed that outlines the coursework and expectations. The acceleration placement will be closely monitored to ensure that the placements and services are appropriate.

Math Curriculum Compacting:

In an effort to provide students with rigorous math experiences, middle school math courses are compacted, which allows students to take Math I as an eighth grader. This math acceleration enables students to take a high level fourth math course in high school.

A school team examines data and determines students that will have successful experiences in compacted math in grades 6 and 7. This compacting teaches the math Standard Course of Study from grades 6 – 8, so that students have the skills necessary to be successful in Math I. To meet the needs of our level 5 math students, modules will be developed each summer that align to the standards and provide rigorous, real-world, complex problem-solving opportunities.

Mindset Math materials and STEM activities will provide students acceleration and depth of math concepts.

Early Admission to Kindergarten:

In accordance with state law, early admission to kindergarten is considered for students who score at the 98th or 99th percentile on both achievement and aptitude tests. Principals and other personnel conduct a screening interview with the student and parents to determine the maturity, motivation and developmental levels of the student. Parents are responsible for obtaining and presenting supplemental information to the principal. The District AIG Coordinator may be contacted for additional information and will work with the principal to make the best possible decision for the student.

Grade/Subject Acceleration Process:

Parents or teacher(s) must present the request for acceleration to the AIG Specialist in writing. The AIG Specialist will notify the principal and the District AIG Coordinator. The AIG Specialist will gather a team that consists of principal or designee, District AIG Coordinator, classroom teachers and guidance counselor or Academic Coach. The team will examine data, prior testing results and work samples that demonstrate 2-3 years above grade level. The student will also have the opportunity to share projects showing above grade level skills. The team will decide if they are going to pursue the request using data and information provided.

The AIG Specialist and administrator or designee will meet with the parents and explain the decision of the team. If it is decided that acceleration services need to be explored, the AIG Specialist will explain the Iowa Acceleration Scale. Once parents have signed the permission to test form, both the AIG Specialist and the District AIG Coordinator will complete the

required tests. If acceleration is recommended, an Individualized Differentiated Education Plan will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance.

Credit by Demonstrated Mastery:

Parents may make a written request to the school if they think their 6–12 grade child has an understanding of the content. Richmond County Schools will follow the procedures outlined in the DPI Implementation Guidelines for Credit by Demonstrated Mastery.

Process for Credit by Demonstrated Mastery (CDM):

1. Written application from parent/student
2. School CDM team review
3. Phase I: Assessment (EOC or NC Final Exam)
4. Phase II: Artifact development for students scoring 97-99%
5. Oral presentation and questioning
6. Evaluation using standardized rubric
7. Decision communication and credit awarding if successful

North Carolina Virtual Public Schools:

NCVPS will be utilized in our middle schools for our advanced students. This will allow our AIG students to be advanced in a subject and earn high school credit while in middle school. The Parent Packet explains options and the process for acceleration.

Dual Enrollment:

The Career and College Promise initiative offers high school students the opportunity to participate in college level courses while attending high school. Our enrollment in these courses continues to increase each semester. High school counselors, the high school AIG Specialist, and the Richmond Community College Director of K-12 Partnerships collaborate each semester to work with students to communicate this information and advise them appropriately. Dual Enrollment is another acceleration opportunity for ninth and tenth grade students identified as AG (reading and math) or AI (Academically Intellectually Gifted). AIG Specialists and the District Coordinator, along with a representative from the community college, host parent information sessions to explain criteria for the program, which is delineated from the NC Department of Public Instruction and The Community College Board. To support this endeavor, the AIG Program Specialists administer the Pre-ACT to eligible students, which is one of the criteria for participation in Dual Enrollment.

Not only have we increased our enrollment of community college classes, we have also increased our AP offerings through North Carolina Virtual Public High School. This acceleration provides students with rigorous course work and skills in how to navigate an online environment and is overseen by the AIG Specialist. To ensure that the AIG students are successful, an IDEP (Individualized Differentiated Education Plan) will be developed that outlines the acceleration and the support the student will receive. Periodic conferences will occur to discuss the AIG student's progress. The parents, student, school administrator and teacher should be present at these conferences. The AIG Specialist will develop and monitor the IDEP.

Richmond Early College High School:

We are fortunate to house an early college experience for students on the campus of Richmond Community College. During their eighth grade year, students are presented with the option of applying to the early college program. Accepted students must meet rigorous academic standards, as they will be charged with completing their high school diploma and an Associate's degree in four years. Many of our advanced learners apply and are accepted to this program each year.

NCSSM Connect

North Carolina School of Science and Mathematics Connect program provides distance education courses to schools across the state. NC public high school students at participating partner schools can supplement the curriculum offered in their home high school by taking tuition-free, honors-level, and AP courses in STEM and humanities from NCSSM via interactive video conferencing.

NCSSM Connect students collaborate in project teams and whole-class discussions with students at other schools across the state — developing skills valued by business and industry. During class, teachers use group activities and cutting-edge instructional technology to facilitate active participation, with project-based learning and cross-site collaboration among peers around the state. NCSSM teachers monitor the class in real time, assessing student learning and ensuring that students engage with the course materials and with each other.	
* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.	Richmond County Schools strives to enrich the potential of K-3 students with purposeful and intentional strategies to create Future Ready learners. We currently develop potential in our K–3 learners in a variety of ways. K - 3 utilizes enrichment seminars to develop talents through enhancing the students' strengths, critical thinking and problem solving skills. These enrichment seminars provide students with complex problems and conceptual lessons. This pullout experience allows the AIG Specialists to develop potential with our high achieving learners. The selection to attend a session is based on formative assessments by the classroom teacher, the AIG specialist's observations from the whole class talent development and data that reflects an above grade reading or math need. Another structure is whole class talent development lessons. The AIG Specialists utilize pull out groups in grades kindergarten through third. STEM activities, critical thinking, problem solving and evidenced-based programming with the PETS curriculum is utilized to foster talent development in K-3. Our goal is to provide students with purposeful, intentional and differentiated instruction. Complex texts are used along with the Read Aloud Project developed by Achieve the Core to build concepts and vocabulary, as well as to encourage and facilitate critical thinking. The K-3 learners will experience a variety of resources and opportunities to guide their ambitions and develop their potential. In addition to talent development opportunities, we also screen our K–3 students for gifted services using mCLASS, iReady math diagnostic, and K-2 math assessment data to determine the students that need to be screened. Working with the classroom teachers, the screening list is discussed to determine students that may need to be assessed. Screening lists are housed virtually in a Google doc, so that all AIG specialists are able to view each school's screening roster. Students who move within the district are added to their new schools screening list allowing for continuation of screening and monitoring.
* 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.	Richmond County Schools has a very diverse population. Due to our diversity, we have a strong awareness and commitment to the needs of typically under-represented populations in gifted programs. Current data reflects that the AIG program is serving 36% nonwhite students when the total enrollment population is 53% nonwhite students. In order to better identify our under-served populations, we highlight gifted behaviors in PLCs and annual gifted education presentations. This training underscores the importance of identifying the nuances of gifted behaviors in our underrepresented and economically disadvantaged students. We also offer K – 3 talent development classes to support and develop our under-represented groups. K-3 AIG Specialists utilize pull out groups and work with all students using the PETS Curriculum Program. In addition to PETS, specialists also incorporate STEM activities in their lessons. During grade level PLCs, AIG Specialists discuss behaviors observed with classroom teachers. The specialists are able to explain the significance of such behaviors and provide support to teachers through recommendations for instruction for specific students. Fourth and fifth grade students who are in the screening pool for their school are also provided small group pull-out sessions for talent development. During these sessions, students are engaged in project-based learning, STEM challenges, practice with analogies, opportunities to explore their creative side, and book club discussions. In middle schools we have talent development groups. Administrators group high performing students from underrepresented populations with AIG clusters. When the AIG teacher works with these classes, all students are exposed to differentiated curriculum and the AIG Specialists work with students in small group instruction. This provides talent development opportunities for students who are not yet identified. Under-served populations have gained access to Honors and AP courses since all prerequisites, like grades, have been removed. This removal has increased the diversity in our Honors and AP courses. It also has increased our under-served representation with NC Governor's School.

Additionally, to better understand strategies to identify under-represented populations, increased communication between the ML and EC departments has occurred. This communication has assisted us with identifying twice exceptional students, as well as ML students who are making accelerated progress in their ML program.

The District AIG Coordinator requires submission of semester screening rosters. These will be reviewed during monthly AIG meetings to monitor referrals and identification in our under-served populations. We also monitor AIG headcounts twice a year and report the trends identified in our under-served populations. We realize that we need to continue to focus and research a variety of intentional procedures to overcome this shortcoming.

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

Richmond County Schools encourages student participation in extracurricular programs that develop the needs and interests of our gifted learners. Many of our schools provide opportunities for students in academic endeavors that extend the NC Standard Course of Study.

Many schools offer extra-curricular academic and creative opportunities including a variety of academic competitions and contests such as Science Olympiad, Battle of the Books, Beta Club, writing contests, visual/performing arts opportunities and summer enrichment.

We also encourage participation in outside opportunities such as Summer Accelerator, NCSSM Connect online and residential courses, offered through the NC School of Science and Mathematics in Durham, NC, and other post-secondary institutions.

Extended summer learning opportunities are hosted within different county divisions, including the following:

STEM (Science, Technology, Engineering, Mathematics) Camp

This camp is a hands-on summer camp designed to immerse students in the world of STEM through Career and Technical Education pathways. Students will rotate through dynamic sessions led by passionate educators and professions in the field, exploring how science, technology, engineering and math drive innovation in various industries.

Career and Technical Education (CTE) Camp When I Grow Up Summer Camp, a weeklong event, in which students self-select a camp to attend. Transportation is provided and the camp is free of charge for students in grades 6-8.

The following options are offered:

- Horticulture
- Blacksmithing
- Firefighter Academy
- Police Investigations
- Electricity
- Automotives: Start Your Engine
- Big Boss Moves: Tour local businesses to glean insight for future practice
- What Do You Know About Richmond County? Explore various points of interest in Richmond County
- STEM:Speed Camp: Rockets, Racers, and Drones

All of the elementary schools have projects that allow students to explore their interests. A variety of projects occur throughout the year to ensure that students develop interests in many areas. From drama clubs, running clubs, robotics, and book clubs to cross-grade level tutoring, students have many activities in which to participate during and outside the school day.

AIG Specialists encourage participation in the residential NC Governor's School program. All high school juniors (and nominated sophomores in visual arts) are screened for eligibility. Richmond County has a longstanding tradition of participation in this endeavor in respective locations throughout the state.

The Director of Admissions for the NC School of Science and Mathematics (NCSSM) meets with prospective freshmen and sophomores to highlight the benefits of acceptance into this prestigious school. Students work closely with the high school AIG Specialist throughout the application process. The AIG Facilitator at the high school level also serves on the NCSSM Selection Committee. The Gifted Education program will continue to support the process for nomination and selection for high school students.

In collaboration with other curriculum and instruction leaders, the District Coordinator and the High School AIG Facilitator will continue to seek and equip gifted students with high-level, research-based learning opportunities that align with Common Core standards and district curriculum. To augment the mathematics curriculum for our gifted students, the District Coordinator and High School AIG specialist attended a webinar hosted by the North Carolina School of Science and Math (NCSSM) promoting Connect Distance Ed Courses for NC public high school students. These courses offer tuition-free, honors-level, and AP NCSSM courses via interactive video conferencing, making it possible for students to take advanced courses on STEM and humanities subjects to supplement the curriculum at their home schools. Our district response to this meeting is an ongoing initiative; currently we have freshmen, seniors, and sophomores participating, with interest increasing rapidly.

*** Ideas for Strengthening the Standard**

- Expand High School Programming Documentation
- Enhanced Social-Emotional Support (Grades K-12)
- Strengthened Collaboration Model
- Data-Driven Service Delivery
- Professional Development Enhancement

Planned Sources of Evidence

*	DEPs//IDEPs	
*	Explanation of Services	
*	AIG Comprehensive Profile	
*	AIG Student Folders	
*	Schedules of Professional Development and AIG Specialists meetings	

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 AIG Glossary of Terms

Standard 3: Differentiated Curriculum and Instruction	Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 3: Differentiated Curriculum and Instruction <i>The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.</i>	* 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. Richmond County Schools implements a comprehensive, research-based approach to differentiated curriculum and instruction for academically and intellectually gifted (AIG) learners. Our differentiation framework integrates enrichment, extension, and acceleration strategies across all grade levels to ensure appropriate academic challenge while addressing the unique social-emotional needs of gifted students. Through collaborative partnerships between AIG Specialists and classroom teachers, our program ensures gifted learners receive consistent support to maximize their potential, develop durable skills, and prepare for post-secondary success. Differentiation Framework Richmond County Schools implements a systematic differentiation framework aligned with the North Carolina Standard Course of Study (NCSCOS). AIG Specialists collaborate with classroom teachers to design and deliver instruction that enriches, extends, and accelerates the standard curriculum to meet the advanced learning needs of all identified gifted students. This collaborative approach ensures differentiated curriculum remains rigorous, relevant, and responsive to diverse gifted learners' needs. The framework integrates three primary differentiation approaches: ▪ Enrichment: Adding depth to grade-level standards through complex resources, higher-order questioning, and interdisciplinary connections ▪ Extension: Broadening learning through related investigations, project-based learning, and real-world applications ▪ Acceleration: Advancing through curriculum at an increased pace based on demonstrated mastery and readiness Collaborative Implementation Model AIG Specialists implement a structured collaborative coaching model with classroom teachers to enhance differentiated instruction. This model includes three specific approaches: 1. Co-teaching lessons that demonstrate differentiation strategies in action 2. Observing teacher-led lessons with targeted feedback on differentiation effectiveness 3. Modeling enrichment, extension, and acceleration techniques while classroom teachers observe This coaching relationship builds teacher capacity to meet gifted learners' needs while ensuring consistent implementation of effective differentiation strategies. AIG Specialists meet with grade-level teams bi-weekly during PLCs to plan differentiated instruction and provide direct classroom support through the coaching model at least monthly for each teacher serving identified AIG students. Implementation By Grade Band Elementary School (K-5) Elementary AIG services utilize three primary delivery models based on school needs and student profiles: Pull-Out Model

- AIG students meet with specialists weekly or bi-weekly in small groups
- Conceptual units integrate standards across content areas
- Activities include STEM challenges, project-based learning, close reading of complex texts, research investigations, and learning labs

Co-Teaching Model

- AIG Specialists work alongside classroom teachers in mixed-ability settings
- Differentiated small groups address advanced learning needs
- Tiered assignments provide appropriate challenge while maintaining peer connections
- Complex texts and advanced questioning strategies extend learning

Consultative Model

- Regular monitoring of AIG student progress in general education settings
- Collaborative planning with classroom teachers to design differentiated experiences
- Resource provision for extension activities when students demonstrate mastery

Middle School (6-8)

Middle school differentiation combines multiple approaches:
Consultative Support

- Individual student conferences to monitor academic progress
- Regular collaboration with content-area teachers
- Periodic pull-out for specialized enrichment

Co-Teaching

- Small group instruction within regular classroom settings
- Extension of NCSCOS through complex texts and advanced research
- Curriculum compacting to accelerate pace when appropriate

Accelerated Math Pathway

- Compacted curriculum covering 6th, 7th, and 8th grade standards in two years
- Math I offered in 8th grade for advanced students
- Preparation for advanced high school mathematics sequence

High School (9-12)

High school differentiation emphasizes access to advanced coursework and personalized learning: Advanced Course Options

- Honors-level coursework across content areas
- Advanced Placement courses with college-level expectations
- College and Career Promise courses through Richmond Community College
- NC School of Science and Mathematics virtual courses

Personalized Learning Support

- Canvas-based differentiated modules matched to student readiness
- Individualized consultation with high school AIG Specialist
- Monitoring of course selections, grades, and post-secondary planning
- Essay support, standardized test preparation, and enrichment connections

College/Career Readiness Focus

- Accelerated mathematics sequence preparing for advanced college coursework
- College application support and scholarship guidance
- Career exploration aligned with student strengths and interests

Curriculum Development Processes

Richmond County Schools follows a structured approach to developing differentiated curriculum materials. Each summer, K–8 teachers work with academic coaches and AIG specialists to create conceptual units that include pacing guides, differentiated resources, and extension opportunities. These materials are stored in Canvas for easy access and are regularly revised based on student performance and teacher feedback.

In mathematics, a structured acceleration pathway compresses three years of content into two years for grades 6–7, allowing advanced students to take Math I in 8th grade. This pathway continues with Math II and III, followed by college-level courses.

To meet diverse learning needs, differentiated resources include texts at multiple Lexile levels, tiered station-based activities, open-ended project options for deeper learning, and digital tools with adaptive capabilities.

* Practice B

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

Student Profile Development

Richmond County Schools systematically identifies and responds to the diverse needs of gifted learners through a comprehensive student profiling system. Each identified AIG student has an individualized learning profile developed through multiple data points including:

- Interest inventories

- Multiple intelligence assessments
- Habits of Mind observations
- Learning style preferences
- Academic performance data

These profiles directly inform instructional planning and programming decisions, ensuring differentiation strategies align with students' specific strengths, interests, and readiness levels. AIG Specialists maintain and update these profiles annually, using the information to advocate for appropriate instructional matches within classroom settings.

Differentiation Based On Student Profiles

The AIG program uses student profile data to create differentiated learning experiences tailored to individual strengths and interests. Instruction includes research-based practices such as tasks aligned with multiple intelligences, problem- and project-based learning, real-world applications, and choice-based assignments. Conceptually-based units are organized around broad themes and essential questions, encouraging interdisciplinary connections, authentic skill application, and student choice in both products and learning processes.

Implementation By Grade Level

Elementary School (K-5)

Elementary differentiation includes:

- Real-world STEM applications based on student interests
- Community partnerships with Discovery Place for Kids and Camp Millstone 4-H
- Hands-on experiences matched to interest and learning style preferences
- Small group instruction based on readiness levels and learning profiles

Middle School (6-8)

Middle school differentiation includes:

- Independent studies in areas of student passion
- Technology integration through Code.org
- Financial literacy through The Stock Market Game and InvestWrite
- Accelerated mathematics based on demonstrated readiness
- Differentiated anchor texts at appropriate complexity levels
- Self-selected independent reading with personalized response options
- Mandatory transition conferences preparing for high school planning

High School (9-12)

High school differentiation includes:

- Four-year academic planning based on interests and goals
- Executive functioning skill development through quarterly seminars

▪ Strategic recruitment for honors and AP courses aligned with student strengths ▪ Individualized post-secondary preparation ▪ Course selection guidance based on student profiles and aspirations Enrichment Opportunities Beyond The Classroom Richmond County Schools offers targeted summer enrichment programs designed to extend learning beyond the academic year while addressing students' specific interests and abilities. Current offerings include: STEM Camp (Grades K-8) ▪ Hands-on immersion in Science, Technology, Engineering and Mathematics ▪ Integration with Career and Technical Education pathways ▪ Instruction by content experts and industry professionals Career and Technical Education Camp (Grades 6-8) ▪ Week-long exploration of career pathways ▪ Free transportation provided ▪ Students select from specialized tracks including:	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Resource Implementation Framework Richmond County Schools strategically selects and implements evidence-based resources to address the academic, intellectual, social, and emotional needs of gifted learners. These resources are systematically integrated into instruction through a comprehensive digital curriculum repository maintained in Canvas and organized by content area and grade level. Each nine-week instructional period features: ▪ Detailed weekly curriculum maps ▪ Standard-aligned instructional resources ▪ Differentiated small group activities ▪ Extension opportunities for advanced learners ▪ Digital and print materials at varying complexity levels AIG Specialists regularly contribute advanced resources to this repository and collaborate with classroom teachers during facilitated planning sessions to identify the most appropriate materials for gifted learners. This systematic approach ensures consistent access to rigorous, evidence-based resources across all schools. Evidence-Based Resource Alignment
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Student Need	Resource	Differentiation Approach
Advanced reading comprehension	CommonLit	Custom text assignment at 2+ grade levels above
Accelerated math	iReady	Adaptive progression through higher-level content
Social-emotional support	Newsela SEL Collection	Small group discussions on complex perspectives
Scientific inquiry	Discovery Education	Extended lab investigations
Interdisciplinary connections	Canvas curriculum units	Cross-content applications and extension
Planning And Implementation Protocols Richmond County Schools has established clear protocols to support effective differentiation using evidence-based resources. Lesson plans are expected to show data-driven small group instruction, and digital platforms are used to target specific learning needs. AIG Specialists access lesson plans via Google Docs and provide ongoing feedback on differentiation strategies during PLC meetings. District walk-throughs help monitor the implementation of these practices to ensure consistency and effectiveness.		
* 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.		
Richmond County Schools will continue to focus on the development of durable skills. We currently have professional development sessions on integrating these skills into lessons. The goal of the district is to incorporate the concepts of adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility organically through the use of STEM. In addition to professional development, we expect these skills to be evident in lesson plans. AIG Specialists work in PLCs to design work for our gifted learners that continue the development of durable skills with complex content. The AIG Specialists infuse the durable skills at an advanced level in unit and lesson plans. A variety of complex resources are utilized to allow students opportunities to develop durable skills. To ensure that high school teachers are using critical thinking skills, summer advanced placement training is provided for teachers. These training sessions provide them with content and instructional practices that incorporate durable skills. Students in ninth grade also get an experience to learn about durable skills by participating in the Chamber Career Fair. The Richmond County Chamber of Commerce organizes a career fair. The students then have seminars with individuals who have a particular career. They attend two seminars that expose them to the skills necessary to be successful in that career. For example, this year a real estate broker discussed with the students about selling and listing homes. She discussed how this career required her to have excellent people skills and be motivated and explained to the students that she had to be a good listener and communicate well in both speaking and writing. Experiences like this allow students to understand the relevance of durable skills. Middle schools also hold career fairs. Community members host sessions about careers that exist, degrees needed for these careers, and what types of activities are done in this career. Students obtain exposure to careers from journalism to chicken farming. These are organized through our Career Technical Education teachers who are a vital part in providing the opportunities for exposure to the durable skills and mindsets which support post-secondary success		

Our high school students have a wealth of opportunities to explore and deepen their knowledge of possible careers through our Career and Technical Education Department. CTE invites guest speakers from a variety of career fields to talk with students about all aspects of their profession. For students who would like to deepen their knowledge of a specific career, there are site visits organized by the AIG Facilitator at the high school and the Career Development Coordinator, work- based pre-apprenticeships, apprenticeships, and job shadowing opportunities available. Richmond County Schools has partnerships with approximately 53 businesses locally and in surrounding counties to provide these opportunities for our students. Those students who have decided to pursue a specific career can participate in a semester-long internship with one of our business partners. During the 2021-2022 school year, 20% of students choosing internships were identified as AIG. Our gifted program collaborates with the CTE department on a bi-monthly basis to increase interest and review data of AIG students who participate in career opportunities. Students who are in a CTE pathway also have the opportunity to join the National Technical Honor Society, if they meet the following requirements: ▪ Concentrator in a CTE Pathway(taking a two or three level course pathway) ▪ Must be a member of a CTSO (Career and Technical Student Organization) including FFA (Future Farmers of America), FBLA (Future Business Leaders of America), HOSA (Future Health Professionals), or SkillsUSA. ▪ Earn and maintain 3.5 unweighted GPA, or a 3.25 weighted GPA, if they are doing a CTE Internship Currently, half of the students inducted into NTHS are identified as AIG. This year, Richmond Senior High School recognized 40 National Technical Honor Society inductees and 21 National Honor Society candidates.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Assessment-Guided Differentiation Process Richmond County Schools implements a systematic process to use assessment data for effective differentiation: 1. Administer formative/summative assessments 2. Analyze results by standard/skill 3. Identify patterns in AIG student performance 4. Select appropriate differentiation strategy: ▪ Acceleration for demonstrated mastery ▪ Enrichment for partial understanding with extension potential ▪ Grade-level instruction with complexity for new concepts ▪ 5. Implement differentiated instruction ▪ 6. Re-assess for effectiveness This continuous improvement cycle ensures instruction remains responsive to gifted learners' needs and prevents repetition of already-mastered content. Formative Assessment Strategies Richmond County Schools utilizes multiple formative assessment strategies to guide differentiation decisions: Distributed Summarizing Techniques
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- Think-Pair-Share with advanced questioning
 - Summary Point Writing synthesizing complex concepts
 - Exit Tickets with tiered response options
 - Reciprocal Teaching with student leadership roles
 - GIST summarization of complex texts
 - "The important thing is..." reflective protocols
- Digital Assessment Tools
- Google Forms with branched question paths
 - Newsela quizzes with text complexity adjustments
 - ReadTheory comprehension assessments
 - iReady diagnostic and growth monitoring tools
 - CommonLit reading comprehension checks
 - Schoolnet and MasteryConnect standard-specific assessments
- Classroom-Embedded Assessment
- Observation protocols for collaborative work
 - Conference notes from individual check-ins
 - Work sample analysis using complexity rubrics
 - Peer feedback structures for project development
 - Self-assessment against advanced criteria

Summative Assessment Approaches

Summative assessment data informs long-term differentiation planning:
District-Wide Assessment Analysis

- Interim benchmark data reviewed quarterly
- End-of-Grade/End-of-Course preparation and analysis
- EVAAS growth data for AIG population
- Trend analysis across academic years

AIG-Specific Data Review ▪ Quarterly analysis of AIG student performance ▪ Comparison of achievement and growth metrics ▪ Identification of potential underachievement patterns ▪ Adjustment of service delivery based on outcomes AIG Specialist Role In Assessment ▪ AIG Specialists play a crucial role in assessment-driven differentiation by: ▪ Participating in data PLC meetings to analyze gifted learner performance ▪ Identifying patterns of early mastery that indicate need for acceleration ▪ Recommending specific differentiation strategies based on assessment results ▪ Co-creating pre-assessments to determine appropriate entry points for units ▪ Developing extension activities for standards where gifted learners demonstrate advanced proficiency ▪ Monitoring growth data to ensure gifted students show appropriate progress	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. The district recognizes the importance of collaboration in meeting the diverse needs of AIG students. AIG Specialists work closely with district leadership to ensure implementation of differentiated curriculum and instruction with a particular focus on differentiated small group instruction. This collaborative approach allows for targeted interventions that address the specific learning needs of gifted students. The district AIG Coordinator participates regularly on district-level instructional teams, including the district MTSS (Multi-Tiered System of Supports) team, to advocate for the use of differentiated curriculum and instruction for AIG students. This involvement ensures that the needs of gifted learners are considered in district-wide instructional planning and decision-making processes. AIG personnel actively advocate for the use of differentiated curriculum and content during Professional Learning Communities (PLCs) where AIG students' needs are part of the agenda. These collaborative meetings provide opportunities for regular discussion of instructional strategies and resources that support advanced learners within the general education classroom. The district has established a strong partnership between the AIG program and the Multilingual Learner (ML) program. AIG specialists work closely with the ML Coordinator to provide classroom teachers and AIG personnel with curriculum examples of questions, scenarios, and models of teaching rigorous curriculum. These resources are supplemented with strategies designed to engage and challenge gifted multilingual learners, ensuring that language barriers do not prevent access to appropriate academic challenges. The district uses the Honors Level Coursework Development and Evaluation Tool to support planning for differentiated instruction and establishing a baseline for advanced learning in grades 9-12. This tool ensures that honors courses provide appropriate rigor and challenge for gifted students at the secondary level.
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To monitor implementation of differentiated curriculum and instruction, the district has developed tools that ensure expectations of all instructional staff are clear and implementation efforts are supported. A key component of this monitoring system is the Digital District Walkthrough Form. This form monitors the use of high-yield strategies designed to engage and challenge learners, with specific attention to instruction with differentiated small group instruction. This systematic approach to monitoring helps maintain consistent implementation of differentiated practices across the district. Through these collaborative efforts and monitoring tools, the district ensures that differentiated curriculum and instruction are implemented consistently and effectively to meet the unique needs of all AIG students.		
* Ideas for Strengthening the Standard Continue the implementation of complex, rigorous units Improve differentiated small group instruction Increase small group instruction opportunities for gifted learners		
Planned Sources of Evidence		
*	Lesson planning aligned to the NCSCOS	
	Units of Study	
	Curriculum Support Walk throughs	
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 AIG Glossary of Terms

Standard 4: Personnel and Professional Development	Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 4: Personnel and Professional Development <i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>	* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Richmond County Schools employs an AIG-licensed coordinator to ensure success of the AIG program. The coordinator implements and revises the local plan. The AIG program is directed by an AIG-licensed educator. The lead coordinator has the role of collaborating with AIG Specialists, stakeholders, and central office staff to revise and monitor the program. The coordinator of the program is an advocate for AIG students and strives to ensure that all of their academic, intellectual, social and emotional needs are met. The coordinator for the gifted program has many responsibilities. The coordinator must monitor all areas of the plan to ensure that implementation is consistently followed by the AIG Specialists. Monthly AIG PLCs allow for discussions regarding implementation. There is often time set aside for specialists to revisit standards and to evaluate how we are addressing the standard at the elementary, middle, and high school levels. Specialists share ideas and strategies for implementation. There are also times spent reviewing student data to determine the populations we are reaching as well as time spent reviewing student data to determine what populations we are not reaching. Specialists then use this information to determine what measures we may need to take or revise in order to reach students across all populations. A monitoring checklist is used to determine how well the plan is being implemented. The coordinator for the gifted program has many responsibilities including: - Monitoring all areas of the plan to ensure consistent implementation - Facilitating monthly AIG PLCs for discussions on implementation - Reviewing student data to assess program reach across populations - Conducting internal audits on student folders for proper documentation - Ensuring consistent identification processes across specialists Professional development will be required for the AIG Specialists. The AIG Coordinator and Specialists will attend training provided by the North Carolina Department of Public Instruction and conferences that provide instruction on gifted learners. In addition to the professional development provided for the specialists, professional development will be planned for all personnel to allow them to strengthen their knowledge of gifted learners. The coordinator will also support all district initiatives and ensure that the AIG Specialists are involved. Collaboration between the district coordinator and all stakeholders is critical. The coordinator must communicate information and serve as an advocate for gifted learners. Consequently, the coordinator serves on a variety of district committees including the strategic planning committee, the MTSS district team, the curriculum and instruction team, comprehensive needs team, etc. In all of the groups, there is representation for our gifted students. The coordinator also participates in the regional and statewide meetings for coordinators to stay informed about information pertinent to support gifted education. The AIG Coordinator leads the program by developing partnerships with families and the broader community. The district website includes information about our AIG program. Families and community members have the opportunity to access information regarding identification, available services, and our talent development program. A pamphlet containing similar information is available in digital form or hard copy at each school. The AIG Coordinator monitors a Canvas course created by the high school specialist for all high school AIG students and their families. This course informs students of both local opportunities for gifted learners, as well as those across the state.

* 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.

Richmond County Schools strategically deploys AIG-licensed specialists to address the academic, intellectual, social, and emotional needs of K-12 AIG students through a comprehensive staffing model:

Staffing Structure

- Elementary Level (K-5): Two full-time and two part-time specialists serving all seven elementary schools
- Middle School Level (6-8): One part-time specialist serving our two largest middle schools and another serving the two smaller middle schools
- High School Level (9-12): One specialist serving all three high schools

Program Responsibilities for All AIG Specialists

All AIG Specialists maintain core program responsibilities that ensure consistent, high-quality services across all schools:

- Documentation Management: Maintain accurate and current records for all AIG students
- Assessment Administration: Administer and score ability and achievement tests as part of the identification process
- Student Records: Ensure all identified students have current Differentiated Education Plans (DEPs) on file
- Screening Process: Examine student data to identify potential candidates for gifted services
- Team Leadership: Chair the Needs Determination Team at assigned schools
- Referral Processing: Accept and process referrals from parents, teachers, and other stakeholders
- Data Reporting: Submit accurate biannual headcounts to NCDPI in collaboration with data managers
- Program Advocacy: Collaborate with administrators, teachers, parents, and community members to advocate for gifted students
- Professional Development: Develop and deliver appropriate training for school personnel
- Resource Provision: Provide and promote resources that support social, emotional, and academic needs of gifted learners
- Instructional Support: Participate consistently in grade-level PLCs to support differentiation
- Program Alignment: Attend specialized AIG PLC sessions focused on implementation of the AIG plan

Elementary School Specialist Responsibilities

Elementary AIG Specialists design program services in collaboration with school administration each year, allowing for customization to meet the unique needs of each school community. Their classroom responsibilities include:

- Pull-Out Instruction: Provide specialized classes featuring research-based conceptual units that encourage critical and analytical thinking

- Co-Teaching Support: Work within regular classrooms to support small group instruction and differentiated learning experiences
 - Talent Development: Implement programming for K-3 students using P.E.T.S. curriculum to develop critical and creative thinking
 - Social-Emotional Support: Utilize Habits of Mind to develop social and emotional thinking processes
 - Technology Integration: Create opportunities for students to use technology in creative ways that develop Future Ready skills
 - Learning Environment: Foster an engaging classroom atmosphere that allows gifted students to thrive with challenging content
- Middle School Specialist Responsibilities**
Middle school AIG Specialists implement the Resource Consultation Model based on Mary Landrum's work, providing diverse instructional supports:
- Team Teaching: Support classrooms with AIG clusters through collaborative instruction
 - Complementary Teaching: Extend and refine instructional standards through specialized interventions
 - Pull-Out Instruction: Provide targeted instruction for specific skills development
 - Small Group Facilitation: Work with gifted clusters to provide differentiated instruction
 - Co-Teaching: Support rigorous activities in differentiated stations within regular classrooms
 - Technology Enhancement: Utilize platforms like Actively Learn Text to develop literacy skills
 - Complex Text Analysis: Provide and support analysis of advanced texts to develop critical thinking
 - Social-Emotional Support: Collaborate with counselors to facilitate lunch groups and after-school activities addressing the unique stressors of middle school

High School Specialist Responsibilities

The high school specialist provides comprehensive support for gifted learners through:
Educational Planning: Complete and monitor four-year plans in collaboration with students and parents

- Advanced Placement Support: Work with AP teachers to ensure appropriate rigor and provide instructional materials
- Testing Support: Assist school AP Coordinators with testing and proctoring
- Academic Monitoring: Track course registration and grades for all high school AIG students
- Individual Consultations: Confer with students about academic choices and provide motivation for excellence
- College Preparation: Support students with college application and scholarship essays
- Opportunity Communication: Maintain a Canvas page with information about enrichment opportunities
- Dropout Prevention: Collaborate with school counselors to address social and emotional issues that might lead to disengagement

*** 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.

Richmond County Schools' AIG Program relies on specific and appropriate professional development requirements for AIG Specialists, general education teachers, instructional specialists, and all professional support staff as a means to work toward the common goal of meeting the needs of its gifted population. Focusing on collaboration among all personnel related to AIG students is to the gifted learner's advantage when the partnership is intentional and the responsibility is shared. Currently, all AIG Specialists have licensure in Gifted Education. We realize that we are limited in the number of teachers with AIG certification in our system. Each year, to increase the number of teachers with AIG licensure, the district selects one teacher to pursue licensure and covers all expenses for coursework and materials.

For Classroom Teachers

We also realize the need to provide professional development for all teachers, instructional specialists, and support personnel regarding our gifted program and differentiation. Each year, specialists present general information regarding our program during a faculty meeting. They include protocols for identification, service, talent development, and MTSS regarding gifted students. They also use the Call to Action as a source for professional development throughout the year on the importance of identifying and serving gifted students in the district.

The district has two content professional development training sessions each year. One is district wide and the other is school based. These content professional development days allow the curriculum directors and AIG Specialists to work with all teachers in the district. AIG Specialists attend these Professional Development sessions to be an advocate for AIG students and provide strategies where needed. Utilizing varied instructional methods, training is provided on research-based practices that support gifted learners. Differentiated and multiple instructional methods are promoted. These trainings include special education teachers, EL teachers and support personnel. The focus of these sessions is determined by the data from NC Interim assessments, iReady, mClass, and End-of-Grade assessments. To ensure information presented in these professional development sessions is implemented, administrators and academic coaches, as well as AIG Specialists, work in classrooms to monitor the alignment. New strategies or practices are also the topic of many PLC discussions. All personnel are regularly engaged in specific and appropriate professional development in an effort to cultivate and implement differentiated units. Richmond County Schools has professional development annually to revise and strengthen our differentiated units in all grade levels. The units stress NCSCoS, content and instructional practices that support gifted learners.

In addition to the two professional development sessions with directors, AIG Specialists and classroom teachers have three or four staff development days. These days allow the AIG Specialists to work with classroom teachers in PLCs to support gifted learners or to meet as an AIG team to design instructional support and activities for classrooms.

Another professional development opportunity for classroom teachers and AIG Specialists is facilitated planning with a curriculum director. These facilitated planning sessions provide teachers with opportunities to differentiate with an AIG emphasis. Teachers leave these sessions with pacing, materials and resources to ensure complex rigorous instruction occurs in the classroom. AIG Specialists attend these sessions to gain information on how they can extend the NCSCoS for gifted students and to share materials and strategies for our differentiated stations.

For Student Services Personnel

The high school specialist works with school counselors to support gifted learners. The coordinator provides professional development on high school planning, preparing for AP course work, special programs for gifted learners, improving SAT and ACT scores, etc. Professional development also occurs on social and emotional needs. We are currently working on helping students become more resilient and to overcome some of the adverse childhood experiences including the impact of Covid.

Each year our federal comprehensive needs assessment on professional development is done in a spring K-12 principal meeting. The principals discuss what is going well and changes that they think should occur to our district professional development plan. In May, our teachers receive a survey that allows them to provide feedback and make suggestions on how to approve our professional development plan. Once the data is collected, the curriculum team discusses changes that need to occur and make revisions to our district professional development plan. During the AIG PLCs, the Specialists and Coordinator review survey data and create a plan for Professional Development plans for the next school year. These changes are then shared with principals and teachers.

AIG Essentials for Leaders

To further strengthen our professional development plan and establish clear expectations for all personnel, we will implement the following enhancements:

For Administrators the Coordinator will provide a foundational "AIG Essentials for Leaders" training during quarterly K-12 Administrative Meetings. The goal is for Principals to be able to establish clear expectations by participate in annual AIG program updates, support the implementation of differentiation strategies in classrooms, include AIG-specific observational elements in teacher evaluations, facilitate appropriate scheduling and resource allocation for AIG services, and collaborate with AIG specialists on data analysis and program effectiveness.

For Instructional Coaches:

- Integrate AIG-focused modules into monthly IC Meetings covering:
- Research-based instructional strategies effective for gifted learners

- Co-teaching models that support classroom teachers working with AIG specialists
- Resources for designing appropriately challenging curriculum
- Methods for coaching teachers on differentiation techniques
- Tools for assessing the effectiveness of enrichment and acceleration

These enhancements will ensure all personnel supporting our AIG students have appropriate professional development and clear expectations for their roles in meeting the needs of our gifted learners.

*** 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.

Richmond County Schools recognizes the importance of placing AIG students in general education classrooms with teachers holding an AIG licensure. The AIG Specialists work with administrators to cluster AIG students with teachers that have AIG certification, when possible.

Current Placement Practices

Since many of our schools have limited personnel with AIG certification, EVAAS data is reviewed to determine teachers that exceed expected growth with gifted learners. The growth of teachers is examined to determine the placement of AIG students. AIG clusters are considered 4-6 identified students and/or students in talent development. The students are placed with the teacher that has exceeded or met expected growth. We examine the teachers' growth based on where they have performed over a period of time. We also realize that the limited number of AIG-licensed personnel impacts how we plan to implement cluster grouping. We partner with school-based administrators to also ensure effective AIG student grouping with an AIG licensed teacher. The current goal is to have an AIG licensed teacher per team per grade level in grades 6-8 due to two AIG Specialists sharing the four middle schools.

This creates the need for a strong professional development plan that will assist teachers who have clustered groups with support and training. We provide after school professional development as well as support through PLC meetings that target teachers with AIG clusters. Data trackers assist schools with monitoring how well our gifted students are performing based on NC Interims and benchmark data. In PLCs, we discuss how to meet the AIG student needs and if their data reflects the performance and growth expected. If it does not, we use a team approach to determine modifications needed.

Administrators give a data presentation at the end of the instructional year. One component is to share the progress and growth of AIG students. This aids in monitoring the effective assignment of students to AIG licensed teachers.

Our high school Advanced Placement courses are taught by teachers who have received a week long summer training. This ensures the teachers understand the course content and rigorous expectations of the AP program. We review the AP data each summer and make scheduling changes as needed.

Strategic Improvement Plan

To increase the number of AIG-licensed personnel working with gifted students, Richmond County Schools will implement these strategic initiatives:

- Expansion of Scholarship Program: Increase district funding from one to two teachers annually to pursue AIG licensure
- Targeted Recruitment: Prioritize hiring candidates with AIG licensure or willingness to pursue it
- Three-Year Goal: Establish a target of at least one AIG-licensed teacher per grade level at each school
- Team Incentives: Create recognition programs for grade-level teams that collectively pursue AIG professional development
- Resource Support: Provide classroom materials specifically designed for gifted instruction to teachers working with AIG clusters

* Practice E

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

Richmond County Schools' Gifted Education program works closely with building administrators and district Human Resources to recruit and retain AIG- licensed professionals. In an effort to have our teachers reflect our schools' populations, we are working to attract those of diverse backgrounds with AIG licensure.

Current Context and Partnerships

Richmond County Schools is very fortunate to have an IHE in relatively close proximity to our district. We partner closely with UNC Pembroke for recruitment, training, new teacher support, licensure, etc. Currently, UNCP offers the four courses needed to obtain AIG licensure in an online format. This makes attendance and completion more accessible for teachers working full time. They additionally offer one class over eight weeks in Summer Session I and an additional class over eight weeks for Summer Session II. The remaining two classes will be offered in the fall semester. This supports teachers with earning the license in a short period of time.

Each year, our gifted department pays for tuition and textbooks for one teacher to earn the add-on license. These teachers are often nominated by their principals to receive the scholarship. Principals select teachers based on their current needs. For example, if a teacher will be serving the cluster of students who are identified as AIG, the principal would nominate the teacher to be considered. The teacher will often have proven success with achieving growth with high performing students and a willingness to seek further training in best practices for teaching gifted students. Principals and the AIG Coordinator gather data from EVAAS and teacher observations to determine if a teacher would be a candidate. The teacher must also agree to continue teaching in the district for at least 3 years following completion of the coursework. Currently, all of our six AIG Specialists are white females.

As an alternate path to achieve the AIG add-on license, our Human Resources department will reimburse teachers for coursework leading to licensure if they complete each class with a B or better. They also reimburse fees associated with the Praxis exam upon successful completion. HR communicates these opportunities to all teachers each year at the beginning of school.

Diversity-Focused Recruitment Strategies

During teacher recruitment each year, our Human Resources (HR) department utilizes Handshake and PowerSchool to locate the best candidates. We also partner with RCC and UNCP to find local talent that may want to come back to teach in Richmond County. They also travel to university job fairs throughout the Eastern United States. We do focus on attending some HBCU Education Fairs as well. As a district, we are working to attract teachers of diverse backgrounds, as we currently have 74% of our teachers who are white, while only 36% of our students are white. Our HR staff uses filters provided in the recruitment tools to search for teachers from varying backgrounds and with multiple licenses.

Comprehensive Retention Strategies

To retain our valuable AIG-licensed professionals, we will implement a multi-faceted approach:

- Professional Environment: Maintain the collaborative, supportive environment established through monthly PLCs
- Shared Leadership: Continue the practice of team-based decision-making rather than top-down directives
- Open Communication: Preserve the open-door policy for specialists to discuss concerns with district leadership
- Recognition Program: Establish formal recognition for innovative practices and student growth achievements
- Professional Growth: Create pathways for advancement within the gifted education program
- Competitive Stipends: Provide additional compensation for AIG specialists based on responsibilities
- Resource Support: Ensure specialists have appropriate materials and technology to implement effective programming
- Advanced Training: Fund participation in state and national gifted education conferences
- Leadership Opportunities: Create roles for specialists to lead professional development initiatives
- Work-Life Balance: Support reasonable caseloads and schedules to prevent burnout

By implementing these comprehensive recruitment and retention strategies, Richmond County Schools will develop a diverse, highly qualified team of AIG specialists who can better serve the needs of our gifted student population and provide appropriate models of excellence for all students.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Richmond County Schools' Gifted Education program strives to provide focused, relevant professional development opportunities to support all stakeholders in realizing the importance of equity and excellence in gifted education practices. Current Professional Learning Opportunities Using a district professional development survey and the teacher working conditions survey, teachers will provide feedback regarding their reflections on current district and school level staff development opportunities and how they align to their professional needs. After identifying the school and district needs, plans are made to provide teachers with opportunities that align to their goals for professional growth. Grade level PLC discussions with specialists regarding gifted students reveals the need for a shift in the mindsets of many teachers and administrators in order to realize equity and excellence in gifted education. There are many misconceptions about the policies and practices underlying a quality gifted program. Future Plans In response to the needs identified, the AIG Coordinator will collaborate with the Director of Professional Development to design district level professional development for administrators, general education teachers, support staff, and EC and ML teachers. Mini sessions will be provided throughout the school year in each school as a station during faculty meetings. Sessions will be planned collaboratively during AIG specialist PLCs with the AIG Coordinator and the Director of Professional Development. The Call to Action Guidebook will be used as the foundation for planning sessions. All specialists will begin at the first faculty meeting of the year by presenting the information in the introduction and the What is Equity and Excellence in Gifted Education? What is it not? Subsequent sessions will focus on the critical actions. Talent development specialists will continue to support the professional development of K-2 teachers through modeling P.E.T.S. and STEM lessons in all classrooms. Teachers use the gifted observation scales provided by the AIG specialists to build a growing awareness of gifted traits among all students. It supplies teachers with a tool to make objective observations which leads to more equitable identification.
* 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.	The AIG Program of Richmond County Schools is focused on aligning professional development with other district initiatives. It is critical that we provide professional development on differentiated core instruction with input and collaboration from the curriculum, AIG, EC, and ML departments. The district strategic plan establishes that all teachers will receive two half-day content professional development days, required staff development days and three to four facilitated planning days. AIG, EC, and ML Specialists attend the content professional development, as well as facilitate planning sessions with classroom teachers to collaborate and advocate for differentiation for advanced learners, exceptional learners, and English as a second language learners. Specialists also attend school level professional learning communities on a monthly basis with each grade level they serve. Alignment with Program Goals and District Initiatives Our current professional development plan is focused on standards and increasing instructional strategies in all subject areas. In November and February, after NC Interim data is shared, all teachers in the district receive a half-day content professional development with the curriculum directors to analyze and plan instruction accordingly. Each group receives explicit professional development in math, English/language arts, social studies and science. Teachers receive instructional support for differentiated practices. These classes also focus on our district initiatives of vocabulary, distributed summarizing, writing to learn, small group instruction and utilizing multiple instructional methods. The multiple group instructional methods are a focus for meeting the needs of gifted learners. In this session we discuss standards based on grade level whole group instruction, cooperative groups, small group instruction and differentiated workstations. This requires teachers to think about the varied levels in their classrooms and determine how to plan instruction that meets the needs of all learners, including gifted students. These planning sessions ensure that AIG students are receiving rigorous and engaging instruction every day. In addition to the half-day content professional development, teachers receive required staff development days throughout the year. These days allow the AIG Specialists to work together on instructional units or work with PLCs in their school. The agenda for these days is created by the AIG Specialists.

Professional development will continue in PLCs. Working in PLCs, we focus on individual students in our classes. Teachers create instructional plans outlining how to meet the needs of students. Utilizing common assessments, NC Interim and benchmark data, flexible groups are created for class instruction as well as intervention and enrichment blocks. These formative assessments ensure classroom teachers and AIG Specialists know how gifted students are consistently performing. A data notebook and strategic plan is created and monitored. AIG Specialists are critical to the data discussion and supporting implementation of the strategic plan. AIG Specialists conduct a beginning of the year training with all staff members to inform them of the requirements for AIG identification, characteristics of AIG learners, social and emotional support strategies as well as how services will be provided in the school. In addition, AIG Specialists will introduce "Booster Shots" provided to districts by NCDPI, during PLCs or after school small group instruction rotations. AIG professional development aligns with district initiatives in the following ways: ▪ MTSS: Training on advanced tiers of support for high-achieving students ▪ Literacy: Specialized instruction on advanced comprehension strategies ▪ STEM: Integration of critical thinking and problem-solving across curriculum ▪ Social-emotional learning: Targeted support for unique needs of gifted learners ▪ Technology integration: Leveraging digital tools for acceleration and enrichment Continuous Improvement Process AIG Specialists attend a variety of professional development experiences in order to collaborate with others across the state and region. The district strongly promotes STEM, literacy, and Advanced Placement professional development to ensure the needs of our AIG students are being addressed. Specialists also offer opportunities for in-class coaching for teachers to support their professional growth in the areas of differentiation and critical thinking. Classroom teachers can request a coaching or co-teaching session by emailing the specialist who serves their school.	
* Ideas for Strengthening the Standard Continue to increase AIG certified teachers in the district Provide more professional development on differentiation methods	
Planned Sources of Evidence	
* Monthly PLC minutes	
* Professional Development Rosters	
* Headcount Verification forms	
* Research and discussion on Social and Emotional needs of gifted learners with book study	
* AIG Presentation at Board of Education	

Standard 5: Partnerships	Richmond County Schools (770) 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>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. Richmond County Schools recognizes that strong partnerships among all AIG stakeholders are essential for enhancing our gifted program's effectiveness. The district is committed to expanding current relationships with community stakeholders, parents, families, the Board of Education, and school personnel to better advocate for our gifted students. The AIG District Coordinator and AIG Specialists continually evaluate our communication methods and are implementing diverse, relevant platforms to effectively share information with all stakeholders. These partnerships are designed to specifically address both the academic/intellectual and social/emotional needs of our AIG students. Academic and Intellectual Support Partnerships School-Based Academic Planning ▪ AIG Specialists attend parent-teacher conferences (Fall/Spring) to discuss differentiation strategies and academic progress ▪ AIG Specialists collaborate with school counselors to host grade-level transition meetings (elementary to middle, middle to high) that address the specific academic needs of gifted students ▪ Curriculum Nights include dedicated AIG information stations where parents learn about acceleration and enrichment opportunities ▪ School-based Professional Learning Communities (PLCs) include regular AIG updates and collaboration on differentiation strategies College and Career Readiness ▪ High school planning informational sessions for middle school AIG students and parents that outline advanced coursework options ▪ Career and College Promise (CCP) Parent Information Sessions that introduce dual enrollment opportunities ▪ College awareness initiatives through partnerships with: • Richmond Community College (RCC) Guarantee program • NC Foundation for Public School Children Teacher Cadet Program • Duke College Advising Corps

- College and Career Fair events with specialized guidance for gifted learners

Advanced Academic Opportunities

- Parent Information sessions specifically designed for:

- NC Governor's School application process (held annually in September)
- North Carolina School of Science and Mathematics (NCSSM) programs
- Advanced Placement course selection and expectations
- NCSSM Connect Courses for grades 9-12
- Career and Technical Education (CTE) advanced pathways

Social and Emotional Support Partnerships

Whole-Child Development

- Mental Health Training initiatives with dedicated components addressing the unique social-emotional needs of gifted students
- Partnerships with 4-H Positive Youth Development and Mentoring Organization to build leadership skills
- Summer Bridge Career Exploration Camp that includes social-emotional learning components
- Regular parent workshops focused on perfectionism, twice-exceptionality, and other common challenges faced by gifted students

Community Connections

- AIG students participate in Arts Alive Festival with mentorship from local artists
- STEM Showcase events where AIG students demonstrate projects with community expert feedback
- Partnerships with Discovery Place Children's Museum for inquiry-based learning experiences
- Juneberry Ridge and Camp Don Lee field experiences that combine academic enrichment with social development

Communication and Feedback Mechanisms

The AIG program maintains open lines of communication with parents/guardians through:

- School-Level AIG Focus Committees that meet quarterly to provide feedback on program implementation
- Annual surveys distributed to parents, teachers, and students to assess program effectiveness
- Class Dojo implementation district-wide for consistent parent communication
- Regular updates on the district AIG webpage and school newsletters

The AIG District Advisory Committee, composed of AIG Specialists, parents, teachers, administrators, and community members, meets semi-annually to review program data, discuss implementation concerns, and consider plan revisions. This committee serves as the central hub for two-way communication between the district and stakeholders regarding the

academic, intellectual, social, and emotional needs of our gifted population.

Richmond County Schools continues to strengthen academic partnerships with North Carolina School of Science and Mathematics (NCSSM), NC Advanced Placement Partnership (NCAPP), and Richmond Community College to ensure gifted students have access to appropriately challenging coursework that meets their advanced learning needs.

*** Practice B**

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

Richmond County Schools (RCS) strategically cultivates relationships with community stakeholders to create meaningful learning experiences and opportunities for AIG students. These partnerships are designed to extend classroom learning, provide real-world applications, and expose gifted learners to future academic and career pathways. Our partnerships fall into three main categories: higher education collaborations, business and industry connections, and community organization partnerships.

Higher Education Partnerships

Richmond Community College (RCC)

RCS maintains a robust partnership with Richmond Community College that provides multiple benefits for AIG students:

- Career and College Promise (CCP) dual enrollment program enables qualified high school students to take college courses tuition-free, with AIG Specialists providing guidance on course selection aligned with students' strengths and interests
- RCC Guarantee program offers eligible AIG graduates tuition-free pathways to Associate degrees, with informational sessions held each semester for interested families
- Annual College Fair hosted on the RCC campus connects AIG students with representatives from regional and state colleges and universities
- FAFSA Night events provide specialized guidance for AIG students and families navigating college financial aid options

North Carolina School of Science and Mathematics (NCSSM)

The district actively promotes and supports AIG student participation in NCSSM programs:

- NCSSM Connect Courses allow AIG students in grades 9-12 to take advanced STEM courses through synchronous online instruction
- Step Up to STEM summer program introduces middle school AIG students to advanced scientific concepts
- Summer Ventures in Science and Mathematics offers intensive residential experiences for qualified AIG high school students
- AIG Specialists receive annual training on NCSSM application procedures to effectively guide interested students

University of North Carolina at Pembroke (UNC-P)

The partnership with UNC-P provides enrichment opportunities for AIG students:

- Campus visits coordinated each semester expose AIG students to college-level academic programs
- Faculty members serve as guest speakers and mentors for AIG student research projects
- Professional development for AIG Specialists through UNC-P's education department ensures current best practices in gifted education

Business and Industry Partnerships

Career Exploration and Work-Based Learning

By the 2025-26 school year, the AIG Coordinator will establish and maintain a centralized database of local business partners who provide:

- Job shadowing opportunities aligned with AIG students' areas of strength and interest
- Mentorship programs pairing professionals with AIG students pursuing related career paths
- Internship placements for qualified high school AIG students with the following organizations:

- Griffin Toyota
- Superior Crane
- Local Veterinary Clinics
- Richmond County Schools IT Department
- First Health
- Scotland Health
- Embry-Riddle Aeronautical University

STEM Industry Connections

The district leverages industry expertise to enhance STEM education for AIG students:

- Duke Energy Science Night events bring industry professionals into schools to lead hands-on activities that challenge AIG students
- BioNetwork Lab partnership provides access to advanced scientific equipment and expertise
- Annual STEM Showcase features industry representatives who provide feedback on AIG student projects and connect classroom learning to real-world applications

Community Organization Partnerships

Enrichment Through Community Resources

Community organizations extend learning beyond the traditional classroom:

- Camp Millstone 4-H Camp provides curriculum-aligned experiences including the 4-H Incubation and Embryology Project for elementary AIG students and environmental education field trips for middle school AIG students
- Discovery Place Science and Technology Museum offers specialized workshops and volunteer/internship opportunities for AIG students interested in STEM careers
- Local public libraries collaborate with AIG Specialists to create summer reading programs with advanced options for gifted readers

Academic Competitions and Recognition

Community partners support AIG students' participation in academic competitions:

- SIFMA Foundation sponsors The Stock Market Game, with local financial professionals serving as mentors to AIG student teams
- Modern Woodmen of America supports academic contests with recognition and prizes

- Local media outlets regularly feature AIG student achievements, with the AIG Coordinator submitting quarterly updates on program successes

Richmond County Schools is committed to expanding community partnerships specifically designed to support underrepresented populations in the AIG program. During the 2024-2025 school year, cross-disciplinary teams of AIG Specialists, ML teachers, and EC teachers will identify and establish partnerships with community organizations that can provide culturally responsive enrichment opportunities and mentorship for potentially gifted students from diverse backgrounds.

The effectiveness of these community partnerships is evaluated annually through stakeholder surveys, student participation rates, and assessment of program outcomes. Results are reviewed by the District AIG Advisory Committee and used to refine and enhance partnership initiatives.

* 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.

Richmond County Schools employs a two-tiered advisory structure to ensure comprehensive stakeholder involvement in the development, implementation, monitoring, and revision of the AIG program. This structure consists of the District AIG Advisory Committee as the primary governing body, supported by representation on related district advisory groups and school-level committees.

District AIG Advisory Committee

Composition

The District AIG Advisory Committee is intentionally structured to reflect the diverse populations served by Richmond County Schools and includes:

- AIG Coordinator (Committee Chair)
- AIG Specialists from elementary, middle, and high school levels
- School administrators (one from each level: elementary, middle, high)
- Curriculum directors
- Federal Programs director
- Student Services director
- School counselors representing each grade span
- Parent/guardian representatives (one from each school)
- Student representatives (middle and high school)
- Community members from diverse backgrounds and sectors

Membership demographics are reviewed annually to ensure balanced representation across:

- Geographic regions of the district
- Racial/ethnic diversity
- Socioeconomic diversity

- Various professional sectors (business, higher education, government, etc.)

Meeting Schedule and Focus

The District AIG Advisory Committee follows a structured meeting schedule:

- Regular implementation years: Meetings held twice per year (October and March)
- Plan revision years: Quarterly meetings (August, November, February, May)

Each meeting follows a documented agenda focusing on:

- Program implementation updates
- Data review and analysis
- Identification of areas for improvement
- Resource allocation effectiveness
- Plan revision discussions (during revision years)

Meeting minutes are recorded and made available to all stakeholders through the district AIG webpage within two weeks following each meeting.

Decision-Making Process

The committee employs a structured process for program oversight:

1. Data Collection: Prior to each meeting, the AIG Coordinator compiles relevant program data (identification statistics, service delivery information, stakeholder feedback)
2. Analysis: Committee members review data to identify trends, successes, and areas for improvement
3. Recommendation Development: The committee formulates specific recommendations for program enhancement
4. Implementation Planning: Action steps are developed with timelines and responsible parties
5. Monitoring: Progress on recommendations is tracked and reported at subsequent meetings

During plan revision years, the committee follows additional steps:

1. Comprehensive Program Review: Evaluation of all AIG program components
2. Stakeholder Input Gathering: Surveys, focus groups, and public comment periods
3. Draft Development: Creation of updated plan based on evaluation and input
4. Public Review: Draft plan made available for community review and feedback
5. Finalization: Incorporation of feedback and preparation of final plan
6. Board Presentation: Presentation to Board of Education for approval

Related Advisory Groups

The AIG Coordinator serves as an AIG program representative on several district-wide advisory groups to ensure alignment with broader educational initiatives:
School Improvement Advisory Group

- Meeting frequency: Monthly
- AIG connection: Ensures gifted education strategies are incorporated into school improvement plans
- Reporting structure: AIG Coordinator provides quarterly updates to the District AIG Advisory Committee

School Health Advisory Committee

- Meeting frequency: Quarterly
- AIG connection: Addresses social-emotional needs of gifted students within broader health initiatives
- Reporting structure: Relevant information shared at District AIG Advisory Committee meetings

Career and Technical Education Advisory Group

- Meeting frequency: Semi-annually
- AIG connection: Aligns advanced CTE pathways with gifted student interests and abilities
- Reporting structure: CTE Director invited annually to present to District AIG Advisory Committee

Exceptional Children Advisory Group

- Meeting frequency: Quarterly
- AIG connection: Addresses needs of twice-exceptional students and ensures appropriate service delivery
- Reporting structure: Joint meetings held annually to discuss overlapping student populations

Superintendent's Advisory Committee

- Meeting frequency: Monthly
- AIG connection: Ensures gifted education remains a district priority and aligns with strategic goals
- Reporting structure: Superintendent or designee invited to one District AIG Advisory meeting annually

MTSS District Advisory Group

- Meeting frequency: Monthly
- AIG connection: Ensures advanced learning needs are addressed within the MTSS framework
- Reporting structure: AIG Coordinator presents gifted education data at MTSS meetings

School-Level AIG Focus Committees

Each school maintains an AIG Focus Committee that functions as a local extension of the District Advisory Committee:

- Composition: School administrator, AIG Specialist, grade-level teacher representatives, parent representatives
- Meeting frequency: Quarterly
- Purpose: Address school-specific implementation issues, gather feedback, and communicate with the District Advisory Committee
- Reporting structure: School representatives share updates at District Advisory Committee meetings

Through this comprehensive advisory structure, Richmond County Schools ensures that diverse stakeholder voices guide the development, implementation, monitoring, and revision of the AIG program and plan. Childcare for committee members is provided by high school Beta Club members during all evening meetings to facilitate broader parent participation.

*** Practice D**

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

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

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

Richmond County Schools implements a comprehensive communication strategy to ensure all stakeholders are informed about the AIG program, services, and opportunities. Our approach uses multiple channels, ensures language accessibility, and provides targeted information based on stakeholder needs and student developmental stages.

AIG Program Information Channels

Digital Communication
District AIG Webpage:

- Contains the complete AIG Plan, identification procedures, service delivery options, and enrichment opportunities
- Updated monthly by the AIG Coordinator
- Includes downloadable forms and resources in multiple languages
- Features an interactive calendar of upcoming AIG events and deadlines

School AIG Webpages:

- Managed by AIG Specialists at each school
- Highlights school-specific programming and student achievements
- Updated bi-weekly with current opportunities and announcements
- Links to relevant district resources and the main AIG webpage

Electronic Messaging System:

- AIG Coordinator maintains a current database of parent/guardian email contacts
 - Automated School Messenger notifications sent for key events and opportunities
 - Quarterly AIG newsletter distributed electronically with program updates
 - All electronic communications sent in multiple languages based on family preferences
- Print Communication
AIG Parent Handbook:
- Comprehensive guide to AIG services, identification procedures, and programming options
 - Available in English, Spanish, and additional languages as needed
 - Distributed to all newly identified students and their families
 - Updated annually and available in school offices and on the AIG webpage

Informational Brochures:

- Topic-specific brochures on various aspects of the AIG program
- Available in school counseling offices, front offices, and at all school events
- Topics include: identification process, service delivery options, social-emotional support, and advanced learning opportunities
- All materials available in multiple languages

In-Person Communication
Annual AIG Program Overview Sessions:

- Conducted by AIG Specialists at each school during the first month of school
- Morning and evening sessions offered to accommodate diverse family schedules
- Virtual attendance option available for families unable to attend in person
- Childcare provided during evening sessions
- Interpreters available upon request

Biannual Parent-Teacher Conference Days:

- AIG Specialists available during all conference times
- Individual meetings scheduled with families of AIG students

- Resource tables with program information for all families
- Interpreters scheduled based on family language needs

School Board Presentations:

- Annual AIG Program update presented at a televised School Board meeting
- Highlights program accomplishments, data, and upcoming initiatives
- Recording available on the district website with multilingual subtitles
- Coordinated by the AIG Coordinator in collaboration with AIG Specialists

Multilingual Communication Support

Richmond County Schools is committed to ensuring information accessibility for all families: Translation Services:

- All AIG documents translated into Spanish by the district's full-time translator
- Additional languages provided through contracted services based on district demographics
- Current translation available in: Spanish, Arabic, Vietnamese, and Hmong
- AIG Coordinator reviews translation needs annually based on student population data

Interpretation Services:

- ML personnel support AIG parent meetings and conferences as interpreters
- District maintains a list of staff members fluent in various languages to assist with communication
- Professional interpreters contracted for languages not represented by staff
- Virtual interpretation services available for less common languages

Language-Specific Parent Nights:

- Dedicated Hispanic Parent Night held each semester with AIG information
- Similar events scheduled for other language groups as needed based on population
- Conducted entirely in the target language with culturally responsive approaches
- Led collaboratively by AIG Specialists and ML teachers

Grade-Level Specific Information Elementary Level (K-5)

- Grade-level specific information sessions on talent development opportunities

- Annual notification to all families about the AIG screening and identification process
- Talent development newsletters sent home quarterly

Middle Level (6-8)

- Annual AIG student and parent advisement sessions focusing on:
 - Middle school course selection aligned with student strengths
 - Four-year high school planning
 - Enrichment and competition opportunities
- Information sessions on acceleration options and advanced coursework
- Transition meetings for rising 6th graders and their families
- Transition meetings for 8th grade students preparing for high school options

High School Level (9-12)

- Course selection advisement meetings with AIG Specialists focusing on:
 - Advanced Placement opportunities
 - Career and College Promise dual enrollment options
 - North Carolina School of Science and Mathematics courses
 - North Carolina Virtual Public School options
- Special programs information sessions on:
 - Governor's School application process and timeline
 - College application and scholarship procedures
 - Summer enrichment opportunities
 - Internship and mentorship programs

Effectiveness Monitoring

Richmond County Schools regularly assesses the effectiveness of AIG communication strategies:

- Annual stakeholder surveys include specific questions about communication preferences and effectiveness
- AIG Specialists track engagement analytics from digital platforms
- Focus groups conducted with parents from diverse backgrounds to identify communication barriers

- Communication strategies modified based on feedback and engagement data

Through this comprehensive approach to information dissemination, Richmond County Schools ensures that all students, parents/guardians, and community members have access to complete information about AIG services, policies, and opportunities in formats that are accessible, timely, and responsive to diverse community needs.

*** Ideas for Strengthening the Standard**

Continue to explore partnerships to provide enriching experiences for gifted learners
Focus on professional development for STEM activities
Explore grants to increase STEM activities in AIG classrooms
Explore partnerships to support social/emotional needs

Planned Sources of Evidence

* Focus Meeting Agendas and Attendance	
* Sign in sheet from parent teacher conference day	
* Board Agendas	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources		N/A	 AIG Glossary of Terms

Standard 6: Program Accountability

Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The 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.

Plan Development and Comprehensive Evaluation

Richmond County Schools develops and maintains a comprehensive AIG plan in accordance with state legislation (N.C.G.S. § 115C-150.5-.8, Article 9B) and State Board of Education policy. This plan has been approved by the local board of education and submitted to SBE/DPI for review and comment.

Plan Development Process

The AIG Coordinator and AIG Specialists analyze multiple data sources and stakeholder feedback to guide plan development. The revision process follows the AIG Plan Revision Calendar recommended by NCDPI and includes participation in Coordinator's Institutes, regional AIG PLCs, and supporting professional development sessions. Our planning team engages various stakeholders in plan development and monitoring, including district administrators, Exceptional Children and Multilingual Learner personnel, and student support specialists. This collaborative approach ensures diverse perspectives and equal representation throughout the planning process.

Continuous Evaluation Methods

Monthly Professional Learning Communities: AIG Specialists focus on one standard per month, discussing alignment between current practices and the plan. The team collaboratively problem-solves and implements improvements as needed.

Stakeholder Feedback Collection: We gather data from multiple sources including:

- Annual surveys of parents, students, and educators
- Student focus groups at elementary, middle, and high school levels
- Parent and community meetings through various platforms
- Professional development sessions and administrative meetings

Data-Driven Improvements: Recent stakeholder feedback has resulted in program enhancements including:

- Employment of three full-time and three part-time AIG Specialists
- Expanded K-2 nurturing program emphasizing higher-order thinking skills
- Increased emphasis on rigorous writing and coursework at the high school level
- Enhanced STEM initiatives district-wide

Accountability Data Analysis

The AIG Coordinator examines annual subgroup data from NCDPI's Accountability Division each fall. When AIG subgroups do not meet EVAAS growth expectations, the team identifies critical programmatic changes needed within the instructional framework. These findings are shared with administrators during the County Leadership Retreat and with classroom teachers through targeted professional development focused on engagement and academic rigor.

*** 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.

Richmond County Schools monitors the local AIG program implementation to ensure fidelity across all components in accordance with current legislation and state policies. The District AIG Coordinator maintains oversight of each school's plan implementation while allowing site-based flexibility to address the diverse needs within our county.

Monitoring Framework

-Monthly AIG Professional Learning Communities: Scheduled PLCs allow AIG Specialists to examine plan implementation, discuss services provided, and determine alignment with current standards.

-Annual Data Collection: We systematically collect feedback from stakeholders through professional development sessions, principals' meetings, grade-level PLCs, and School Improvement Team meetings.

-District AIG Advisory Group: Annual reports to the advisory group highlight program strengths, improvement areas, and gather member feedback regarding their observations and experiences.

Implementation Documentation

The District AIG Coordinator reviews and collects evidence on plan implementation, documenting how each school implements the local AIG plan and state standards. This documentation process includes required monitoring visits and evidence collection to ensure consistency and compliance.

2025-2028 Monitoring Process

- The systematic monitoring process will include:
- Monthly AIG Specialist PLCs
- Annual stakeholder feedback collection
- Bi-annual school monitoring visits
- Twice-yearly screening roster reviews
- Annual analysis of reading, math, and science test data
- Spring parent and school personnel surveys
- Regular meetings with needs determination teams and advisory groups

*** 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.

Richmond County Schools continues to appropriately use and monitor state funds allotted to provide services for our gifted population. A majority of these funds cover AIG Specialists' salaries. Remaining funds are closely monitored through the district's Departments of Finance and Human Resources and the District AIG Coordinator. These funds are utilized to

support our gifted program and ensure that the plan is implemented with fidelity.

Budget Development Process

The District AIG Coordinator receives the state AIG allotment and develops a budget based on local AIG plan priorities. During monthly PLCs, the budget is discussed with specialists, and their input is encouraged regarding materials and professional development needs. The budget is closely monitored through the district's Departments of Finance and Human Resources.

Funding Priorities

-Personnel: Our primary priority is employing K-8 AIG Specialists to provide direct and consultative services. The current budget supports three full-time and three part-time specialist positions.

-Materials and Resources: Funding supports:

- Screening materials for student identification
- iReady extension lessons and STEM kits with correlating materials
- PETS program teacher guides and consumable STEM lesson materials
- Challenging mathematics activities for advanced Level 5 students
- Ipad's are provided for K-5 Specialists to use in small group instruction

-Curriculum Development: Funds support the creation of K-12 differentiated units that are complex and rigorous, aligning with Standard 2: Differentiated Curriculum and Instruction.

-Professional Development: Budget allocations include:

- Annual NCAGT Conference attendance for at least two specialists
- Advanced Placement Summer Institute (APSI) participation
- Technology support including updated laptops and printers for specialists

Advanced Placement Partnership

Richmond County maintains a strong alliance with the North Carolina AP Partnership (NCAPP), which provides training and support for both new and veteran educators. Tuition waivers enable teachers to attend AP Summer Institute annually, supporting our goal of having all AP teachers receive week-long summer training prior to teaching their courses.

At the time of this writing, the proposed Senate budget decimates funding for the NC Advanced Placement Partnership (NCAPP) in our state. The proposed budget includes drastic cuts to AP Exam funding and the elimination of the North Carolina AP Partnership (NCAPP). If passed, these changes will severely impede efforts to increase access to Advanced Placement coursework for students in the district. Subsequent voting and proposals will determine how Richmond County will address these deficits.

*** 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.

Richmond County Schools maintains and analyzes multiple sources of student achievement and growth data, including annual data for AIG students. Data is disaggregated to recognize patterns and trends over time, informing mindsets, policies, and practices for equity and excellence.

Comprehensive Data Tracking System

RCS has developed a comprehensive student data tracking system incorporating multiple data sources at school, district, and state accountability levels. Students complete diagnostics three times yearly through iReady, along with common assessments, formative and summative assessments through the NC Testing Program, and growth indicators from EVAAS.

Data Analysis Procedures

-Annual School Data Presentations: Each June, principals present comprehensive data collections to district leadership, including EOG/EOC scores and growth indicators for identified gifted students. Principals share improvement strategies based on data analysis.

-Ongoing Assessment Analysis: After each interim and benchmark assessment, instructional coaches create data presentations shared with Curriculum Directors and AIG Specialists. Analysis examines individual and group performance, EOG/EOC scores, assessment percentages, and growth compared to previous assessments.

-Collaborative Data Review: Data is discussed during AIG PLCs, where specialists work with classroom teachers to analyze necessary instructional changes ensuring AIG student growth. The strong collaboration between AIG Specialists and classroom teachers contributes significantly to student success.

Advanced Placement Performance

AP exam data is analyzed annually to determine the percentage of students scoring three or higher. To address performance concerns, actionable steps include:

- Scheduling all AP courses in spring to align more closely with exam administration
- Requiring AP teachers to utilize AP Classroom platform curriculum and materials
- Encouraging attendance at Advanced Placement Summer Institute
- Monitoring success rates following implementation of these changes

Growth and Achievement Monitoring

The District AIG Coordinator collaborates with the Director of Accountability and Testing and the Curriculum and Instruction Team to analyze all data sources. Recent data indicates 86% of teachers met or exceeded expected growth, increasing from 72% in 2021. AIG Specialists continue partnering with classroom teachers to enhance achievement and growth outcomes.

* 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.

Richmond County Schools maintains and analyzes multiple data sources focused on referral, identification, services, and retention within the local AIG program. This ensures 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.

Comprehensive Data Examination

The AIG Coordinator and Specialists continuously examine data from local assessments, North Carolina K-3 Assessments, EOG/EOC, SAT, and ACT score reports to identify student strengths. This examination occurs as data becomes available throughout the year.

Alternative Identification Strategies

We actively explore strategies and alternative identification methods that accurately assess underrepresented populations for gifted services. Consistent monitoring ensures we seek innovative ways to identify and serve under-represented populations, including collaboration with Multilingual Learner teachers to identify and develop talents in ML students.

Multi-Source Data Collection

Our student data tracking system incorporates:

- Student diagnostics administered three times yearly
- Common assessments and WIDA score reports
- Low-stakes formative and high-stakes summative assessments

- EVAAS growth and achievement indicator data

During data PLCs, grade-level teams, AIG Specialists, EC and ML teachers, support staff, and administrators analyze patterns and trends, allowing diverse perspectives to inform instruction and support planning.

Identification Process

Students are identified through a comprehensive profile process including:

- Multiple data points from various assessments
- Giftedness scales
- Referrals from multiple sources

Equity Monitoring Procedures

To ensure monitoring of under-served populations, we:

- Collect and review identification numbers from under-represented populations twice yearly through bi-annual headcounts
- Collect screening rosters bi-annually to audit screening procedures
- Analyze and monitor screening and identification trends in under-served populations
- Monitor Advanced Placement representation by diverse students
- Utilize NC Interim Assessments for AIG identification

Current Demographics and Advocacy

Current data reflects that the AIG program serves 36% nonwhite students while total enrollment is 56% nonwhite students. However, diversity is stronger in specific programs, with NC Governor's School candidates showing over 40% nonwhite representation, and robust diverse participation in Career and College Promise and NC School of Science and Mathematics Connect opportunities.

AIG Specialists foster advocacy through strong relationships with under-served AIG populations, utilizing counseling services and providing targeted academic support as needed.

*** 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.

Richmond County Schools maintains and utilizes current data regarding credentials of personnel serving K-12 AIG students, aligning with goals and strategies outlined in the local AIG plan.

Current Staffing and Certification

Richmond County Schools employs three full-time and three part-time AIG Specialists, all required to be licensed to serve our gifted population. The AIG District Coordinator collaborates with Human Resources to monitor and maintain certification records. Currently, six teachers in the district have earned AIG licensure.

Certification Monitoring and Support

-Cluster Placement: The Coordinator works annually with principals to ensure AIG cluster groups are placed with teachers who have completed requisite AIG licensure coursework.
 -Professional Development Support: Richmond County Schools offers reimbursement funds annually to one teacher seeking AIG add-on licensure. Recipients must complete appropriate coursework with an overall B average or higher to receive reimbursement.

Advanced Placement Professional Development

The AIG Coordinator monitors Advanced Placement training for high school teachers. The goal is for all AP teachers to receive week-long summer training at Advanced Placement Summer Institute (APSI) prior to teaching their courses. Currently, 100% of AP teachers have attended the required week-long training and participate in ongoing sessions that increase content knowledge and pedagogy in AP curriculum.

*** 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.

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

Continuous Improvement Framework

Richmond County Schools utilizes the Continuous Improvement Cycle to analyze, evaluate, and improve our AIG program. This ongoing cycle facilitates collaboration and feedback gathering on processes requiring strengthening through multiple data sources.

Data Collection Methods

Feedback data includes:

- Annual program surveys from various stakeholders
- Focus group meeting minutes and documentation
- AIG District Advisory Group meeting minutes
- Recent high school graduate panel interviews
- PLC discussions regarding student data, programming, and MTSS integration
- Principal and Curriculum and Instruction meeting input

Specific Feedback Mechanisms

-Graduate Focus Groups: Each January, we gather feedback from recent graduates in focus group settings. This feedback has historically created changes in coursework and fostered AIG initiative implementation in middle and high school settings. Graduates consistently request more writing in high school courses and more rigorous AP content, leading to enhanced writing integration in our curricular framework.

-Annual Stakeholder Feedback: Spring feedback from parents, administrators, students, and teachers about AIG program experiences and offerings. Recent student feedback expressed desire for more time with AIG teachers in elementary and middle school settings, noting that they feel supported by AIG teachers and receive appropriate differentiated assignments.

-Professional Learning Community Engagement: AIG Specialists facilitate sessions during PLCs and school-level faculty meetings, highlighting identification and service information for gifted students. This process occurs at the district level with all Curriculum and Instruction Team directors.

-Administrative Collaboration: The AIG Coordinator attends principals' meetings to share programming and implementation information, gathering feedback from building administrators.

Vision Alignment and Action Planning

After data collection, we examine vision alignment with district strategic plan goals. Action plans are developed explaining changes or implementations, monitored and evaluated by the district coordinator to determine benefit for AIG students. For example, when Richmond County Schools implemented small group instruction K-12, the AIG Coordinator collaborated with specialists to support classroom small group instruction, resulting in specialists regularly teaching skill-based lessons to small groups of AIG students.

Annual Reporting

The District AIG Coordinator provides annual information about successful AIG plan implementation to all stakeholders.

* Practice H

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

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

Transparency and Communication Framework

Richmond County Schools Board of Education maintains transparency in all student-related decisions. All board meetings are broadcast live on local television and recorded for public access. Local newspaper outlets record and disseminate pertinent information. AIG specialists have opportunities to discuss AIG plan rationale during board meetings.

Communication Channels

-Administrative Communication: The AIG Coordinator uses monthly principals' meetings as a platform to inform, update, share information, and address questions, ideas, comments, and clarifications regarding the district's AIG program. All principals and district administrators participate in these meetings.

-Multi-Platform Data Sharing: In addition to school board meetings, AIG Advisory Group meetings, and student advisory group meetings, quantitative and qualitative data points are shared through:

- District website postings
- Parent informational pamphlets
- Social media platforms

Stakeholder Engagement

The District AIG Coordinator reviews all AIG program aspects with school administrators, the local school board, families, and community stakeholders, ensuring comprehensive communication about program evaluation results and continuous improvement efforts.

* 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.

Richmond County Schools 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.

Rights Protection Framework

In accordance with Article 9B, Richmond County Schools honors policies and procedures that safeguard gifted learners' rights. The primary goal ensures gifted learners receive academic services enabling them to maximize their potential.

Identification and Placement Rights

Parental Consent Requirements:

- Parents must provide written consent for testing
- Consent forms are distributed through AIG Specialists to students on screening lists for upcoming testing windows
- Testing results and collected data for qualifying students are shared through confidential parent meetings

- Results for non-qualifying students are sent home with conference options (phone or in-person) to discuss testing results and criteria

Documentation and Record-Keeping:

- All testing results are maintained in Riverside Data Manager
- Individual folders contain copies of results for each tested student
- Students meeting identification criteria receive appropriate gifted designation and are entered into Infinite Campus as required by NCDPI

Service Implementation Process

-AIG Placement Procedures:

- Students requiring additional testing receive Consent to Test forms
- Once signed by parent/guardian, schools have 30 days to complete testing
- Upon testing completion, parents are notified to attend results meetings
- Needs Determination Teams meet prior to parent meetings to decide on identification or need for additional information
- Parent meetings include service explanations and Differentiated Education Plan signing

Transfer Student Procedures

-In-State Transfers: Identified students transferring within North Carolina maintain their identified status. Services are determined based on local context and norms.

-Out-of-State Transfers: The Needs Determination Team evaluates identification information and previously provided services. Evaluation data is reviewed to determine local eligibility and services.

Review of Disagreement Process

Richmond County Schools has established a hierarchical review process for disagreements regarding identification or service appropriateness:

- Level 1 - Local Administrative Unit: Parents submit written concerns to the AIG Team through the principal. Conference requests are honored, and the AIG Team and principal review concerns and respond.
- Level 2 - District AIG Coordinator: Unresolved concerns may be appealed to the District AIG Coordinator, who reviews specific areas of concern and responds to both principal and parent.
- Level 3 - Associate Superintendent for Curriculum: Continued disagreements may be appealed in writing to the Associate Superintendent for Curriculum, who reviews disagreement areas and provides written responses.
- Level 4 - Superintendent: Final district-level appeals are made to the Superintendent in writing. A review panel offers a final written decision.
- Level 5 - Contested Case Hearing: If district procedures fail to resolve disagreements, parents may file petitions for contested case hearings under Article 3 of Chapter 150B of the General Statutes. Administrative law judge decisions become final and binding, limited to reviewing whether the LEA improperly failed to identify the child or whether the local plan has been appropriately implemented.

Mediation Option

At any point in the disagreement hierarchy, the school system may consider mediation with an impartial facilitator to resolve concerns collaboratively.

Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/10/2025 

AIG Related Documents

Richmond County Schools (770) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents	
Type	Document Template Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template Local Board of Education Approval
Optional Documents	
Type	Document Template Document/Link
AIG Standard 1 Additional Resources	N/A AIG Glossary of Terms
AIG Standard 2 Additional Resources	N/A AIG Glossary of Terms
AIG Standard 3 Additional Resources	N/A AIG Glossary of Terms
AIG Standard 4 Additional Resources	N/A AIG Glossary of Terms
AIG Standard 5 Additional Resources	N/A AIG Glossary of Terms
AIG Standard 6 Additional Resources	N/A AIG Glossary of Terms

Phrase		Definition	