

Overview: Mission/Vision Statement and Funding

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Dr. Freddie Williamson

\* LEA AIG Contact Name:

Davis, Andrew - [andrew.davis@robeson.k12.nc.us](mailto:andrew.davis@robeson.k12.nc.us)

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

For 2022-2025, the Public Schools of Robeson County local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Robeson County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate, and implement 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 relate to the categories 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 an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2022-25, Robeson County Schools local AIG plan is as follows:  
 Robeson County Schools Vision for local AIG program: The vision of the Public Schools of Robeson County Academically Intellectually Gifted Program is to provide a comprehensive program that meets the academic, intellectual, social, and emotional needs of gifted learners so they can be productive leaders in an ever-changing global society.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,168,321.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

The 2022-25 Public Schools of Robeson County (PSRC) AIG plan includes multiple opportunities for students to be referred, identified, and receive AIG services. Students may receive AIG services by being identified as Academically Gifted Reading (AR), Academically Gifted Math (AM), Academically Gifted Reading and Math (AG), Intellectually Gifted (IG), Academically and Intellectually Gifted (AI), or participate in the K-2 Talent Development Program. Within all identified AIG service options, both traditional/quantitative and nontraditional/qualitative data is used for placement. Options are also given within several criteria of the AIG Services Pathway Rubric to better enable access to AIG programs and services for underrepresented populations, including several options in the Performance and Need for Services Criteria and use of subset scores in Aptitude and Achievement.

The PSRC AIG Program utilizes a unified screening and referral process district wide in grades K-12. The process is ongoing throughout the school year. Additional students are included in the process as they are referred, transfer in, or new data becomes available to begin the process.

PSRC AIG Department has developed a Screening/Referral/Identification Flowchart to ensure steps are followed consistently at all schools.

**The Screening/Referral/Identification Flowchart is as follows:**

**Step 1- Screening:**

PSRC will administer a universal screener to all second grade students. The implementation of this screener will remove the possibility for teacher bias, teacher perception, or classroom behavior that may overshadow the opportunity to participate in the screening pool. It will also provide opportunities for students to show their strengths and talents. The Naglieri Nonverbal Ability Test (NNAT) will be utilized in order to support cultural fairness and unbiased testing in the screening process. Because this test is nonverbal, it will also provide equity for English Language Learners and exceptional children.

In addition to the second grade universal screener, in grades K-12, screening considerations are ongoing using data and information such as: North Carolina End of Grade Test scores (NC EOG), North Carolina End of Course Test scores (NC EOC), NC Check-In test scores, honor roll students (As and Bs), Superintendent's Academic Awards recipients, Talent Development Program (K-2) students, and classroom formative assessments.

**Step 2- Referral:**

Students scoring in the 80th percentile or higher on the second grade screener will automatically be added to the Talent Pool and referred for AIG. Students scoring in the 80th percentile or higher on the Math or Reading EOG will also be added to the Talent Pool and referred for AIG. Data from EC and ESL personnel and the Multi-tiered System of Support (MTSS) process supporting students' strengths may be used to refer students. Referrals may also be made by parents, community members, other school personnel, or student self-referral. Teachers may refer students based on data already available in the district such as Amplify, Classworks, teacher observation, and other classroom test data and performance. Referral forms are located on the district AIG website and paper copies are available from school AIG Specialists. If a referral is received late in the school year, the AIG Specialist will begin the process and continue at the beginning of the next school year when additional data can be collected. Students in the referral process will be included on the end of the year folder transfer document and are sent to subsequent schools, if necessary. A Motivation Scale (completed by teacher), Parent Survey, and Student Survey will be collected for referred students. Students with strong data and/or artifacts will be referred for an achievement and aptitude evaluation.

**\* Practice B**

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

The Screening/Referral/Identification Flowchart continues on from the referral process in section 1A and continues onto the identification and placement process. We have placed it in one continuous flowchart for all stakeholders to understand how this is a flowing process. The process continues as follows:

**Step 3- Individual Evaluation:** (Quantitative Achievement and Aptitude Data Collected)

If the screening process determines the need for evaluation, students participate in both achievement and aptitude testing.

Gr. K-2 will be administered the Iowa Test of Basic Skills (ITBS) for achievement testing and the Cognitive Abilities Test (CogAT) for aptitude.

Gr. 2 students will be administered the NNAT for a universal screener.

Gr. 3-12 will be assessed using the ITBS for achievement testing and scores from the CogAT will be used for aptitude testing. NNAT scores from the second grade screener may also be included (as a qualifying math aptitude score).

**Step 4- Identification and Placement**

No decisions about services can be made until the individual evaluation is completed and reviewed. Student quantitative and qualitative evaluation data is used to determine placement. All data, surveys, and referral forms are stored in individual referral folders for each student. All data and information collected is compared to the AIG Services Pathway Rubric for identification pathways. The use of the rubric will ensure consistent identification and placement across the entire school system.

A student who, after testing, is ineligible for gifted education services can be retested in following years if new screening data and artifacts indicate a need. The district maintains data for use in reassessing students who are referred more than once. Student referral folders are housed with the AIG Specialist for the respective school and transferred to other schools within the district if the student moves or continues onto the next level of schooling.

**AIG Site-based Team Meetings and Identification**

The AIG Specialist meets with the AIG Site-based Team at the school the student attends. Results of all traditional/quantitative data, nontraditional/qualitative data, and screening documentation are explained and evaluated based on the criteria listed on the Grades K-2 AIG Services Pathway Rubric or on the Grades 3-12 AIG Services Pathway Rubric. After reviewing all documentation, student placement is suggested based on the current placement criteria/rubrics and a conference is set to discuss the suggested placement with parents. The signature of

team members is recorded on the AIG Site-based Team Decision/Minutes form. Justification for the suggested placement is also recorded on this form.

**Parent Conferences and DEP Development:**

AIG Specialists set conference times for all tested students and notify parents of their conference time by sending home the Invitation to Conference form. If necessary, parents are given the option of rescheduling at a more convenient time. Phone conferences may also be scheduled, if necessary, to create more access for parental involvement.

AIG Specialists discuss results of all testing and screening documentation with parents. Documentation is explained and compared to the current AIG Services Pathway Rubric and the AIG Site-based Team Committee placement suggestion is discussed along with parent input. Parents sign the “AIG Site-based Team Decision” form when a placement has been agreed upon. Students may be placed in a cluster group, pull-out program, Talent Development Program, or participate in Genius Hour projects.

Students with documentation satisfying the current placement criteria begin receiving AIG services after the parent signature is obtained. A Differentiated Education Plan (DEP) is also discussed and sent home with the parent during the parent conference. Students with documentation not satisfying the current placement criteria do not receive AIG services at that time, but may be screened and re-tested in the future if new data supports retesting.

**Talent Development:**

The PSRC AIG Department provides Talent Development in grades K-2 in order to foster higher order thinking skills that hopefully lead to student AIG identification. The Talent Development Program serves K-2 students who demonstrate the potential for exceptional academic performance. Differentiated curriculum is taught to these students in order to promote understanding and make connections for their learning potential. This small group Talent Development instruction stimulates the development of critical thinking and problem solving skills, deductive logic/analytical thinking, reasoning challenges, and visual/spatial activities.

**Criteria Elements:**

The PSRC AIG Program uses multiple criteria and pathways to provide many opportunities and measures to reveal student achievement, behavior characteristics, interest, motivation, achievement, and aptitude. PSRC uses four criteria for identification including Performance, Need for Services (artifacts), Achievement test scores, and Aptitude test scores. These criteria use a combination of qualitative and quantitative data to build a body of evidence to support gifted education decisions. PSRC is also actively increasing equity in identification by using multiple ways to meet criteria in the following areas instead of only relying on one measure per category:

- Performance- Students can meet this criteria with an A/B average in reading or math. The grade average has been lowered to include a B average to provide more equity for students.
- Need for Services- Students can meet this criteria with a motivation scale, parent survey, student survey, or work samples. Any one of these items may be used to show need for services, instead of requiring several documents.
- Achievement- Students can meet this criteria with scores on the ITBS Reading and/or Math subtests or scoring a level 5 on the Reading and/or Math EOG.
- Aptitude- Students can meet this criteria with different aptitude tests given at various grade levels. Scores from the second grade NNAT will be added for Math identification because of its use of nonverbal questions to provide more equity to some learners. Subtest scores on the CogAT will also be utilized for more identification opportunities.

**Universal Screener:**

Starting in the year 2022-23 and each subsequent year, the NNAT will be administered as a universal screener in grade 2. Because it is an aptitude test, this score can be used in any subsequent years for referral and/or placement if it meets the criteria (math placement).

The Cognitive Achievement Test (CogAT) will be administered to grades K-12 testing candidates. Because this is an aptitude test, these scores can be used in any subsequent years for placement.

**Gr. 3-12 Identification:**

Grade 3-12 Students will need to meet the following criteria to be identified as AIG:

**Gr. 3-12 AIG Services Pathway Rubric:**

**Academically Gifted Reading (AR):** Student must meet 3 out of 4 criteria (including performance):

1. Performance: Student must have an A/B average (3s or 4s average for rising 3rd graders) on their report card in Reading the previous school year.
2. Need for Services: Student must have a minimum of 85% on a Motivation Scale completed by the teacher, or 85% on Parent Survey, or 85% on Student Survey, or work samples showing need for differentiation.

3. Achievement: Student must score 85 percentile or higher on the Reading achievement subtest (ITBS) or score Level 5 on their Reading EOG test (3rd-8th).

4. Aptitude: Student must score 85 percentile or higher on aptitude composite or subtest (CogAT Verbal, or CogAT Composite)

**Academically Gifted Math (AM):** Student must meet 3 out of 4 criteria (including performance):

1. Performance: Student must have an A/B average (3s or 4s average for rising 3rd graders) on report card in Math the previous school year.
2. Need for Services: Student must have a minimum of 85% on a Motivation Scale completed by the teacher, or 85% on Parent Survey, or 85% on Student Survey, or work samples showing need for differentiation.
3. Achievement: Student must score 85 percentile or higher on the Math achievement subtest (ITBS) or score Level 5 on their Math EOG test (3rd-8th).
4. Aptitude: Student must score 85 percentile or higher on aptitude composite or subtest (NNAT Percentile Rank from second grade, or CogAT Quantitative, or CogAT Nonverbal, or CogAT Composite).

**Academically Gifted Reading and Math (AG):** Student must meet criteria for both AR and AM.

**Intellectually Gifted (IG):** Student must meet both criteria:

1. Performance: Student must have an A/B average (3s or 4s average for rising 3rd graders) on report card in Reading and Math the previous school year.
2. Aptitude: Student must score 96 percentile or higher on aptitude composite (CogAT Composite).

**Academically and Intellectually Gifted (AI):** Student must meet all 4 criteria:

1. Performance: Student must have an A/B average (3s or 4s average for rising 3rd graders) on report card in Reading and Math the previous school year.
2. Need for Services: Student must have a minimum of 85% on a Motivation Scale completed by the teacher, or 85% on Parent Survey, or 85% on Student Survey, or work samples showing need for differentiation.



3. Achievement: Student must score 96 percentile or higher on Reading and Math achievement subtests (ITBS) or have scored a level 5 on the Reading and Math EOG the previous year (3rd-8th).
4. Aptitude: Student must score 96 percentile or higher on aptitude composite (CogAT Composite).

**Grades K-2 Identification:**

K-2 students who display gifted characteristics and show a clear need for instruction that is consistently two or more grade levels above their current grade level may be referred for gifted identification. Teachers will compile a body of evidence over time to show student strengths before nominating and referring these students for AIG Identification testing. The body of evidence should include things such as: Amplify, BOG assessment results, Classworks Reports, Schoolnet results, writing samples, behavioral checklists, and report card grades. In addition, the social-emotional and developmental needs of each student referred will be taken into consideration during the process.

**Gr. K-2 AIG Services Pathway Rubric**

K-2 Students will need to meet the following criteria to be identified as AIG:

**Academically Gifted Reading (AR):** Student must meet 3 out of 4 criteria (including performance):

1. Performance: Student must have an average of 3s or 4s on their report card in Reading the previous school year.
2. Need for Services: Student must have a minimum of 85% on a Motivation Scale completed by the teacher, or 85% on Parent Survey, or 85% on Student Survey, or work samples showing need for differentiation.
3. Achievement: Student must score 85 percentile or higher on the Reading achievement subtest (ITBS).
4. Aptitude: Student must score 85 percentile or higher on aptitude composite or subtest (CogAT Verbal or CogAT Composite).

**Academically Gifted Math (AM):** Student must meet 3 out of 4 criteria (including performance):

1. Performance: Student must have an average of 3s or 4s on their report card in Math the previous school year.
2. Need for Services: Student must have a minimum of 85% on a Motivation Scale completed by the teacher, or 85% on Parent Survey, or 85% on Student Survey, or work samples showing need for differentiation.
3. Achievement: Student must score 85 percentile or higher on the Math achievement subtest (ITBS).

4. Aptitude: Student must score 85 percentile or higher on aptitude composite or subtest (CogAT Quantitative, or CogAT Nonverbal, or CogAT Composite).

**Academically Gifted Reading and Math (AG):** Student must meet criteria for both AR and AM.

**Intellectually Gifted (IG):** Student must meet both criteria:

1. Performance: Student must have an average of 3s or 4s on their report card in Reading and Math the previous school year.
  2. Aptitude: Student must score 96 percentile or higher on aptitude composite (CogAT Composite).
- Academically and Intellectually Gifted (AI):** Student must meet all 4 criteria:
1. Performance: Student must have an average of 3s or 4s on their report card in Reading and Math the previous school year.
  2. Need for Services: Student must have a minimum of 85% on a Motivation Scale completed by teacher, or 85% on Parent Survey, or 85% on Student Survey, or work samples showing need for differentiation
  3. Achievement: Student must score 96 percentile or higher on Reading and Math achievement subtests (ITBS)
  4. Aptitude: Student must score 96 percentile or higher on aptitude composite (CogAT Composite).

**Additional Psychological Evaluation:**

If parents do not agree with the school's decision concerning eligibility, they have a right to submit the results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the child's education. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the program for academically/intellectually gifted students, although those results will definitely be considered. The school system does not pay for independent educational and intellectual evaluations. Parents also have the right to ask with the AIG Site-based Team to review the decision.

**Acceleration Criteria:**

Grade-based acceleration includes strategies that typically shorten the number of years a student spends in the K-12 system. More information on this placement is explained in standard 2:G



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**\* Practice C**

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

PSRC has a very diverse student population and we recognize that our AIG program must be reflective of this diverse population. Most schools in our district have approximately 60%-85% of the student population identified as economically disadvantaged based on the NC School Report Cards. Recent racial demographics categorized the district population of students as belonging to the following races and ethnicities: 42% American Indian, 15% Caucasian, 23% African American, 16% Hispanic, 1% Asian, and 3% Two or More Races. Recent demographics from NCDPI Child Count by Percent of LEA show our AIG population as belonging to the following races and ethnicities: 41% American Indian, 26% Caucasian, 13% African American, 13% Hispanic, 1% Asian, and 6% Two or More Races. We are aware that our student population and AIG population demographics match well in many areas and need to be increased in some areas. Because of the large diversity of our student population, a majority of our students also fit into several subgroups that are traditionally underrepresented in AIG programs. To ensure the AIG screening and identification process is equitable to all groups, PSRC will be using varied and multiple measures based on research to identify students of varied backgrounds. PSRC will also begin using multiple criteria and options within the criteria to provide abundant opportunities to ensure that our advanced students are screened, identified, and receive services regardless of ethnicity, race, gender, socioeconomic status, disability, or other status. PSRC will begin using the following measures to ensure equity in the screening, referral, and identification processes:

- Use of a variety of nationally normed assessments (ITBS, CogAT, and NNAT)
- Use of the NNAT as a universal screener to provide more equity and opportunities for historically underrepresented populations and subgroups because of its nonverbal components

- Use of the NNAT Percentile Rank score from the second grade screener for placement in Academically Gifted Math (AM), starting in third grade, if student meets all rubric criteria
- Use of the EOG test score in order to utilize an assessment already given to students that indicates a need for advanced content
- Use of a combination of assessment approaches - subtest scores as well as full battery, nonverbal measures in addition to verbal in order to give students more opportunities to show their talents and strengths
- Use of a larger threshold for identification (85% or 85%tile needed)
- Ensuring that the assessment matches the identification area and service option (use of ITBS Reading, EOG Reading, and CogAT Verbal or composite for AR, use of ITBS Math, NNAT Percentile Rank, EOG Math, NNAT, and CogAT quantitative, nonverbal, or composite for AM)
- Recommendations throughout the year from classroom teachers, ESL teachers, EC teachers, parents, peers, community members, self-recommendations
- Use of a LEA universal referral form dispersed to school personnel and posted on county website to provide consistency in the referral process
- Referral forms and AIG Plan translated in Spanish to provide opportunities for non-English speaking families
- Use of a K-2 Talent Development Program to cultivate bright students early
- Involve EC and ESL teachers in identification process to provide more equity and opportunities for historically underrepresented populations and subgroups, including bilingual and twice exceptional students
- Accept gifted designation for students transferring in from other states/regions when data is available and meets criteria
- Review state assessment scores annually to include students scoring at least 80th percentile in the screening pool to ensure screening of all high performing students

- Use of student work samples and surveys as an alternative to observation. Students will now have 4 opportunities to meet the Need for Services criteria through parent survey, motivation survey, student survey, or work samples. Any one of these can be used to meet the criteria instead of requiring several as part of the identification process.
- Use of A/B average in subject area to meet the Performance Criteria instead of just an A average to allow more equity for all learners.
- Cluster grouping and AIG consultation: PSRC will begin cluster grouping beginning in grades 5 (gr. 4 if departmentalized). This will allow more talent development of high achieving students. AIG Specialists will continue to serve K-2 through Talent Development and grades 3-4 through pull out groups (unless 4th grade is departmentalized).
- Open enrollment policy for advanced courses in high school. Students do not have to be AIG identified to enroll in AP, Honors, Dual Enrollment, etc. These advanced learning opportunities are available to all high achieving students.

AIG Specialists will also collaborate with ESL teachers, special education teachers, and other academic departments to allow these individuals to be informed of screening, referral, and identification practices in order to ensure AIG services are equitable to all populations.

**\* Practice D**

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

All schools in PSRC use a consistent process and uniform screening, referral, and identification forms. The referral and identification forms include the Parent Survey, Student Interest Survey, Motivation Survey, Permission to Evaluate, AIG Services Pathway Rubrics, AIG Folder Audit Checklist, Student Data Entry, Invitation to Parent Conference, Student Information Sheet, Due Process/Parental Rights, Cumulative Record Documentation, and AIG Student Placement Record/Site-Based Minutes. An AIG folder is created for each referred student. All documentation (PSRC countywide referral forms, surveys, and test scores) is collected in this folder. This folder follows the student to all subsequent schools within the district. AIG Specialists also fax the contents of the folder to a new school if a student transfers out

of the district. A Cumulative Record Documentation form is placed in the cumulative folder of each identified student to document placement status. An AIG Folder Label Template is also used consistently district-wide to place information on the front of folders of identified students. A uniform referral form and AIG Program brochure will also be added online to ensure consistent referral opportunities across the district. All AIG Specialists follow the screening, referral, and identification procedures outlined in the AIG Screening/Referral/Identification Flowchart (details were in Section 1:Practice A) to ensure all students across the district receive the same opportunities for screening, referral, and placement. The AIG Identification Flowchart, Referral Forms, and AIG Services Pathway Rubrics are located in Google Docs for use by AIG Specialists.

AIG Folder Audit Teams meet as needed each year to audit student AIG folders based on the AIG Folder Audit Checklist contained within each student AIG folder. Audited folders are signed by two different team members. Team members check that all documentation is present, fully completed, and that rubrics for placement are being followed consistently.

**\* Practice E**

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

The PSRC AIG Plan and Program Brochure will be available online for parents/guardians, students, principals, and the community-at-large. Paper copies of the brochure will also be available. Embedded in the AIG Plan and brochure will be the procedures for AIG student identification including the screening, referral, and identification processes. Information is also offered at various Parent Teacher Organization (PTO) sessions. AIG Specialists will disseminate the AIG Program Brochure and discuss the referral process with grade level chairpersons and teachers each year. In order to make AIG services equitable to all populations, we will also collaborate with professional development coordinators, Professional Learning Communities (PLCs), English as a Second Language (ESL) teachers, special education teachers, and other academic departments to learn more about culturally and linguistically responsive characteristics of gifted students in these populations. This will allow these individuals to be informed of screening, referral, and identification practices. The AIG website will also be consistently monitored to reflect current updates regarding the AIG Plan, AIG Program Brochure, and referral form. Forms will be translated into students' native languages based on community needs.

**\* Practice F**

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

Upon referral for AIG services, the PSRC AIG Screening/Referral/Identification Flowchart (included in Section 1: Practice A) is followed to ensure each student receives equal opportunities leading up to identification. An AIG folder is created and maintained for each referred student. All documentation is collected and housed within this folder. Folders follow students to all subsequent schools within the district. The student ID number, date of birth, current grade level, and school are documented on the front of the folder. If the student later satisfies the identification criteria, information relating to placement is also included on the front of the folder utilizing the AIG Identification Label Template that is used district-wide. PSRC AIG Identification Rubrics (included in Section 1: Practice B) are used to review all documentation, traditional/quantitative, and nontraditional/qualitative data included in the folders to make identification decisions. This folder documentation is reviewed by each school AIG Site-based Team. A time and date is then scheduled using the Invitation to Conference document to discuss with parents all data and student documentation evaluated by the Site-based Team and used to determine the team's decision and recommendation regarding AIG placement which is documented on the DEP. Additionally, documentation is made in PowerSchool for each identified student.

**\* Ideas for Strengthening the Standard**

- Update AIG Program Brochure
- Consult with ESL department to translate forms
- Post AIG Program Brochure, AIG Plan, and referral forms on district AIG website
- Monitor number and demographics of underrepresented populations in order to continue to evaluate and refine the identification process to ensure equity
- Monitor use of NNAT as universal screener to determine if more equity is provided in the screening process
- Monitor use of NNAT for placement in AM to see if it provides more equity in identification
- Monitor use of subtest scores on achievement and aptitude tests to see if more equity is provided in the identification process





- Monitor use of the parent survey, teacher survey, motivation survey, or work samples as options to meet the Need for Services Criteria of the placement rubric to see if more equity is provided with provided in the identification process
- Monitor use of EOG levels and report card scores of As and Bs with providing these options to see if more equity is provided in the identification process
- Monitor the use of Cluster Grouping in grades 5-8 (grade 4 if departmentalized) to provide more talent development opportunities, referrals, and identification of these high achieving students.
- Expand Talent Development Program within the district
- Research possible implementation of using local norms

**Planned Sources of Evidence**

- \* Screening/Referral/Identification Flowchart (found in Standard 1: Practice A and B)
- \* K-2 AIG Services Pathway Rubric (found in Standard 1: Practice B)
- \* 3-12 AIG Services Pathway Rubric (found in Standard 1: Practice B)
- \* AIG Folder Label Template
- \* Parent Survey
- \* Student Interest Survey
- \* Motivation Survey
- \* AIG Program Brochure
- \* Differentiated Education Plans (DEPs)
- \* Permission to Evaluate form



* AIG Folder Audit Checklist
* Student Data Entry Form
* Invitation to Parent Conference
* Student Information Sheet
* Due Process/Parental Rights
* Cumulative Record Documentation form
* Site-based Team Minutes
* AIG Folder Checklist/Audit Checklist
* PowerSchool Identification

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<a href="#"> <u>AIG Standard 1 Additional Resources</u></a> <a href="#"> <u>AIG Standard 1 Additional Resources</u></a> <a href="#"> <u>2022-2025 Gr. K-2 AIG Services Pathway Rubric</u></a> <a href="#"> <u>Copy of 2022-2025 Gr. 3-12 AIG Services Pathway Rubric AIG Plan</u></a>

Standard 2: Comprehensive Programming within a Total School Community

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

**\* Practice A**

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

Identified AIG students and K-2 Talent Development students have a variety of service options available to meet their academic and intellectual needs. AIG Specialists will work with staff at each school to accomplish this goal. Services include:

**Talent Development Program (K-2):** In the Talent Development Program, participating K-2 students are provided additional accelerated lessons in a resource class setting by AIG Specialists. Multiple criteria are utilized for the student selection for Talent Development: teacher observation, district assessments, and motivation. This process of student selection starts over every year in order to allow equity for students who have grown and developed academically from the previous year. Primary Education Thinking Skills (P.E. T.S) materials are utilized, as well as other challenging curriculum in the classes for Talent Development. Lessons promote convergent and divergent thinking skills, visual/spatial perception, and also provide enrichment in reading and math. Personnel involved in the Talent Development Program can include: grade level classroom teachers, grade level chairs, academic coaches, AIG Specialists, counselors, and principals.

**K-4 Services for Identified AIG Students:** (AR/AM/AG/AI/IG) Students in grades K-4 who are identified for AR/AM/AG/AI/IG will participate in a pull out program and be served in each identified area weekly by the AIG

Specialist (4th grade students on a departmentalized schedule will be clustered and served like the middle school students in grades 5-8). AI/IG students can also participate in independent projects (Genius Hour) with the AIG Specialist. Students will also receive differentiation as needed and noted on their DEP. Personnel involved in K-4 services can include: AIG Specialists, grade level classroom teachers, counselors, and principals.

**5-8 Services for Identified AIG Students:** (AR/AM/AG/AI/IG) Students in grades 5-8 (unless 4th grade is departmentalized) will be clustered and receive advanced instruction in reading, math, and/or critical thinking skills from the regular classroom teacher. The AIG Specialist will serve as a cluster support to help the teacher with resource materials, assist students with academic challenges, monitor student progress, assist students with social/emotional needs, and consult with students in order to set yearly goals. AI/IG students can also participate in independent projects (Genius Hour) with the AIG Specialist. Also, AIG students in eighth grade will have the opportunity to participate in Math 1. Students' needs will be addressed according to their Differentiated Education Plan (DEP). Personnel involved in 5-8 services can include: principals, AIG Specialists, grade level cluster teachers, and counselors.

**9-12 Services for Identified AIG Students:** (AR/AM/AG/AI/IG) Ninth-twelfth grade AIG students have the opportunity to be enrolled in Honors courses, Advanced Placement courses, Dual Enrollment in college, and/or the Early College Program. Students in 8th grade have the opportunity to meet with high school counselors to create their 9th grade schedule. Parent Nights are also held at schools for student orientation and registration for high school, Dual Enrollment, and/or Early College. A high school AIG Specialist is available to assist with academic opportunities and progress. Personnel involved in 9-12 services can include: principals, AIG Specialists, grade level teachers, and counselors.



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**\* Practice B**

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

The PSRC AIG Program works to ensure collaboration between classroom teachers, AIG Specialists, instructional staff, parents/guardians, and administrators to provide social and emotional support. The AIG Specialists meet with

guidance counselors, regular education teachers, and administrators as needed to ensure that AIG identified students receive the support needed to promote well-being. Each department is encouraged to participate in the process to ensure that the holistic needs of students are considered. PSRC schools participate in Open Door Policies in which K-12 students have access to guidance counselors, administrators, or other staff to receive help or guidance. Character development programs are available in different forms within the district. In K-8, students are provided social/emotional services in the regular classroom through an online system called Second Step that is monitored by the district/school guidance department. We hope to use it with grades 9-12 as soon as the program is available from the company. In addition to these programs, AIG Specialists incorporate social and emotional curriculum within grades K-4 (unless 4th grade is departmentalized) pull-out classes. Affective resources are utilized within the K-4 (unless 4th grade is departmentalized) pull-out classes to meet the social and emotional needs of each gifted/Talent Development student and are included on DEPs. Examples include bibliotherapy and leadership lessons. In 9th-12th, students have access to support staff throughout the year for guidance and social-emotional needs/issues.

**\* Practice C**

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

The PSRC AIG Program integrates and connects services with the total instructional program and resources of the LEA in policy and practice by working with various student service areas: ESL, counseling, administration, Indian Education, and Exceptional Children. Also, the AIG Department aligns services with the district through: using Classworks reports for student progress, implementing the Standard Course of Study in lesson planning for K-4 (unless 4th grade is departmentalized) pull-out classes and 5-8 cluster class resources, and incorporating the PSRC Strategic Plan.

The AIG coordinator and/or AIG Specialists collaborate across the district by participating in curriculum and staff meetings and board meetings. The AIG coordinator also reviews board policies with regard to AIG services and collaborates with the finance department on budget analysis to determine resources needed to meet the goals of the AIG department. As part of these curriculum meetings, staff meetings, and Board of Education meetings, AIG staff are able to collaborate with other district employees on instructional programs and resources needed for advanced learners in the AIG program and regular education classrooms. All school level administrators in the district also attend monthly meetings to ensure that all schools are consistent in using resources, programs, and services that are available to them in order to support the district wide programs and initiatives. The use of Classworks, Amplify, and NC Check-in reports support the district's initiative of Data Driven Instruction. The use of Canvas, Career and College

Promise Program, and Classworks support the district's initiative of Differentiation through Technology. The AIG Summer Reading Initiative also supports the district's initiatives of Literacy and Character Education.

**\* Practice D**

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

Through the Talent Development Program and core class clustering, the PSRC AIG Program incorporates flexible grouping to encourage the growth of AIG students and high achieving students who are not identified in the program.

**K-2:** Students in K-2 have the opportunity to take part in the Talent Development Program at each school. In collaboration with classroom teachers, small groups of students are selected to participate in a weekly pull-out class with an AIG Specialist. Students are chosen based on district assessments and teacher observations. The process of student selection starts over every year in order to allow equity for students who have grown and developed academically from the previous year.

**K-4:** (unless 4th grade is departmentalized): Students identified into the AIG program through the process stated in Standard 1, have the opportunity to take part in a weekly pull-out class with an AIG Specialist. Services are outlined in the DEP. Students are grouped systematically by area of identification (AR, AM, AG, IG, or AI). Within these pull-out groups, flexible grouping may also be used based on several factors : assessment scores, identification, student need, and readiness. Groups may also be formed across grade levels as need indicates within pull-out classes.

**5-8:** Students identified into the program through the process stated in Standard 1, are clustered into high ability classes with other high achieving learners as part of their regular class schedule. Flexible grouping within the clustered classes will be based on: student need, readiness, and assessments. AIG Specialists will serve as a resource to these classes in order to address the needs of the students.

**9-12:** Ninth-twelfth grade students who meet varying criteria, have the opportunity to be enrolled in Honors courses, Advanced Placement courses, Dual Enrollment in college, the Early College Program, and be identified as an NC Scholar. The high school AIG Specialist is available to assist with academic opportunities.

**\*\*** Gifted students benefit from learning together (Brulles, et al. 2010; Kuliik, 2003; Rogers, 2002); research documenting these benefits supports cluster grouping (Brulles, 2005; Brulles et al., 2010; Gentry, 1999, 2006; Rogers,

2002). Students identified as having high ability better understand and accept their learning differences when there are others in the class who share similar traits (Delisle & Galbraith, 2002). Learning together on a daily basis can encourage these students to pursue in-depth study of their interests. (AASA website-School Superintendent's Association)

**\* Practice E**

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

The PSRC AIG Program informs teachers, administrators, and support staff of pertinent AIG program/plan information such as AIG services, regulation, and the AIG plan through: the PSRC AIG website, a brochure outlining the AIG screening, identification process, and service options, and a one-pager that includes the major changes in the plan. Each school year, AIG specialists will inform regular classroom teachers, ESL teachers, guidance counselors, and any other staff involved with identified students about the services provided through a staff meeting, PLC's, or online avenues. The brochures will be given to grade-level chairs to share with teachers, and will also be given to administrators and support staff by AIG specialists. The one-pager will be available online and also given to staff at the beginning of the implementation of the new plan. Pertinent differentiation services, such as DEPs, are shared with classroom teachers, parents, and students. The site-based team that takes part in the placement of students will also be briefed about the identification process and service options.

**\* Practice F**

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

The PSRC AIG Program maintains the assurance that students will have a smooth and uninterrupted transition each year when moving from one grade level or span to another to ensure continuation of AIG services. AIG Specialists will meet with cluster class teachers, guidance counselors, and administrators to collaborate about schedules of identified students and the delivery of AIG services. Cumulative Record Documentation forms that indicate each student's area of identification are also placed in the cumulative folder by AIG Specialists in the school office so that school personnel reviewing student folders are aware of AIG placement and services. AIG students are also identified in PowerSchool. When K-12 AIG students transition to a different school within the county, transition meetings are held between the transferring and receiving AIG Specialists. DEPs are included to communicate service needs. Student transfer logs are

also sent along with the AIG folders of students to create a paper trail of transferred folders. When AIG students transfer out of the district, their AIG folder documents will be faxed or emailed to the receiving school. During the spring, 8th grade students will also meet with counselors for scheduling direction and academic opportunities for the 9th grade year. These opportunities include AP, Honors, and summer classes.

**\* 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.

The Public Schools of Robeson County articulates and implements various opportunities for acceleration when an appropriate body of evidence indicates the need. Those interested in the following opportunities can contact guidance counselors, principals, and classroom teachers in order to inquire about any acceleration opportunity offered in the district. High School students/parents interested in acceleration can also attend an informational meeting at each school.

According to the Acceleration Policy adopted by the PSRC Board of Education: "Acceleration and academic advancement allows any student to work above the assigned grade level, and/or to complete studies at an earlier age. Public Schools of Robeson County students may be nominated for participation in an accelerative practice by a parent, teacher, or themselves. Acceleration opportunities are provided for any K-12 student who meets the requirements while enrolled and attending a school in the Public Schools of Robeson County. Students are considered for accelerative opportunities regardless of age, gender, race, disability status, socioeconomic status, and/or English language proficiency. Participation in a school's gifted program is not a prerequisite for consideration of any student for acceleration. A student must be provided differentiated learning opportunities if they are accelerated such as follows:

**A. Differentiated Learning Opportunities**

1. Any student demonstrating need should be provided appropriate, differentiated instruction to meet the varied needs, interests, and learning styles of that individual student.
2. There are two categories for acceleration: content-based and grade-based. The distinguished feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system.

a. Content-based acceleration typically allows a student to remain with peers of the same age and grade for a majority of the school day but receive higher grade-level instruction in an advanced grade. Content-based acceleration can also refer to allowing a student to work on higher grade-level instruction in his or her regular classroom in lieu of grade-level instruction. The Public Schools of Robeson County offer qualified high school students the following opportunities to participate in an accelerated program.

- Examples:
- Dual Enrollment
- Advanced Placement
- Early College
- NC Virtual School
- Credit by Demonstrated Mastery
- International Baccalaureate (IB)
- Honors
- Early Graduation
- Career and College Promise

b. Grade-based acceleration includes strategies that typically shorten the number of years a student spends in the K-12 system. A student is placed in a higher grade level than is typically given for the student's age on a full time basis for the purpose of providing access to appropriately challenging learning opportunities.

Examples:

- Grade Acceleration
- Early Entry to Kindergarten (must follow guidelines by state law)



## B. Required Procedure for Acceleration

1. A principal that is considering accelerating a student by grade acceleration must complete the following process on each individual student that is being considered. This process is necessary to help validate each decision of the principal regarding grade acceleration. The process shall include the following data for review:
  - a. Classroom performance work samples, anecdotal information, report cards documenting superior performance
  - b. Achievement test-score of 98th percentile or higher
    - 1) K-2: Individual achievement test in subject area
    - 2) 3-4: Standardized achievement tests and/or NC End of Grade Test of 98th percentile or higher
    - 3) Standardized aptitude/ability score of 98th percentile or higher
  - c. Standardized
  - d. Motivation: Ratings of 98% on all behavior scales; adaptability in new setting
  - e. Social maturity evaluation by parents, teachers, and principals
  - f. Individual assessments must be administered by a psychologist
  - g. Each principal contacts his/her designated Assistant Superintendent to apprise him/her of the progress of the procedure (initial request, data reviewed, final decision)

G.S. 115C – 283 Powers & Duties of the principal gives the principal the right to grade and classify students. However, in accelerating students the above procedure shall be adhered to in order to ensure that a valid decision is made that will help ensure the successful emotional, intellectual, and social growth of each student considered.”

### \* Practice H

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

The PSRC AIG program provides intentional programming to promote equity and excellence through the following practices: Any student, regardless of race, gender, and socioeconomic status in grades K-2 is eligible to participate in

the Talent Development program based on the criteria in Standard 1, Practice B, and any student identified in the AIG program is able to participate in advanced learning opportunities outlined in their DEP. All students in K-5 will use IXL for reading and math that promotes acceleration, and all students in K-7 participate in using the district-wide implemented Classworks program that develops individualized reading and math instruction for all students based on screeners, assessments, and daily practice. Students in grades K-9 will be using Eureka Math2 district wide. Data from these programs is used to drive small group instruction implemented by the classroom teachers. Math I is also available to accelerated 8th grade students in the district. Ninth-twelfth grade students who meet varying criteria have the opportunity to be enrolled in Honors courses, Advanced Placement courses, Dual Enrollment in college, the Early College Program, and be identified as an NC Scholar. District pacing guides for math, reading, and science will include advanced learner activities and strategies that can be used in any classroom to differentiate instruction.

**\* Practice I**

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

The PSRC AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students by sharing opportunities that occur during the school day and after school. Students can participate in activities such as: Battle of the Books (2-12), local public library storytelling and Lego Club (K-4), Exploration Station summer camps (K-6), summer academic camps at the University of North Carolina at Pembroke (2-8), PSRC Center Stage Theater Company (8-12), art and writing competitions (3-12), service opportunities with Beta Club (4-12) National Honor Society (10-12), Art Clubs, Chorus Clubs, Pep Bands, Dance Clubs, Robotics Clubs, Science Olympiad (9-12), Robeson Community College (math enrichment during summer months (3-5), and summer academic camps at the University of North Carolina at Pembroke (2-8).

Other promoted program descriptions:

Camp Grace is an organization that offers outdoor activities throughout the year and a summer camp that focuses on character, physical, and spiritual development. (K-8)

Service projects for awareness and donation purposes are available, such as St. Jude or Ronald McDonald House. (K-8)

The American Indian Science and Engineering Society (AISES Club) is available for student support. (7-12)

21st Century Community Learning provides services at various schools throughout the district. Students have the opportunity for service learning, health/nutrition, physical fitness/wellness, drug/violence prevention, art/music programs, tutoring, science, technology, engineering, and math programming. (3-8)

Quiz Bowl game teams have been established at each school. (6-8)

The Job Shadowing Program allows students to have the opportunity to go to work for a day with a mentor of their choice. While job shadowing, students interview the mentor about the responsibilities and education/training needed for that career. (8th)

Governor's School allows selected students to develop their talents within their summer program. (10-11)

**\* Ideas for Strengthening the Standard**

- Continue to evaluate research-based materials
- Further develop communication with teachers, guidance counselors, parents, etc. to better meet the needs of gifted students
- Support high ability cluster class teachers throughout the year
- Promote equity and excellence through talent development and clustering students
- Stay abreast of extra-curricular opportunities for students

**Planned Sources of Evidence**

\* Lesson plans

\* Further develop communication with teachers, guidance counselors, parents, etc. to better meet the needs of gifted students

\* Support high ability cluster class teachers throughout the year

\* Promote equity and excellence through talent development and clustering students

\* Stay abreast of extra-curricular opportunities for students

**Documents**

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

The curriculum of the PSRC AIG Program is aligned with the NC Standard Course of Study (SCOS) and provides rigorous enrichment, extension, and acceleration of content and instruction. PSRC elementary age AIG identified students have opportunities to experience: pull-out instruction of students with similar abilities with a certified AIG Specialist in grades K-4 (unless 4th grade is departmentalized) using critical thinking and problem-solving skills; 5th-8th grade students will be provided with cluster support by the AIG Specialist. For enrichment, PSRC AIG students will have opportunities that may include: tic tac toe menus/choice boards, self-chosen projects, independent studies, learning logs, and activities based on learning style. A team of AIG Specialists serving on the county pacing guide committee have created a folder of strategies and resources for each grade level 3rd-8th grade. For extension, AIG students participate in problem solving, critical thinking, extension menus, and project-based learning. Acceleration strategies for IG and AI will include the use of learning contracts, advanced online learning (i.e. Genius Hour) and tiered assignments when needed. In addition to these opportunities, AIG identified middle school students have the opportunity to participate in Math 1. At the high school level, AIG identified students receive advanced instruction through Honors/AP classes, Early College, Dual Enrollment, and the Career and College Promise program.

**\* Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and

learning profiles to address a range of learning needs at all grade levels.

The PSRC AIG Program provides instructional practices to address a wide range of learning needs.

**K-2 Talent Development:** Within Talent Development pull-out small groups, AIG Specialists will use Primary Education Thinking Skills (P.E.T.S) materials that focus on convergent/deductive thinking, analytical/evaluative thinking, and spatial perception. Students participate in activities including, but not limited to: logic elimination grids, Venn diagrams (which have students analyze attributes for classification), and use of inferencing to answer questions based on clues. In addition, opportunities are provided for K-2 students to further explore these thinking skills with a variety of in-depth activities. Student activities include, but are not limited to: engaging in an inquiry process to critically analyze texts, determining implications and consequences, formulating generalizations, using creative synthesis, understanding analogies, sequencing, pattern decoding, and inferring.

**Grades 3-4:** (unless 4th is departmentalized) Students will receive pull-out services in the areas of reading and math and/or independent projects based on student need as noted in their DEP. Strategies such as: research projects, project based learning, critical and creative thinking, independent interest projects, seminar instruction using Junior Great Books, and other higher order thinking activities which build upon/extend the NC Standard Course of Study and support the teaching of regular classroom teachers are being utilized.

**Grades 5-8:** (also 4th if departmentalized): In collaboration with the high ability cluster teacher, differentiated and effective instruction is provided to students to address identified abilities, readiness, interests, and learning needs. 5th-8th grade students will be provided with cluster support by the AIG Specialist. AIG identified students will be clustered with other students of like ability within the high ability clustered class. According to the DEP (IG and AI students only), AIG Specialists may also serve these students in small group settings utilizing strategies such as: research projects, project based learning, critical and creative thinking, independent interest projects, seminar instruction using Junior Great Books, and other higher order thinking activities which build upon/extend the NC Standard Course of Study and support the teaching of high ability clustered classroom teachers.

**Grades 9-12:** An AIG Specialist is available to provide consultative services for identified students to enhance their high school academic experience. AIG students have opportunities to participate in enrichment and acceleration opportunities including: Honors Classes, Advanced Placement courses, Dual Enrollment, Early College, Governor's School, online courses, and College Connections Courses. These students have the opportunity to experience project based learning, independent research, field trips based on interest and involvement, integrated instruction for

advanced technological skills, individualized vocabulary studies, mentorships, job shadowing/internships, academic clubs/organizations, and SAT/ACT prep classes.

**\* Practice C**

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

The PSRC AIG program researches and purchases resources that extend and enrich the NC SCOS. Chosen resources for AIG students incorporate higher-order thinking skills, conceptual reasoning through exploring problems and real world issues through problem-based learning, critical/creative thinking skills, and inquiry/discovery. The PSRC AIG program adds and revises curriculum resources, as needed, to continually support the needs of our gifted learners. These resources are also available for use through Lending AIG Libraries. Our Library of Resources will be readily accessible to each grade level to enrich or extend these gifted practices. AIG specialists and the AIG coordinator will also discuss and plan curriculum when needed. Best practices for gifted education will be utilized in grades K-12.

**K-2 Talent Development Library of Resources:**

Primary Education Thinking Skills- (P.E.T.S) Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy.

Word Ladders which employ Reading, Vocabulary, Spelling & Phonics.

Dr. DooRiddles explores Associative Reasoning Activities.

Lollipop Logic which employs visual and pictorial clues to introduce and reinforce high-powered thinking. Seven different thinking skills—relationships, analogies, sequences, deduction, inference, pattern decoding, and critical analysis—are presented in a format designed to appeal to the pre-reader.

Junior Great Book Read Alouds introduces students to the shared inquiry approach to learning.

Osmo- Osmo enables the iPad and iPhone to merge the power of physical play with the digital advantages of real-time feedback. Playing beyond the screen invites students to collaborate on tables or floors while manipulating tangible game pieces such as number tiles, letter tiles, and coding blocks.

### **Grades 3-8 Resources:**

**Junior Great Books-** This program combines high-quality literature, student-centered discussion, Shared Inquiry, and activities that support reading comprehension, critical thinking, speaking and listening, and writing.

**William and Mary Literature Units-** The William and Mary Language Arts Program was specifically designed to meet the needs of high ability learners. It is a thematic literature-based program in which students read and respond to a collection of above-grade level texts in order to enhance their understanding of underlying themes. Through consistent use of the program's specific teaching models, students strengthen competence in reading, writing, and critical thinking.

**Jacob's Ladder Reading Comprehension Program-** Intended as a supplement to the William & Mary language arts units, Jacob's Ladder targets reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills.

**Wordly Wise 3000-** This program provides direct academic vocabulary instruction that develops the critical link between vocabulary and reading comprehension. Direct instruction of important, useful, or difficult words for each grade level helps students successfully comprehend content-area texts and improve test results.

**Nathan Levy's Stories with Holes-** Includes a collection of stories with missing facts designed to actively challenge the power of inquiry. Inspires imagination, increases cognitive functioning, and develops listening skills as students think in creative ways to find the answers to these riddle-like challenges.

**Critical Thinking Detective Vocabulary-** The vocabulary in these mysteries were gathered from a multitude of sources including SAT and ACT word lists and the author's reading selections. Students must identify the meaning of new vocabulary as they try to uncover the subtle clues hidden in the statements from witnesses and suspects. Each mystery requires careful reading, critical thinking, and synthesizing information to identify the innocent and guilty. The cases also develop observation skills, reading comprehension, deductive and inductive thinking skills.

**Challenge Math- Challenge Math** is designed to hone young students' mathematical problem-solving skills and logical reasoning skills by assigning online challenging word problem assignments weekly. Problems are non-routine problem-solving questions that are adapted to many math competitions, including the Noetic Learning Math Contest. This program provides challenges beyond the regular school curriculum, strengthens creative problem solving, and logical reasoning skills, further develops gifted students' intellect in math, and helps students excel in national math competitions.



**Superstars Math-** This program is an optional extracurricular math enrichment program designed to help students develop problem solving skills and critical/creative thinking, and provide students with the opportunity to enhance their math skills.

**Math Rules-** This program consists of 25 weeks of enrichment challenges for gifted students to offer math enrichment activities and develop logic/reasoning skills while building self-confidence and understanding of mathematics. These weekly challenges aim to develop creative and flexible mathematics problem-solving skills.

**Mindware Perplexors-** Includes games, puzzles, brainteasers, arts and crafts, mysteries and mazes. It is also designed to sharpen deductive reasoning skills with the use of challenging logic puzzles.

**Math Analogies-** This program helps with the understanding of analogies and the ability to reason analytically. Evaluating and problem-solving are an essential part of mathematical development.

**Hands-On Equations Program-** This program allows students to quickly learn basic algebra concepts through the use of hands-on methods of instruction and transfer their learning to the pictorial representation.

**Dare to Compare Math-** The format of this resource recasts more traditional math problems from a single calculation to two or more calculations in order to make a conclusion. The solution process is open-ended, allowing students to create mathematical reasoning and to decide how to quantify to formulate a conclusion.

**Balance Benders-** Students develop problem-solving skills and pre-algebra skills as they solve balance puzzles. Students must analyze each balance to identify the clues, and then synthesize the information to solve the puzzle.

**Mind Benders-** This series consists of deductive thinking puzzles. It develops the logic, reading comprehension, and mental organization skills vital to achieving higher grades and top test scores in all subjects. Students learn to carefully analyze each story and its clues, identifying logical associations between people, places, and things. The key is to make sure you get all the information out of each clue, by starting with the most obvious associations, then deducing the less obvious associations until everything finally fits together.

**Critical Thinking Co.-** Students learn to carefully analyze each story and its clues, identifying logical associations between people, places and things.

**Critical Thinking Detective Math-** Students must apply critical reading, critical thinking, and mathematical reasoning. The real challenges are to first identify the clues by synthesizing from different witnesses and suspects, and then

determine the necessary math needed to turn the clues into evidence. The cases also develop observation skills, reading comprehension, and deductive and inductive thinking skills.

**Grades 9-12 Resources:**

Resources for these grade levels include AP, Honors level, College and Career Promise (CCP), online virtual instruction, and college level textbooks.

**\* Practice D**

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

The PSRC AIG Program promotes future-ready skills and learning by using advanced level content, real-world learning experiences, global content, critical thinking, problem-solving, innovative technology, higher-order thinking skills, and development of life and career skills.

**For grades K-2 students:** Students at these grade levels will be future ready by including critical thinking, communication, collaboration, creativity, curiosity and leadership through the P.E.T.S Critical Thinking Skills Curriculum.

**For 3rd-8th grade students:** Problem-based learning products, such as Ben Bache “PBL Projects”, will be available for differentiation. The Ben Bache Project Based Learning resources are available to all teachers in Robeson County. AIG Specialists will make each teacher aware that this resource is available to them and should be utilized with our gifted students.

This “PBL Project” includes:

- PBL Scenarios/Community Service Project
- STEAM Challenges
- Critical/Creative Thinking Exercises
- Escape Rooms/Forensic Scenes
- Analogies/Deductive Reasoning Tasks

▪ PD & Expert Center

**For 9th-12th grade students:** Critical thinking skills are embedded within advanced courses like AP, Honors, Dual Enrollment, and Career and College Promise. Opportunities to apply real life learning in real contexts are provided through programs such as possible field trips and partnerships with community organizations to promote future-ready skills through job shadowing, job fairs, and community service projects. Science fairs, STEAM activities, and the creation of interactive learning videos are also utilized to integrate opportunities for students to have critical discussions and dialogue with like-minded peers. AIG students are also encouraged to participate and be included in Beta Club activities which incorporate many community service projects and service learning.

**\* Practice E**

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

The PSRC AIG program uses standardized testing, formative assessments, and summative assessments to differentiate classroom instruction and guide flexible grouping practices. On-going formative assessments consist of Classworks/Progress Monitoring weekly data, Benchmark/NC Check-In testing, projects, Classworks Schoolnet data, class discussions, quizzes, and online assessments. Summative assessments include End of Year K-2 Assessments/Amplify, End of Grade tests (testing all students who score a level 5 for AIG identification), CogAt, ITBS, NINAT, and End of Course tests (middle school/high school). After analyzing assessment data, AIG Specialists collaborate with high ability cluster class teachers to discuss individual AIG student's strengths and challenges. This guides the flexible grouping of students in the high ability cluster class. Teachers develop and implement instruction based on individual student weaknesses while creating enrichment activities to capitalize on student strengths. AIG Specialists will assist cluster classroom teachers through support with differentiation strategy suggestions. AIG students will be cluster grouped and will receive opportunities for enrichment acceleration all day, every day.

**\* Practice F**

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

The PSRC AIG Program maintains connections with the guidance, Indian Education, ESL, and student services departments in order to remain aware of the social/emotional needs of our students and instructional strategies to better meet these needs. The following curriculum resources that highlight best practices will be available to all gifted students within the clustered classroom. The Lending Library which will address the social and emotional aspect of the gifted learner and may consist of:

- Gifted Teen's Survival Guide
- Seven Habits of Highly Effective People
- Everyday Student Leadership Guide
- Building Leadership series
- Perfectly You
- Howard Gardner's Multiple Intelligences
- Independent Studies (Genius Hour)
- Laugh and Learn Social Emotional Book series
- Kids with Courage

AIG Specialists also utilize these resources to monitor and draw from ways to meet ongoing social and emotional needs of their students. These resources will help students identify their strengths, interests, and aspirations.

**\* Practice G**

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

The PSRC AIG Department provides Talent Development in grades K-2 through purposeful, intentional differentiating instruction. The Talent Development Program serves K-2 students who demonstrate the potential for exceptional academic performance. Differentiated curriculum is taught to these students in order to foster understanding and make

connections for their learning potential. The top five achieving students at each school in grades K-2 are pulled into Talent Development groups for the remainder of the year. (Up to ten students per group may be selected depending on school space and school enrollment.) Those students are determined from data collected at the school level (Amplify, Classworks, teacher observation, report card grades, STAR Reading/Accelerated Reader, K-2 Math Assessments, and any other relevant data that may be added to this list). This small group Talent Development instruction fosters the development of critical thinking and problem solving skills, deductive logic/analytical thinking, reasoning challenges, and visual/spatial activities. Critical thinking skills are incorporated into the curriculum using materials such as: P.E.T.S., Mind Benders, Thinking Puzzles, Logic Puzzles, Primarily Math, and Primarily Thinking.

#### \* Practice H

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

AIG personnel collaborate with classroom teachers to supplement curriculum in AIG clustered classes. AIG Specialists meet monthly to plan and share curriculum ideas and strategies to be utilized for differentiated instruction. Using this team structure, the AIG Specialists will:

- Provide resource support to supplement curriculum
- Provide differentiation strategies to address the varying needs of the clustered class
- Meet with grade level chairs and grade level core teachers to monitor AIG student progress, performance, strengths, weaknesses

All teaching staff are required to uphold best practices to individualize instruction in order to better meet learner needs. Educators differentiate instruction through curriculum compacting, tiered assignments, thematic units, project based learning, virtual field trips, online curriculum, community service projects, research projects, contests, and leadership opportunities. While meeting with this team during PLC's or other avenues of collaboration, the AIG Specialist will utilize guiding questions to assist with reflecting on differentiation for the gifted learner:

- Are gifted students able to accelerate when needed?
- Do gifted students have regular opportunities to expand upon their areas of interest and strengths?

- Are gifted students encouraged to extend learning beyond the basic level of understanding?
- Do gifted students have an opportunity to be challenged in order to develop their talent and potential?

AIG Specialists can help guide the use of differentiated strategies within their assigned schools in order to support the advanced learning needs of gifted students.

Due to the high number of English Language Learner (ELL) students served within the Talent Development program and identified AIG students, AIG Specialists will also collaborate with the ESL staff at their assigned schools.

In 3rd and 4th grade (if 4th is not departmentalized), the AIG Specialist will continue to pull and serve students in their AIG identified area(s).

**\* Practice I**

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

Each AIG student has a DEP that identifies the strategies to be used during instruction. This DEP is reviewed with the parents/guardians when a student is identified as gifted. Concerning DEP's, parents/families are invited to conference, review, and make updates when needed. DEPs indicate the learning environment, content modifications, student activities, and program objectives. DEPs are based on student learning needs and desired outcomes.

**Review of Student Progress (3-8):**

Student progress in the AIG Program will be reviewed at the end of each year in order to determine if the student continues to demonstrate a need for challenging, differentiated services. The student's report cards and assessment results will be reviewed. Students who are not showing adequate progress within their area of identification will be monitored, and an Individualized Differentiated Education Plan (IDEP) will be developed. Over a period of time, if progress is not made, students will return to regular education on a monitored status. Placement on monitored status does not mean the student is no longer gifted. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and monitoring status is indicated.

**\* Ideas for Strengthening the Standard**

- Attend workshops/conferences/meetings dedicated to teaching gifted learners
- Continue to purchase resources to equip and support AIG Specialists and high ability clustered teachers with their instruction and delivery with advanced and differentiated curriculum
- Continue research on implementing Talent Development strategies
- Monitor and review student progress
- Utilize formative assessments to align curricular units for instruction
- Collaborate with classroom teachers to align curriculum and address needs
- Share curriculum ideas and strategies with stakeholders. Incorporate critical thinking skills and problem-solving activities.

**Planned Sources of Evidence**

- \* Formative and summative assessment data
- \* Collaboration with cluster class teachers
- \* P.E.T.S. materials
- \* PBL units
- \* Research-based materials
- \* Student work products

\* Technology

**Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The PSRC AIG Program strives to employ an AIG-licensed Coordinator to guide the AIG program and plan. The AIG Coordinator collaborates with the AIG Specialists to monitor, implement, and revise the local AIG Plan. The AIG Coordinator also works in collaboration with the PSRC administrative team and the local board of education to maintain, review, and ensure policies are reviewed to be consistent with curriculum demand. These responsibilities include:

- Guiding the AIG Specialists in the implementation of the local AIG plan
- Monitoring program services and staff
- Overseeing, planning, and managing the AIG Program budget
- Developing partnerships/communication strategies for families and the community to support the AIG program
- Overseeing the screening, referral, identification process, and maintenance of all documentation of services at the school/district level through consistent review and monitoring by AIG Folder Audit Teams.
- Participating, planning, and coordinating opportunities for professional development in local, regional, and statewide meetings/workshops open to all educator stakeholders

- Coordinating and providing professional development so that AIG Specialists and cluster teachers may deliver differentiated and appropriate services at school sites

**\* Practice B**

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

The PSRC AIG Department employs AIG-licensed Specialists at the elementary, middle school, and high school level. AIG Specialists screen students at their respective schools, and administer the required tests for the AIG program. The AIG Specialists collaborate with teachers and other AIG Specialists to aid in enrichment/differentiation activities, analyze student data, and support the classroom teachers with additional resources for gifted learners. AIG Specialists provide accelerated services to K-3 students through pull-out classes. AIG specialists participate in monthly AIG district PLC meetings with the AIG Coordinator and/or AIG Lead Teacher.

The PSRC AIG Plan outlines expectations for the AIG Specialists that include the following:

- Collaborating with the AIG Coordinator in supporting the needs of the gifted learners and families
- Participating in professional development opportunities to support the needs of the gifted learners
- Attending state/national conferences to ensure that the best practices in gifted education are utilized
- Serving as a resource for high ability cluster teachers by providing supplemental resources for the gifted learners

**\* 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.

PSRC generates a staff professional development (PD) plan which determines the PD required and available for each educational stakeholder.

- AIG Specialists are provided staff development opportunities in an effort to stay abreast of current trends in regular, as well as, gifted education.
- Non-AIG faculty are informed of and encouraged to participate in AIG licensure programs so they can be trained to deliver differentiated instruction to AIG students in the regular classroom, as well as, possibly obtain employment in the AIG program. The district has a partnership with the University of North Carolina at Pembroke which provides online courses in gifted education for gifted add-on licensure. Teachers can also apply for tuition support through our district licensure office.
- High ability cluster teachers, administrators, school counselors, AIG Specialists, ESL teachers, and EC teachers have the ability to participate in professional development in differentiation for various types of learners such as AIG, EC, twice-exceptional, and ELL students.
- Local professional development opportunities are provided through online modules. School staff members are also given the opportunity to attend additional local, regional, state, and national workshops/conferences (virtual if needed).
- Additional resources are available on the PSRC AIG district website such as gifted culture information, web list resources, DPI provided resources to support AIG students (such as Booster Shots)

**\* 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.

- PSRC makes every effort to ensure that teachers providing general education services to AIG students are well prepared and have acquired the necessary skills to meet their academic, social and emotional needs.
- PSRC AIG Specialists consult with elementary and middle school principals to ensure effective clustering of AIG students in classrooms with a licensed teacher, highly effective teacher or a teacher who is working towards AIG licensure.
  - PSRC AIG Specialists consult with counselors to ensure 8th grade gifted students are enrolled in honors courses when entering high school.

- PSRC AIG Specialists will monitor AIG students' academic performance throughout the school year.

**\* Practice E**

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

The PSRC Human Resources Department keeps a record of all employees who have obtained AIG certification, and uses this information when hiring AIG Specialists. The PSRC AIG website contains information about how to attain AIG licensure. The PSRC Online Job Board and TeacherMatch Program extends job opportunities to all AIG-licensed professionals of diverse backgrounds. The district has a partnership with the University of North Carolina at Pembroke which provides online courses in gifted education for gifted add-on licensure. Teachers can also apply for tuition support through our district licensure office.

**\* Practice F**

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

PSRC professional development experiences are shared and incorporated throughout instruction by AIG Specialists and all teachers within the district.

- As AIG specialists meet with and work together more closely with classroom teachers to meet the needs of AIG students, we are committed to advocating for students as we help teachers understand their academic, social, and emotional needs.
- Professional Development best practice knowledge obtained will be shared between AIG Specialists and high ability cluster classroom teachers.
- Technology is also utilized to share new ideas and resource materials on the district AIG website.
- AIG Specialists and other teachers are encouraged to utilize NCEES to expand their skills as educators.

**\* 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.

PSRC makes every effort to align professional development opportunities and best practices in gifted education with local AIG program goals.

- AIG Specialists share gifted education strategies, social/emotional support, and other program components through different avenues of collaboration.
- AIG Specialists also collaborate with instructional staff, such as curriculum coaches and administration, to integrate best practices for gifted learners into PD opportunities and the School Improvement Plan.

Based on the PSRC County Blueprint and Strategic Plan, the district has a focus on instructional excellence, professional capacity, operational effectiveness, and family/community engagement. As part of the professional capacity goal:

- PSRC continues to deliver training and support to prepare staff in order to ensure high academic achievement and growth for all students through use of best practices and differentiation aligned to student needs.
- PSRC supports the AIG Department by coordinating PD opportunities that incorporate differentiation strategies for all students.

**\* Ideas for Strengthening the Standard**

- Disseminate information regarding AIG licensure to school personnel
- Plan and implement professional development opportunities on differentiating lessons and working with AIG students
- Promote opportunities for professional development outside the district

- Promote the increase of the number of AIG licensed teachers in the regular classroom

**Planned Sources of Evidence**

* Lesson plans
* DEPs
* PSRC AIG website
* Licensure documentation
* AIG Specialist schedules
* Principal evaluations
* AIG Specialist monthly meeting schedule
* Certificates of conference attendance
* Professional Development Activities
* CEUs
* Professional Development Plans

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

Standard 5: Partnerships

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

The PSRC AIG Program develops two-way partnerships with parents/guardians to benefit students' academic/intellectual and social/emotional development.

- Parents are notified of opportunities in and out of the district through the AIG website.
- Information for parents/guardians is translated into their native languages as needed.
- Parents are also invited to participate in one-on-one conferences with AIG Specialists, when needed, and are informed of their child's progress through quarterly progress reports.
- Parents/guardians assist by providing feedback for the AIG plan during the revision process.

**\* Practice B**

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

The PSRC AIG program supports a partnership with several local stakeholders.

Examples include:

**Elementary Level:**

- University of North Carolina at Pembroke (UNCP) summer and academic year programs
- Robeson Reading Council/ NC Reading Association Young Authors writing contest
- Robeson Planetarium space exploration events
- Robeson County Partnership for Children sponsored events

**Middle School Level:**

- UNCP summer and academic year programs
- Job shadowing with local businesses
- Robeson Reading Council/ NC Reading Association Young Authors writing contest
- Robeson Planetarium space exploration events
- Robeson County Partnership for Children sponsored events

**High School Level:**

- Local Chambers of Commerce Students of Excellence essay contest
- UNCP summer and academic year programs
- Job shadowing/internships with local businesses



- Dual enrollment with Robeson Community College- College and Career Promise
  - Robeson Reading Council/ NC Reading Association Young Authors writing contest; UNCP partners with PSRC to provide professional development opportunities to enhance teaching and learning programs (i.e.: teaching children in poverty, differentiation, STEAM). PSRC students also showcase achievements and gain support from community partners by presenting products of learning, such as Future City Competition entries to leaders of Lumberton City Hall.
- AIG students are also encouraged to participate in extracurricular activities in and out of school.

**\* 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.

At the district level, there is a District Leadership Team that develops, implements, monitors, and revises the AIG program and AIG plan. This team consists of the AIG coordinator, Assistant Superintendent of Curriculum and Instruction, and AIG Specialists. The district coordinates with parents/teachers of children of different grade levels and principals to provide feedback that affects the development and implementation of the plan.

- The team collaborates to develop the AIG plan incorporating information received from surveys, AIG specialist feedback, and DPI guidance.
- A parent advisory team reads pertinent information in the plan and provides feedback.
- Final edits are made for the District Administrative team for review and approval.
- Upon completion, the Board of Education approves the AIG plan for implementation which is carried out by AIG Specialists, school administrators, the AIG coordinator, and the Assistant Superintendent of Curriculum and Instruction.

At the school level, AIG Specialists collaborate with a site-based team that consist of teachers, support staff, and administrators to implement and monitor the local AIG program and gather feedback to promote continuous

improvements concerning the AIG plan and program. This feedback is sent to the District Leadership Team, which monitors the AIG plan.

**\* Practice D**

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

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

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

PSRC AIG Specialists disseminate the local AIG plan and policies to parents/family members through:

- AIG Department website, parent-teacher conferences, the AIG program brochure, and phone contacts.
- Information translated into students' native languages based on community needs.
- The AIG Department website and brochure include common and uncommon indicators of giftedness to assist teachers, parents, and other stakeholders to better recognize gifted characteristics in students from all populations.
- Copies of DEPs are given to parents that indicate the learning environment, content modifications, student activities, and objectives.
- Student accomplishments and pertinent AIG news is relayed through the district-wide Facebook page and the district's quarterly newsletter.

**\* Ideas for Strengthening the Standard**

- Seek out community/business partnerships that will strengthen our AIG program (college, arts programs, or other civic organizations)
- Review and update AIG Identification Brochure
- Consult with ESL department to translate materials

**Planned Sources of Evidence**

- \* Copies of DEPs to parents/guardians
- \* Online academic year and summer opportunities
- \* Progress reports during each grading period
- \* Local board/DPI approved AIG Plan on website
- \* Partnerships with local, state, national organizations
- \* AIG Program Brochure

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

The development of the district's AIG plan begins with the AIG coordinator and AIG Specialists reviewing the standards in the current plan, reviewing and incorporating DPI initiatives, and meeting together monthly to start making changes. A parent advisory board reviews plan standards and are given an opportunity to provide feedback. Surveys from classroom teachers, AIG students, principals, and AIG parents are analyzed during plan revision. The LEA Self-Assessment document is completed by the AIG Specialists and is also analyzed. After all feedback is gathered, revisions by AIG Specialists and the AIG coordinator are completed and then reviewed by the Assistant Superintendent of Curriculum and Instruction and Superintendent. Upon completion of revisions, the PSRC school board reviews the plan at a formal meeting. Once approved by the PSRC school board, the plan is sent to DPI for review and comments. The plan is reviewed, revised, and updated when required.

**\* Practice B**

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

The practice and policy of the PSRC AIG plan is monitored by the AIG coordinator through feedback from stakeholders and the Assistant Superintendent of Curriculum and Instruction. Student identification is monitored by AIG Specialists

through the use of the AIG folder Checklist, AIG Services Pathway Rubric, and audit teams. Service delivery for K-8 AIG students will be monitored through teacher observations by the principal, lesson plan documentation, and a documentation checklist developed by AIG Specialists (4-8 cluster class support). Personnel and professional development of AIG staff is monitored by the district licensure department and AIG coordinator who survey CEUs and certifications. Programming and partnerships are monitored by the AIG coordinator and Assistant Superintendent of Curriculum and Instruction.

**\* Practice C**

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

The AIG coordinator works with the Superintendent of Curriculum and Instruction and local Board of Education to develop a program budget that is aligned with program goals, student/stakeholder needs, and plan implementation. The coordinator maintains proper documentation and collaborates with the district finance director to ensure funds are allocated properly. The finance director provides the coordinator with budget printouts as needed that reflect the fund balance and purchases in each line item. Funds are used for employment of AIG certified Specialists, professional development, curriculum materials/technology, tuition for Governor's School, and the Superintendent's Academic Awards Program. Purchases are prioritized based on AIG program needs, connection to AIG plan goals, and by comparing costs. All expenditures are made for the best interest of the students and align with the AIG program goals.

**\* 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.

The AIG Specialists, testing coordinator, and principals gather, analyze, and maintain data pertinent to our AIG students' achievement and growth utilizing PowerSchool and quarterly Benchmark reports. This information is reviewed by AIG Specialists in order to implement best practices for students. AIG Specialists conference with AIG students to review achievement and growth data in order to guide and assist students in goal setting. Informal and formal data is collected from classroom teachers to encourage data-rich discussions and guide AIG practices and improvements. This data is collected and used to conference with students for goal setting, but is also utilized to

analyze data trends to guide curriculum/program needs. Confidentiality is protected in all instances when sharing and discussing student data.

**\* Practice E**

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

PSRC AIG student demographics closely mirror the district's demographics consisting mainly of culturally/ethnically diverse, socioeconomically disadvantaged, and English Language Learners. This information is monitored through collaboration with the district testing coordinator. AIG criteria is reviewed annually to ensure that underrepresented populations are being referred, identified, and provided services. To ensure the AIG screening and identification process is equitable to all groups, PSRC is using multiple measures based on research to identify students of varied backgrounds. PSRC uses multiple criteria and options within the criteria to ensure that our advanced students are screened, identified, and receive services regardless of ethnicity, race, gender, socioeconomic status, disability, or other status.

To monitor retention of underrepresented populations in the AIG program, several strategies are used. AIG Specialists collect assessment information for each AIG student and conference with students to review this information and set performance goals. Student performance data is gathered by utilizing PowerSchool information, report cards, benchmark/NC Check-Ins scores, grades, EOG scores and IEP/504 reports. AIG Specialists also document student performance through quarterly progress reports and Yearly Performance Reviews. Collaboration occurs with parents, teachers, and support staff to ensure the success of all AIG students. The Youth Development Specialist (Indian Education) and ESL teachers are also points of contact for monitoring student performance of Native American and English Language Learners.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5%	<5%	5.22%	5.56%	---	10.76%
<b>Male</b>	---	<5%	<5%	5.13%	5.57%	---	8.79%
<b>Total</b>	11.48%	<5%	<5%	5.18%	5.57%	---	9.72%

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

<5%

**\* Practice F**

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

The PSRC AIG coordinator, along with the human resources department, monitors AIG Specialist certification and renewal to maintain current and accurate personnel records. Records of credits/certification are located and assessed through the district licensure office. School administrators also have access to all teacher certifications through the NCDPI Online Licensure System to be aware of teacher qualifications. Through TeacherMatch applications, those applying to work within the district have the opportunity to designate that they have AIG certification. The AIG coordinator also collaborates with the professional development coordinator to monitor conference attendance credits acquired by AIG Specialists when needed.

**\* Practice G**

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

The PSRC AIG coordinator and AIG Specialists review and incorporate information related to implementation and effectiveness through survey results from AIG students and parents annually to identify areas for program

improvement. Feedback is given through multiple choice and open-ended questions utilizing an online Google Form. Input is also gathered informally at principal/PLC meetings, from the parent comment section on quarterly progress reports, and parent conferences to ensure all stakeholders have opportunities to provide feedback. All data is collected and reviewed by the AIG coordinator and AIG Specialists to ensure consistency and fidelity of program vision and to ensure service delivery is equitable and consistent across schools.

**\* Practice H**

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

During the year of plan revision, surveys are given to parents, teachers, principals, and students that begin the plan revision process. Suggestions from the District Administration team and previous/current DPI feedback is also the main source of information used to begin the revision process. Towards the end of the revision process, all suggestions from the Parent Advisory Group are taken into consideration. AIG specialists also collect curriculum information from conferences, webinars, and monthly meetings to stay up to date on current teaching practices as sources of AIG program/plan improvement. Interim Reports, legislative updates, and NCDPI policy updates are examined and used to update the local AIG Plan. The District Leadership Team assists in evaluating the effectiveness of the AIG program and offering suggestions and practical applications to improve AIG programming. During a comprehensive evaluation of the local AIG plan, careful consideration and reflection is given by all stakeholders to ensure alignment with the district's procedures, policies, practices, vision, and mission. Revisions to the AIG plan are submitted for approval to the district board of education as needed.

**\* Practice I**

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

Student, parent, and principal survey summary data and trends is disseminated via the PSRC AIG website. These results are also presented electronically and orally with the District Leadership Team. The confidentiality of survey respondents is maintained by collecting responses anonymously using an online service.



**\* Practice J**

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

PSRC AIG Specialists notify students, parents, and families of Parental Rights for: (1) identification and services; (2) reassessment procedures; (3) LEA transfers; and (4) procedures for resolving disagreements. The PSRC Academically/Intelligently Gifted Program Due Process/Parental Rights document states: "All students must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the student at no expense to the parent and according to the guidelines of the Public Schools of Robeson County's Academically/Intelligently Gifted Plan.

Any student demonstrating a need for differentiated educational services should be referred, using the PSRC AIG referral form, to the AIG Specialist. After a child has been referred, in order to determine the need for differentiated services in the academically/intelligently gifted program, an established written procedure is followed:

- Parents give written permission before individual evaluations are administered.
- Testing and evaluation materials are administered so as not to be racially or culturally biased.
- Selected tests include those that measure educational achievement and/or aptitude.
- Student eligibility/placement for differentiated services is determined using multiple criteria by the AIG Site-based Team.
- Services begin after a placement form is signed by the parent/guardian.
- An inactive folder is maintained for students who are referred, but do not qualify for AIG. These students can be retested in following years if new screening data and artifacts indicate a need.

Procedures to Resolve Disagreements:

If parents do not agree with the school's decision concerning eligibility, they have a right to submit results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the child's education. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional

measures do not necessarily guarantee placement in the program for academically/intellectually gifted students, although those results will definitely be considered. The school system does not pay for independent educational and intellectual evaluations. Parents also have the right to ask to meet with the AIG Site-based Team to review the decision.

If parents disagree with any decision(s) of the AIG Site-based Team regarding referral, identification, or services, the following procedure will be followed:

1. The parent(s) may request in writing a conference with the AIG Site-based Team.
2. If parents still disagree with the committee's decision, the parent(s) may appeal the decision by making a written request to the principal within thirty days of the conference with the AIG Site-based Team. The principal will review the decision of the team and grant the parent a conference within five school days of the parental request. After the principal and parents have met, the principal will provide to the parent(s) a written decision within five days of the conference.
3. If the principal's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the superintendent. The appeal to the superintendent must be made within five days of receiving the principal's response. The superintendent will review the concern within five days of receipt of the appeal. The superintendent will respond in writing within ten school days concerning the outcome of his/her review to the parent and the principal.
4. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the Board of Education. The appeal must be made in writing within ten days of receiving the superintendent's response. The Board will offer a final written decision within thirty days.
5. 115C-150.8. Review of Disagreements.  
In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)"

Upon transfer from another LEA, AIG specialists will request identification documentation from previous schools for incoming students. PowerSchool will designate if a student is gifted in another system in NC. The school will be

contacted if the folder does not arrive within 2 weeks. If the student data does not meet our AIG identification criteria, then the student should be tested for placement. Individual situations will be discussed with the AIG coordinator. Student folders are kept confidential and locked in file cabinets at each school.

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**\* Ideas for Strengthening the Standard**

- Elicit feedback on a regular basis from stakeholders regarding the effectiveness of our plan/program
- Administer surveys to parents, students, and administrators
- Continue to monitor data of representation, performance, and retention of under-represented populations

**Planned Sources of Evidence**


- \* AIG meeting agendas
- \* PowerSchool
- \* AIG Progress Reports
- \* AIG Yearly Reviews
- \* EOG data reports
- \* AIG Program surveys (classroom teachers, parents, administrators, AIG students)
- \* Due Process Rights

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

Local Board of Education Approval



**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

04/12/2022 







Original Application Submission Date: 07/14/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Robeson Board approval documentation 2022</u>

AIG Related Documents

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**


Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#"> <u>Local Board of Education Approval Template</u></a>	<a href="#"> <u>Robeson Board approval documentation 2022</u></a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	<a href="#"> <u>AIG Standard 1 Additional Resources</u></a> <a href="#"> <u>AIG Standard 1 Additional Resources</u></a> <a href="#"> <u>2022-2025 Gr. K-2 AIG Services Pathway Rubric</u></a> <a href="#"> <u>Copy of 2022-2025 Gr. 3-12 AIG Services Pathway Rubric AIG Plan</u></a>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	

AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

Glossary

**Public Schools of Robeson County (780) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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