Mission/Vision Statement and Funding

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Dr. Freddie Williamson

* LEA AIG Contact Name:
Dowless, Debra - debra.dowless@robeson.k12.nc.us

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

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

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

* Mission and/or Vision Statement(s)

Vision- To use Leverage Leadership as our Turnaround Model to grow the capacity of instructional leaders to ensure an inclusive and supportive environment that provides authentic learning opportunities that address the readiness needs of students.

Mission- The Public Schools of Robeson County continuously strives to create a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support, encourages family engagement, and prepares students for success.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 1,249,073.00	* $ 0.00	* $ 0.00	* $ 0.00

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

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

The 2025-2028 Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (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 participating in the K-2 Talent Development Program. Within all identified AIG service options, both traditional/quantitative and nontraditional/qualitative data are used for placement. Options are also provided 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 the use of subtests in aptitude and achievement.

The PSRC AIG Program utilizes a unified screening and referral process district-wide in grades K-12. The intended goal of the screening process is to gather information and build a body of evidence to determine students who will be considered for AIG services. The process is ongoing throughout the school year and available for students at all points along the K-12 continuum. Additional students are included in the process as they are referred, transferred in, or new data becomes available to begin the process.

The PSRC AIG Department has developed a Screening/Referral/Identification Flowchart to ensure steps are followed consistently at all schools. This flowchart is shared internally and externally to build a common understanding of our process.

The Screening/Referral/Identification Flowchart includes the following:
Step 1- Screening:
PSRC will administer a nationally normed universal screener to all second-grade students. The implementation of this screener will remove the possibility of teacher bias, teacher perception, or classroom behavior that may overshadow the opportunity to participate in the screening pool. It will also provide opportunities for all students to show their strengths and talents. The selected screener will support cultural fairness and unbiased testing in the screening process. Because this test includes nonverbal components, it will also provide opportunities for multilingual language (ML) learners and students receiving exceptional children's services. Screeners utilized may include:

- Cognitive Achievement Test (CogAT)
- The Naglieri Nonverbal Ability Test (NNAT)

Students scoring in the 85th percentile or higher continue in the evaluation process. Additional screening data sources considered for K-12 student comprehensive learner profiles include the following:

- North Carolina Beginning of Grade Assessment (BOG),
- North Carolina End of Grade Test scores (NC EOG),
- North Carolina End of Course Test scores (NC EOC),

- Grade point average/GPA (high school),
- NC Check-In test scores, historical data, honor roll students (As and Bs),
- Superintendent's Academic Awards recipients (All As),
- Dibels 8,
- Classworks,
- Talent Development Program (K-2), and
- Classroom formative assessments.

Step 2- Referral (Parent, Student, Teacher):
Referrals may also be made by parents, community members, teachers, other school personnel, or student self-referral. In addition, data from exceptional children's (EC) and multilingual language (ML) personnel and the multi-tiered system of support (MTSS) process supporting students' strengths may be used to refer students. Referral forms (translated into students' home languages) 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 the teacher), Parent Survey, and/or Student Survey will be collected for referred students. A site-based team will intentionally review and consider all existing student screening data, including both state and local data, to identify the students who will proceed with the testing process or who may need further information. This team is comprised of the AIG specialist, administrator, AIG-certified teachers, and other school staff chosen at the discretion of the principal.

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

The Screening/Referral/Identification Flowchart continues from the referral process in section 1A and also outlines the identification and placement process. The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Department has described the criteria for AIG Identification in one continuous flowchart for all stakeholders to understand how the process is fluid and provides multiple opportunities for all students.

The Identification 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 achievement and/or aptitude testing based on collected data, as needed.
Possible tests include:

- Gr. K-2: The Iowa Test of Basic Skills (ITBS) for achievement testing and the Cognitive Abilities Test (CogAT) for aptitude.
- Gr. 2 students will be administered a nationally normed universal screener; may include the CogAT or the Naglieri Nonverbal Ability Test (NNAT).
- Gr. 3-8: The ITBS for achievement testing and the CogAT for aptitude. Scores from the second-grade screener (aptitude) may also be included.
- Grades 9-12: The CogAT

Step 4- Identification and Placement
No decisions about services can be made until the individual evaluation is completed and reviewed (qualitative and quantitative evidence that includes a student's achievement, aptitude, and potential to achieve). Student quantitative and qualitative evaluation data is used to determine placement verifying that the student's comprehensive learner profile shows a need for services beyond the regular differentiated core. All data, surveys, and referral forms are stored in individual referral folders for each student. All data and information collected are 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 the following year 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. This team is comprised of the AIG specialist, administrator, AIG-certified teachers, and other school staff chosen at the discretion of the principal. After reviewing all screening and evaluation documentation, student placement is suggested based on the current placement criteria rubric found in the Screening/Referral/Identification Flowchart. The signature of team members is recorded on the AIG site-based team Decision/Minutes 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 or virtual conferences may also be scheduled, if necessary, to create more access for parental involvement.

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. This placement is also noted on each student's Differentiated Education Plan (DEP).

Students with documentation satisfying the current placement criteria begin receiving AIG services after the parent/guardian's signature is obtained. The 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. These students will continue to be monitored and supported in the regular classroom.

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. A differentiated curriculum is taught to these students in order to promote understanding and make connections for their learning potential. This flexible, 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 and expanding opportunities in identification by using multiple ways to meet criteria in the following areas instead of only relying on one measure per category (Specific details for each grade span for these four criteria are shown in the Screening/Referral/Identification Flowchart):

- **Performance-** Includes grade average for the previous school year.

- **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 the need for services, instead of requiring several documents.
- **Achievement-** Students can meet this criteria with scores on an approved achievement test or subtest score, or scoring a level 5 for 2 consecutive years on the Reading and/or Math BOG/EOG/EOC (must be in the same content area). Pre-ACT and AP/Honors scores may also be used for high school.
- **Aptitude-** The approved universal screener and aptitude subtest scores, partial composite, and composite scores may be utilized to determine the most appropriate pathway for students.

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 to meet 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.

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

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

Public Schools of Robeson County (PSRC) has a very diverse student population and we recognize that the AIG program must be reflective of this diverse population. Most schools in the 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: 41% American Indian, 23% Caucasian, 23% African American, 11% Hispanic, <1% Asian, <1% Pacific Islanders, and 2% 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: 39% American Indian, 20% Caucasian, 13% African American, 18% Hispanic, 1% Asian, <1% Pacific Islanders, and 8% 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 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 be using the following measures to ensure equity in the screening, referral, and identification processes:

- Use of a variety of nationally normed assessments which may include: ITBS, CogAT, and NNAT
- Use of a universal screener to provide equity and opportunities for historically underrepresented populations and subgroups because of its nonverbal components

- Use of the universal screener score from the second-grade screener for placement starting in third grade, if the student meets all rubric criteria (can be used for up to three years)
- 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, subtests, partial composite scores, and composite scores to give students more opportunities to show their talents and strengths
- Ensuring that the assessment matches the identification area and service option (including the composite, partial composite, and subtests for the CogAT, ITBS, EOG/EOC, BOG, NNAT, and Pre-ACT)
- Recommendations throughout the year from classroom teachers, multilingual (ML) teachers, exceptional children's (EC) teachers, parents, peers, community members, and self-recommendations
- Use of a district universal referral form dispersed to school personnel and posted on the county website to provide consistency in the referral process
- Referral forms and AIG Plan translated in a variety of home languages to provide opportunities for non-English speaking families
- Use of a K-2 Talent Development Program to cultivate potential in students early
- Involve EC and ML teachers in the identification process to provide access 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 placement determination is verified by previous school/district.
- Review state assessment scores annually to include students scoring at least 85th 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 a 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 an A/B average in the subject area in grades 3-8 to meet the Performance Criteria instead of just an A average to allow additional access for all learners.
- Cluster grouping and AIG consultation: PSRC will begin cluster grouping opportunities in grades 3 (Gr. 4-8 required). This will allow more talent development of high achieving students. AIG specialists will continue to serve K-2 through Talent Development by way of flexible, pullout small groups. Grade 3 students may be served through a combination of pull-out or inclusion services. Grade 4-8 students are served through inclusion services.
- 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 ML teachers, EC 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.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

Female	---	<5%	5.13%	7.41%	7.36%	---	13.17%
Male	16.00%	<5%	6.18%	8.35%	9.05%	---	15.42%
Total	14.60%	<5%	5.66%	7.89%	8.25%	---	14.35%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* **Practice D**

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

All schools in the Public Schools of Robeson County (PSRC) adhere to clear and comprehensive guidelines for screening, referral, and identification utilizing consistent processes and uniform screening, referral, and identification forms. These guidelines and processes are reviewed annually with AIG specialists and administrators by the PSRC AIG Coordinator. AIG specialists also provide professional development to their site-based teams to ensure consistency at all schools. 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. Forms will be translated into students' native languages based on need.

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 send 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 PSRC AIG Program flyer 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 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 and 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/guardians, students, and the community-at-large.

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Plan and Program Flyer will be available for parents/guardians, students, principals, and the community at large in a variety of media formats, including technology. Embedded in the AIG plan and flyer will be the procedures for AIG student identification including the screening, referral, and identification processes. This information is also available on the district's website. The AIG website will also be consistently monitored to reflect current updates regarding the AIG plan, AIG program flyer, and referral form.

Information regarding screening, referral, and identification processes are presented at various parent-teacher organization (PTO) sessions; open houses; back-to-school events; district improvement team meetings; curriculum, instruction, and accountability meetings; and principal meetings by the AIG coordinator and AIG specialists. AIG specialists will also disseminate the AIG program flyer 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 curriculum supervisors, multilingual language (ML) teachers, exceptional children's (EC) teachers, Indian Education Program staff, 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.

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

Upon referral for AIG services, the PSRC AIG 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 those students who are a part of AIG testing. 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 utilizing the AIG identification label template that is used district-wide. PSRC AIG Identification Rubrics (included in the student identification packet) are used to review all documentation, traditional/quantitative, and nontraditional/qualitative data included in the folders to make identification decisions. This documentation is reviewed by each school's 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, this documentation is included in Infinite Campus for each identified student.

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

Each AIG student has a differentiated education plan (DEP) that outlines services provided, how student needs are met, and indicates the desired outcomes of the available services. These concepts are divided into grade bands in order to specify the different learning environments, content modifications, student activities, and program objectives offered within grade levels with the NC Standard Course of Study (NCSCOS) and the district's adopted curriculum in mind. As part of our plan development process, the DEP is reviewed by the advisory group that reviews the plan in its entirety and recommendations are considered for revisions.

An initial DEP is developed with input from the AIG specialist, general education teachers, exceptional children's (EC) and multilingual language (ML) teachers, if necessary, and parents. AIG specialists share the DEP annually with parents for review in order to view progress and provide feedback. If a parent or staff member wants to review or revisit a DEP at any time during the year, a request in writing should be sent to the AIG specialist.

DEPS are translated into students' native languages as needed for parents. AIG specialists also coordinate with ML teachers and youth development specialists (YDS) to consider any additional support that may be required to meet the unique needs of the students. Similarly, collaboration with EC teachers also occurs as needed for twice exceptional students.

*** Ideas for Strengthening the Standard**

- Update the AIG Program Flyer
- Consult with the ML department to translate new forms
- Post AIG Program Presentation, AIG Plan, and referral forms on the district AIG website
- Monitor the number and demographics of students of underrepresented populations in order to continue to evaluate and refine the identification process to ensure access and opportunity
- Monitor the use of a universal screener to determine if access is provided in the screening process

- Monitor the use of subtest/partial composite scores on achievement and aptitude tests to determine its impact on the identification process
- Monitor the use of Cluster Grouping in grades 3-8 to provide more talent development opportunities, referrals, and identification of these high-achieving students
- Implement flexible grouping within the K-2 Talent Development program

Planned Sources of Evidence

*	Screening/Referral/Identification Flowchart
*	K-12 AIG Services Pathway Rubric
*	Needs for Services Documents (Parent Survey, Motivation Survey, Student Interest Survey)
*	AIG Program Flyer
*	Differentiated Education Plans (DEP)
*	Transfer Logs
*	AIG Referral Packet
*	Audit Checklist, Student Data Entry Form, Invitation to Parent Conference, Due Process/Parental Rights, Cumulative Record Documentation form, Site-based Team Minutes, Infinite Campus ID Form

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Screening/Referral/Identification Flowchart K-12 AIG Services Pathway Rubric Parent Survey Teacher Survey (Gifted Rating Motivation Scale) Student Interest Survey

- Differentiated Education Plan
- Active Transfer Log
- Inactive Transfer Log
- AIG Referral Packet
- AIG Program Flyer 2025-28

Standard 2: Comprehensive Programming within a Total School Community

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

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

Identified Academically or Intellectually Gifted (AIG) students and K-2 Talent Development students have a variety of service options available to meet their academic and intellectual needs within each grade level, classroom environment, and setting. AIG specialists 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 is fluid throughout the year and is revisited each semester in order to allow access and opportunities for students who have grown and developed academically from the previous year and throughout the current year. Primary Education Thinking Skills (P.E.T.S.) materials are utilized, as well as other challenging curricula 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-3 Services for Identified AIG Students: (AR/AM/AG/AI/IG)

Students in grades K-3 who are identified for AR/AM/AG/AI/IG will participate in a pull-out program and will be served in each identified area weekly by the AIG specialist (3rd-grade students on a departmentalized schedule will be clustered and served similar to students in grades 4-8; see below). 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. DEPs will be made available to content teachers, specialists, school counselors, and multilingual language (ML) and exceptional children’s (EC) teachers as needed. Personnel involved in K-3 services can include: AIG specialists, grade-level classroom teachers, counselors, and principals.

4-8 Services for Identified AIG Students: (AR/AM/AG/AI/IG)

Students in grades 4-8 (unless 3rd 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. Student groups may consist of within-class (small group instruction), and between-class (daily intervention/enrichment blocks, What I Need Time/W.I.N Time, and Flex time). AI/IG students may also participate in independent projects (Genius Hour) with the AIG specialist. Also, students in seventh grade participate in compacted advanced math and eighth-grade students participate in Math 1. Students’ needs will be addressed according to their Differentiated Education

Plan (DEP). Personnel involved in 4-8 services may 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, credit by demonstrated mastery (CDM) and/or the Early College Program. Ninth-twelfth grade core teachers receive professional learning on advanced learning strategies facilitated by each school's Honor Team. 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 may include: principals, AIG specialists, grade level teachers, and counselors.

Professional Development:

Academic coaches and cluster teachers receive professional development to meet the needs of AIG students. This professional development may be facilitated by the AIG coordinator, multi-tiered system of support (MTSS) coordinator, curriculum specialists, AIG specialists, and additional educational partners. Each school's MTSS Coordinator also provides professional development to their MTSS school and grade level teams on data-based problem solving to best determine the type of academic support needed by a student or group of students.

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

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Program works to ensure collaboration between classroom teachers, AIG specialists, instructional staff including counselors, district and school-based multi-tiered system of support (MTSS) teams, 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 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, such as morning meetings and integration into the curriculum, across the district. In K-12, students are provided social/emotional services in the regular classroom through an online system facilitated by the classroom teacher called Second Step. It is monitored by the district/school guidance department. Students also participate in a universal social-emotional screener through an online learning platform called Classworks. This survey is conducted three times a year. This data can inform school personnel, including administration, counselors, classroom teachers, and AIG specialists of any social and emotional needs of gifted learners.

In addition to these programs, AIG specialists incorporate social and emotional curriculum within grades K-3 (unless 3rd grade is departmentalized) pull-out classes. Affective resources to meet the social and emotional needs of each gifted/talent development student are included in DEPs. Examples include bibliotherapy and leadership lessons. In grades 4-8 (unless 3rd grade is departmentalized), AIG specialists collaborate with the classroom teacher(s) to

provide social and emotional support as appropriate. In grades 9th-12th, students have access to support staff throughout the year for guidance and social-emotional needs/issues. To support the holistic development of AIG students, PSRC will utilize current departments/staff including curriculum & instruction, student services, MTSS, Indian education program, ML, and EC. All K-12 AIG students have access to a guidance counselor at their schools and are informed of anonymous reporting and mental health hotlines.

AIG specialists take part in school professional learning communities (PLCs) and student and parent conferences at their assigned schools to share tools and resources that support the social and emotional development of AIG students. In addition, AIG specialists engage in professional development opportunities, including annual mental health training, to enhance their ability to support students effectively. Each school's MTSS coordinator also provides professional development to their MTSS school and grade level teams on data-based problem solving to best determine the type of social and emotional support needed by a student or group of students.

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

* **Practice C**

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

The 2025-2028 Public Schools of Robeson County (PSRC) Strategic Plan outlines the following priorities: framework of support, principals as the instructional leaders, equity (high-quality education and equitable outcomes, mental and emotional well-being, and equitable resources), modern and innovative learning environments and systems, excellent professionals, and communication and community engagement. These priorities drive the work of PSRC and create an aligned system of practices and policy.

The PSRC AIG Program integrates and connects services with the total instructional program and resources of the district in policy and practice by working with various student service areas: multilingual language learners (ML), counseling, administration, Indian Education, and Exceptional Children. Also, the AIG team aligns services with the district by using Classworks reports for student progress, implementing the Standard Course of Study in lesson planning, and incorporating the PSRC Strategic Plan.

The AIG coordinator and/or AIG specialists collaborate across the district by participating in cabinet and leadership meetings, curriculum and staff meetings, multi-tiered system of support (MTSS) leadership and implementation teams, district improvement teams/advisory, and the district honors team. During these meetings, AIG personnel 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. There are also opportunities to inform colleagues and stakeholders of AIG programming and facilitate problem-solving around necessary topics. The AIG coordinator also reviews board policies in regard to AIG services and collaborates with the finance department on budget analysis to determine the resources needed to meet the goals of the AIG department.

All building administrators in the district also attend monthly leadership 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, Dibels, EL Education, Eureka Math², Open-Up, Common-Lit, and NC Check-in reports support the district's priority Framework for Support and the focus on data-driven instruction.

The use of Canvas, Career and College Promise Program, blended learning, APEX/Edmentum, and Classworks support the district's initiative of Differentiation through Technology.

* **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 Public Schools of Robeson County (PSRC) K-2 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. The flexible grouping includes within-class, between-class, and cross-grade subjects. Administrators have the flexibility and autonomy to utilize data to adjust a student's schedule or class assignment to support grouping practices that facilitate student achievement and growth. AIG specialists collaborate with administrators to use student achievement and growth data throughout the year to support grouping decisions and procedures. All K-8 instructional schedules provide additional time in the master schedule to support flexible grouping (daily intervention/enrichment blocks, What I Need Time/W.I.N Time, and/or Flex time).

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 each semester to allow access for students who have grown and developed academically from the previous year and current year.

K-3: (unless 3rd grade is departmentalized): Students identified for the AIG program through the process stated in Standard 1 have the opportunity to participate in a weekly pull-out class with an AIG specialist. Services are outlined in the differentiated education plan (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 needs, and readiness. Student groups may consist of within-class (small group instruction), and between-class (daily intervention/enrichment blocks, What I Need Time/W.I.N Time, and Flex time). Groups may also be formed across grade levels as need indicates within pull-out classes.

4-8: Students in grades 4-8 (including 3rd grade if departmentalized) identified for the AIG 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 the following: student need, readiness, and assessments. Student groups may consist of within-class (small group instruction), between-class (daily intervention/enrichment blocks, What I Need Time/W.I.N Time, and Flex time). AIG specialists will serve as a resource for these classes in order to address the needs of the students.

9-12: Ninth-twelfth grade students who express an interest in advanced courses have the opportunity to be enrolled in honors courses, advanced placement courses, dual enrollment in college, the Early College Program, and be identified as a NC Scholar. Each high school has a site-based Honors Team that provides guidance and oversight of honors courses. In addition, each high school AIG specialist is available to assist with academic opportunities and collaborates with the school counselors to support students' needs and interests.

**Gifted students benefit from learning together (Brulles, et al. 2010; Kulik, 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 a high ability to 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 Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Program informs teachers, administrators, and support staff of pertinent AIG program/plan information such as AIG services, policy, regulations, and the AIG plan through a variety of formats and structures such as the

PSRC AIG website, a flyer outlining the AIG screening, identification process, and service options.

Information regarding the delivery of differentiated services and instruction for AIG students is also presented at various parent-teacher organization (PTO) sessions; open houses; back-to-school events; district improvement team meetings; curriculum, instruction, and accountability meetings; and principal meetings by the AIG coordinator and AIG specialists. An overview of the AIG program is reviewed annually at summer leadership for all administrators and district staff. The AIG coordinator will serve on the PSRC Multi-Tiered System of Support (MTSS) Leadership Team to leverage existing structures and problem-solving opportunities to communicate the AIG program standards and AIG program.

AIG specialists will also disseminate the PSRC AIG Program Flyer 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 counselors, curriculum supervisors, multilingual language (ML) teachers, Indian Education program personnel, exceptional children's 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.

Annually, AIG specialists will inform classroom teachers, ML teachers, guidance counselors, and any other staff involved with identifying students about the services provided through a staff meeting, professional learning community meetings, or online avenues utilizing common materials (presentation, flyer) to ensure consistency across all schools. The flyer 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 document will be available online and also given to staff at the beginning of the implementation of the new plan. Pertinent differentiation services like differentiated education plans (DEPs) are shared with classroom teachers, parents, and students. The AIG 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 Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted 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 the continuation of AIG services. AIG specialists will meet with cluster class teachers, guidance counselors, and administrators to collaborate on the 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 Infinite Campus. When K-12 AIG students transition to a different school within the county, transition meetings are held between the transferring and receiving AIG specialists. Differentiated education plans (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 sent to the receiving school. During the spring, 8th-grade students will also meet with counselors to schedule direction and academic opportunities for the 9th-grade year. These opportunities include advanced placement courses, honors course, dual enrollment, PSRC Early College, endorsements, and summer classes. Multilingual language (ML) or exceptional children's (EC) teachers will participate in any transition meetings as needed.

AIG specialists facilitate meetings with their AIG site-based team at least quarterly to discuss services within the school. In addition, the AIG specialists and AIG coordinator meet monthly to review services, discuss the overall needs of the program, and collaborate on any student or family transition needs in order to ensure consistency within each school and across the district. ML or EC staff may be invited to attend based on the need or purpose of each meeting.

* **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 (PSRC) 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 allow 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
- NC School of Science and Mathematics
- 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 who is considering accelerating a student by grade acceleration must complete the following process for 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 or higher

c. Standardized aptitude/ability score of 98th percentile or higher

d. Motivation: Ratings of 98% on all behavior scales; adaptability in a 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**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Department provides talent development in grades K-2 through purposeful, intentional, differentiated instruction. The PSRC Talent Development Program serves K-2 students who demonstrate the potential for exceptional academic performance. A differentiated curriculum is taught to these students in order to foster understanding and make connections for their learning potential. This process of student selection is fluid throughout the year and is revisited each semester in order to allow access for students who have grown and developed academically from the previous year or current year. Multiple criteria are utilized for the student selection for talent development: teacher observation, district assessments, and motivation. Data (quantitative and qualitative) is collected at the school level to create the necessary flexible groups.

(Dibels 8, Classworks, teacher observation, report card grades, STAR Reading/Accelerated Reader, reading and math core 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.

Beginning in 3rd grade, any student identified in the AIG program is able to participate in advanced learning opportunities as outlined in their differentiated education plan (DEP). All students in K-3 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 based on their academic needs. Students in grades K-3 use Eureka Math² and EL Education as part of the differentiated core delivered in all K-3 classrooms in the district. Data from these programs is used to drive small-group instruction implemented by the classroom teachers. K-2 students engage in daily differentiated instruction during Skills Block and have the opportunity to work at advanced reading levels. K-3 instructional schedules also include daily blocks of time for daily intervention/enrichment blocks, What I Need Time/W.I.N Time, and/or Flex time. This time is utilized to provide early intervention and enrichment opportunities to maximize all students' potential.

* **Practice I**

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) program provides intentional programming to promote equity and excellence. Students in 4-8 participate in the district-wide implemented Classworks program that develops individualized reading and math instruction for all students based on screeners, assessments, and daily practice. Through this personalized learning program, all students have the opportunity to work with above-grade-level content in areas identified as their strengths. Students in 6-12 utilize APEX/Edmentum for differentiated content and courses.

Both the EL Education reading program and Eureka Math² offer advanced content and extension activities that challenge students to deepen their understanding. These resources encourage higher-order thinking, exploration of complex concepts, and real-world applications that go beyond the standard curriculum, (i.e. pre and post-test accessibility based on ability.)

Students in grades 4-8 use Eureka Math² district-wide as part of their differentiated core. Data from these programs is used to drive small-group instruction implemented by the classroom teachers and provides feedback for front-loading instructional needs. All students in 7th grade participate in a compacted math and all 8th grade students in the district participate in Math 1.

Students in grades 4-8 use EL Education district-wide as part of their differentiated core. Grade 4-8 students engage in a daily All Block that supports frontloading and advanced learning opportunities, such as working with complex text and writing. Students in Grades 4-8 also have the opportunity to participate in Battle of the Books, writing competitions, BETA, and art clubs.

Ninth-twelfth graders have the opportunity to be enrolled in honors courses, advanced placement courses, dual enrollment in college, the PSRC Early College Program, credit by demonstrated mastery (CDM), and be identified as an NC Scholar. District pacing guides for math, reading, and science include advanced learner activities and strategies that can be used in any classroom to differentiate instruction and provide front-loading instructional practices for grades 4-12. Professional development on advanced learning strategies (acceleration, enrichment, and extension) is provided to all 6-12 core teachers by site-based honors teams and/or academic coaches.

Students also have the opportunity to participate in a variety of additional advanced learning opportunities such as Robotics and STEAM Clubs, Quiz Bowl, PSRC Center Stage TheaterCompany, Science Olympiad, chorus and dance clubs.

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (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, 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), and Robeson Community College math enrichment during summer months (3-5).

The PSRC AIG Program seeks to expand partnerships with existing district organizations, local businesses, and educational institutions (University of North Carolina-Pembroke, North Carolina School of Science and Math, Robeson Community College, etc.) as well as establish new collaborations, to expand extracurricular offerings. Additionally, AIG specialists and classroom teachers seek opportunities for students to showcase their interests and the knowledge they've gained throughout the school year.

Students in Grades 6-8 take an interest inventory in a districtwide college and career readiness platform called Major Clarity. Students take an inventory that helps them identify their interests and strengths and how they are aligned to specific careers. Students have an opportunity to explore these careers and related careers as well. The PSRC AIG Department encourages students to participate in a variety of extracurricular opportunities (locally and virtually) that match the students' results. Promoted program descriptions include the following:

- 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).
- The Job Shadowing Program allows students to have the opportunity to go to work for a day with a mentor of their choice. During job shadowing, students interview the mentor about the responsibilities and education/training needed for that career (8th).
- Governor's School allows selected students to share their talents within their summer program (10-11).

*** Ideas for Strengthening the Standard**

- Continue to evaluate research-based materials
- Promote equity and excellence through talent development and clustering students

- Further develop communication with stakeholders to better meet the needs of gifted students
- Stay abreast of extracurricular opportunities for students.

Planned Sources of Evidence

*	Professional development to evaluate or explore new research-based materials
*	Lesson plans
*	AIG specialist documentation of student/teacher support
*	AIG progress reports
*	Communication with school administration and counselors for clustering

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	AIG Specialist Cluster Class-Student Documentation Form Progress Report

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Program curriculum aligns with the NC Standard Course of Study (NCSCOS) and offers rigorous enrichment, extension, and acceleration of content and instruction to support the academic growth of AIG identified students. The consistent and rigorous districtwide curriculums (EL Education, Eureka Math², Open Up, and Common Lit) include extension and enrichment opportunities throughout all schools. The curriculums are interdisciplinary and applied; therefore, affording all students the opportunity to extend their knowledge and skills and apply them in real-world situations.

For elementary students in grades K-3 (not 3rd if departmentalized) the program provides pull-out instruction with a certified AIG specialist, focusing on developing critical thinking and problem-solving skills. In grades 4-8 (3rd grade if departmentalized), AIG students receive cluster support from the AIG specialist, allowing for targeted enrichment and support. Students in grades K-8 also have opportunities for differentiated curriculum during daily intervention/enrichment/What I Need (W.I.N)./Flex times. Technology such as Classworks, APEX, Edmentum, PSRC Online, NC Virtual Public School (NCVPS) and Canvas are utilized to create personal learning environments for accelerated pacing and differentiation.

Enrichment Opportunities:
PSRC AIG students engage in a variety of enrichment activities tailored to their individual learning styles and needs. These may include choice boards, self-chosen projects, independent studies, learning logs, and other activities designed to foster creativity and intellectual exploration. In collaboration with the County Pacing Guide Committee, a team of AIG specialists, developed a comprehensive set of strategies and resources for students in grades 3-8 to support differentiated instruction.

Extension Opportunities:
AIG students participate in activities that challenge them to extend their thinking, such as problem-solving tasks, critical thinking exercises, extension menus, and project-based learning. These opportunities encourage students to apply their knowledge in more complex and meaningful ways.

Acceleration Strategies:
To further challenge AIG students, the program offers acceleration strategies including learning contracts, advanced online learning platforms (e.g., Genius Hour, Classworks, APEX), and tiered assignments when necessary. These strategies are designed to meet the unique needs of intellectually gifted and academically advanced students, allowing them to progress at an accelerated pace. In addition, PSRC adheres to the Advanced Math Legislation which requires students who score a level 5 on the EOG to be placed in an advanced math course the following year, unless the parent or guardian makes a formal request against advanced placement.

Middle and High School Opportunities:
Seventh-grade students receive 7-8 compacted math through Eureka Math². Eighth-grade students are enrolled in Math 1, providing them with advanced mathematics instruction. At the high school level, AIG-identified students have access to a wide range of advanced coursework, including honors and

advanced placement classes, North Carolina Virtual Public School (NCVPS, NC School of Science and Mathematics (NCSSM), PSRC Early College, dual enrollment, and the Career and College Promise program.

Support Teams and Collaboration:
AIG students are further supported by a variety of teams that work collaboratively to ensure their academic success. These include the multi-tiered system of support (MTSS) school leadership teams, academic coaches, advanced placement (AP) teams, AIG site-based teams, and site-based honors teams, which work together to identify, support, and challenge students at every stage of their educational journey. Additionally, the site-based honors team and cohort for advanced learning strategies provide tailored support to ensure that students are receiving the appropriate academic challenges and resources necessary for continued growth. The site-based honors teams also vet honors course syllabi to ensure the courses contain advanced learning strategies and provide rigorous instruction for students. Professional development on advanced learning strategies, facilitated by the site-based honors teams and/or academic coaches, is provided to teachers in Grades 6-12. Teachers in grades K-12 have scheduled common planning time to plan for classroom differentiation. Although AIG specialists cannot attend all of these planning meetings, they do provide instructional resources and strategies to help teachers enrich, extend, and/or accelerate the NCSCOS for AIG students.

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Program utilizes information gathered about students' identified abilities, readiness, and interests to best determine and provide instructional practices to address a wide range of learning needs K-12. Classroom teachers and AIG specialists utilize quantitative and qualitative data, including the Major Clarity Interest Inventory and Career Development Plan, classroom observation, AIG Student Survey, and academic performance to determine students' interests and readiness levels.

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 the 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.

Grade 3, if not departmentalized: Students receive pull-out services in the areas of reading and math and/or independent projects based on student needs 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 that build upon/extend the NC Standard Course of Study and support the teaching of regular classroom teachers are being utilized.

Grades 4-8: (also 3rd 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. These students are provided with cluster support by the AIG specialist. AIG identified students are clustered with other students of like ability within the high-ability clustered class. According to their differentiated education plan (DEP), students identified as Intellectually Gifted (IG) and Academically and Intellectually Gifted (AI) may also be served by AIG specialists 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 (NCSCOS) 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, PSRC Early College, NC 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. PSRC Online, NC School of Science and Math (NCSSM), and NC Virtual Public School (NCVPS) courses are available at no cost to 9-12 students; these courses allow students to register for courses related to their interests (ex. Forensic Science, Physiology and Anatomy, American Indian Studies, etc.).

Classroom Teachers in grades K-12 have scheduled common planning time to plan for classroom differentiation. Although AIG specialists cannot attend all of these planning meetings, they do provide instructional resources and strategies to help teachers enrich, extend, and/or accelerate the NCSCOS for AIG students.

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) program researches and purchases resources that extend and enrich the NCSCOS. 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. AIG specialists meet monthly to collaborate and research additional resources to be used with AIG students. These resources are also available for use through Lending AIG Libraries. Our Library of Resources is readily accessible to each grade level to enrich or extend these gifted practices. AIG specialists and the AIG coordinator will also discuss and plan the curriculum when needed. Best practices for gifted education will be utilized in grades K-12

K-2 Talent Development Library of evidence-based resources to address the academic and intellectual needs of AIG Students include the following:

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 with the higher levels of Bloom’s Taxonomy.

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

Dr. DooRiddles explores Associative Reasoning Activities.

Lollipop Logic- Lollipop Logic employs visual and pictorial clues to introduce and reinforce high-powered thinking and critical 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 to merge the power of physical play with the digital advantages of real-time feedback. Playing beyond the screen invites students to collaborate while manipulating tangible game pieces such as number tiles, letter tiles, and coding blocks.

Classworks- Students engage in online instructional and assessments proven to help students become critical thinkers and independent learners in reading and math. Individual Learning pathways are established for students based on screeners/pre-assessments. Additional advanced content in reading and math can be assigned by the classroom teachers to meet each student’s individual academic needs.

3-8 Library of evidence-based curricular resources to address the academic and intellectual needs of AIG students include the following:

Junior Great Books- This program combines high-quality literature, student-centered discussion, shared inquiry, and activities that support reading comprehension, critical thinking, speaking, 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 was 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 the guilty. The cases also develop observation skills, reading comprehension, deductive and inductive thinking skills.

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 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, and 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.

Classworks- Students engage in online instructional and assessments proven to help students become critical thinkers and independent learners in reading and math. Individual Learning pathways are established for students based on screeners/pre-assessments. Additional advanced content in reading and math can be assigned by the classroom teachers to meet each student's individual academic needs.

9-12 opportunities for Advanced Learning and access to evidence-based resources include the following:

AP and Honors level Courses

Dual Enrollment- College and Career Promise (CCP),

North Carolina Virtual Public School (NCVPS)

North Carolina School of Science and Math (NCSSM)

PSRC Online/APEX Courses

College-level textbooks

ACT/Workkeys Prep (Edmentum)

Evidence-based curricular resources to address the social and emotional needs of AIG students include the following:

The core ELA curriculum in grades K-8, EL Education, promotes character development and wellness through social and emotional learning, physical activity, and opportunities to learn and be active throughout the school day. The EL Education model promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, and spending time outdoors—the key elements of physical and mental health—are all included in a school's wellness approach. Additional evidence-based curricular resources used to address the social and emotional needs of AIG students include Classworks, Second Step Program, McGee Keiser Units, and counselor sessions. In addition, district mental health and social services personnel are available to support teachers, students, administrators, and families with any social and emotional needs.

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (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 the development of life and career skills. The North Carolina Portrait of a Graduate promotes deeper learning and skill development, helping students make the connection between K-12 education and future workforce readiness. Resources for Portrait of a Graduate, including activities, rubrics, and assessment tools are shared and reviewed with classroom teachers. These resources support teachers in embedding the seven durable skills (adaptability, collaboration, communication, critical thinking, empathy, lifelong learning, and personal responsibility) into their lessons and units. Students in grades 6-8 also explore durable skills through videos and surveys with the Major Clarity platform while developing their online college and career portfolio and career development plan.

The district-wide K-8 Curriculum is an applied curriculum that connects learning to real-world issues and needs. The curriculum is designed to challenge students to think critically and take an active role in their learning. Through the curriculum, students are provided with experiences to develop and practice durable skills at an advanced level through real-world content, learning expeditions, case studies, fieldwork, student-engaged assessment, and culture and character.

Additionally, students in grades K-2 will develop durable skills and mindsets by including critical thinking, communication, collaboration, creativity, curiosity, and leadership through the P.E.T.S Critical Thinking Skills Curriculum.

Students in grades 3-8 engage in problem-based learning and have the opportunity to apply learning to real-world contexts through STEAM Challenges, critical/creative thinking exercises, escape rooms/forensic scenes, analogies/deductive reasoning tasks, coding and robotics, and community service learning projects.

For 9th-12th grade students, critical thinking skills are embedded within advanced courses like advanced placement, honors, PSRC Online, NC School of Science and Mathematics, dual enrollment, and Career and College Promise. Opportunities to apply real-life learning in real contexts are provided through programs such as 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, clubs, 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 in grades 4-12 are encouraged to participate in Beta Club and student government activities which incorporate many community service projects and service learning experiences.

* **Practice E**

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

Public Schools of Robeson County (PSRC) employs a comprehensive, balanced assessment approach aligned with district curriculum resources and ensures assessments measure a range of students' needs and abilities. The PSRC AIG program uses standardized testing, formative assessments, and summative assessments to differentiate classroom instruction. On-going formative assessments consist of Classworks progress monitoring weekly data, core curriculum assessments (EL Education, Eureka Math², Common Lit and Open Up), NC Check-In testing (three times a year), projects (quarterly), Amplify/Dibels 8 (3 times a year), Schoolnet data (teacher created as needed), class discussions, quizzes, and online assessments. Summative assessments include End of Year K-2 Assessments/Dibels 8, NC End-of-Grade tests (testing all students who score a level 5 for AIG identification), universal screeners which may include CogAt or NNAT, ITBS, and End of Course tests (middle school/high school).

All teachers/specialists/supervisors, academic coaches, and administrators have been trained on data protocols and data meetings for analyzing data. Training is provided by district and school staff including principal Relay coaches, academic coaches, curriculum supervisors, multi-tiered system of support (MTSS) coordinator, AIG coordinator, and the early learning specialist. The Dibels 8 protocol is facilitated three times a year by each school's instructional leadership team (ILT), school improvement/MTSS Team, and grade-level professional learning communities (PLCs). Similarly, the NC Check-in data protocol is facilitated

after each check-in. During these protocols, data is analyzed by subgroups, including AIG students, and the next steps/action steps are outlined. Data meetings are also conducted at least bi-monthly in all K-12 PLCs; these meetings support teachers in analyzing student work from core content areas and determining the reteach or enrichment focus areas. Data meetings may include classroom teachers, administration, academic coaches, multilingual language (ML) teachers, exceptional children's (EC) teachers, and AIG specialists. This analysis also assists in determining necessary differentiated opportunities and curriculum during daily intervention/enrichment/What I Need (W.I.N.)/Flex times.

After analyzing assessment data, AIG specialists collaborate with high-ability cluster class teachers to discuss individual AIG students' strengths and challenges. Teachers also develop and implement instruction based on individual student weaknesses while creating enrichment activities to capitalize on student strengths. This level of collaboration informs decisions on how to differentiate the curriculum and instruction and grouping considerations for students in the high-ability cluster class. AIG students are cluster-grouped and receive opportunities for enrichment, acceleration, and extension. AIG specialists assist cluster classroom teachers through support with differentiation strategy suggestions and resources.

Annually, the AIG coordinator collaborates with the PSRC Testing and Accountability Director to disaggregate and analyze NC End-of-Course (EOC) and End-of-Grade (EOG) data for every school's AIG subgroup in all content areas and grade levels. This data is shared with all administrators, district office staff, and AIG specialists at the summer leadership retreat and AIG specialist meeting to determine the overall effectiveness of differentiated instruction and the AIG Program.

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

The PSRC AIG Coordinator collaborates with district leadership (cabinet; principal leadership; district multi-tiered system of support (MTSS) leadership team; curriculum, instruction, and accountability staff; and the district improvement team) to ensure the implementation of differentiated curriculum and instruction is supported and expected of all instructional staff and to advocate for AIG students. These district-level teams meet at least monthly. In addition, the AIG coordinator and specialists collaborate with multiple instructional staff members (classroom teachers, administrators, academic coaches, counselors, multilingual language (ML), and exceptional children's (EC) teachers to plan for and implement differentiated curriculum and instruction based on student needs. In addition, the AIG coordinator serves on the PSRC Honors Team and collaborates and supports site-based honors teams through syllabi creation and evaluation, the Honors Level Coursework Development and Evaluation Tool, and advanced learning strategies.

AIG specialists collaborate with classroom teachers to offer supplemental curriculum and support in AIG clustered classes. AIG specialists share curriculum ideas and strategies to be utilized for differentiated instruction. Academic coaches at each school partner with teachers and AIG specialists to provide curriculum and instruction support for the teaching team. District curriculum and instruction supervisors are available to collaborate with, monitor, and support all instructional personnel to ensure the most appropriate differentiated curriculum and instruction practices are implemented. Within existing team structures, the AIG specialists will:

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

All teaching staff are required to uphold best practices to individualize instruction in order to better meet learner needs. Educators may 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 grade level or content teams during professional learning community meetings (PLCs) or problem-solving meetings, 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?

Due to the high number of multilingual language learners (MLs) served within the PSRC Talent Development program and identified AIG students, AIG specialists collaborate with the ML staff at their assigned schools to monitor and support student curriculum and instructional needs.

*** Ideas for Strengthening the Standard**

- Participate in professional development opportunities dedicated to teaching gifted learners
- Monitor and review student progress
- Promote social and emotional learning
- Share curriculum ideas and strategies with stakeholders

Planned Sources of Evidence

*	Professional development
*	Collaboration with classroom teachers and counselors
*	Review Social and Emotional survey in Classworks
*	AIG lending library
*	AIG flyer and presentation

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Program employs an AIG-licensed coordinator to guide the AIG program and plan. The PSRC AIG Coordinator has a North Carolina Teacher's License with a North Carolina Licensure in Gifted Education. The AIG coordinator collaborates with the AIG specialists to monitor, implement, and revise the local AIG plan. Monthly AIG meetings with all AIG specialists are held to collaborate, plan, review resources, problem-solve, and develop leadership capacity to ensure the needs of AIG students are being met consistently across the district. 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.

The responsibilities of the AIG Coordinator include the following:

- Guide the AIG specialists in the implementation of the local AIG Plan.
- Monitor program services and AIG specialists monthly.
- Oversee, plan, and manage the AIG Program budget.
- Develop partnerships/communication strategies for families and the community to support the AIG program.
- Oversee 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.
- Participate, plan, and coordinate opportunities for professional development in local, regional, and statewide meetings/workshops open to all educator stakeholders.
- Coordinate and provide professional development so that AIG specialists and cluster teachers may deliver differentiated and appropriate services at school sites.

The AIG Coordinator collaborates with district leadership (cabinet; principal leadership; multi-tiered system of support (MTSS) leadership team; curriculum, instruction, and accountability staff; and the district improvement team) to ensure the implementation of differentiated curriculum and instruction is supported and expected of all instructional staff and to advocate for AIG students. These district-level teams meet at least monthly. In addition, the PSRC AIG Coordinator collaborates with multiple instructional staff members (classroom teachers, administrators, academic coaches, counselors, multilingual language (ML), Indian Education Program staff, and exceptional children's {EC} teachers) to support differentiated curriculum and instruction based on student needs. In addition, the AIG Coordinator serves on the district honors team and collaborates and supports site based honors teams through syllabi creation and evaluation, the Honors Level Coursework Development and Evaluation Tool, and advanced learning strategies.

The North Carolina Department of Public Instruction (NCDPI) provides comprehensive professional support for AIG coordinators through multiple structured channels such as professional development opportunities that include monthly AIG coordinators newsletter updates, monthly virtual check-ins to share state updates and resources, periodic webinars addressing professional development needs, annual coordinator institutes and annual new coordinator orientation (NCO). In addition, regional support networks are supported by NCDPI consultants and AIG regional leaders who facilitate periodic regional meetings and serve as liaison professionals.

NCDPI also provides technical assistance to districts and AIG coordinators in developing local AIG plans, monitoring plan implementation, evaluating program effectiveness, and clarifying AIG program standards. NCDPI also provides individualized guidance from state AIG personnel, access to professional resources and planning documents and ongoing communication channels for addressing AIG coordinator needs.

* **Practice B**

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

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Department employs 10 AIG-licensed specialists. Each specialist serves 3-4 schools ranging from elementary, middle school, and high school level. The roles and responsibilities of AIG specialists include the following:

- Assist with the overall evaluation of gifted programming, including elementary pull-out enrichment, differentiation in the regular education classroom, Advanced Placement, and college readiness measures in the system; develop strategies for improvement; coordinate and provide staff development opportunities.
- Work with colleagues to review and revise the district's Academically and Intellectually Gifted Plan to ensure that it aligns with the state's mandated AIG Program Standards and Practices as well as with the district's Strategic Plan goals and initiatives.
- Ensure teachers, principals, and curriculum facilitators are familiar with any changes to the North Carolina Academically and Intellectually Gifted Program Standards and the PSRC AIG Plan.
- Work with colleagues to accomplish the goals and objectives of the district's Academically and Intellectually Gifted Plan.
- Consult with parents and teachers regarding the screening and identification of students referred to the Academically Gifted program.
- Conduct screening at their respective schools, and administers the required tests for the AIG program.
- Maintain a current database of the status of Academically Gifted students.
- Assist school personnel with the best teaching practices to increase the number of underserved students in Academically Gifted classes.
- Maintain and update knowledge and skills related to the identification and instruction of Academically Gifted students.
- Explore new ways to find and expand upon the use of alternative assessments.
- Work closely with administrators, principals, staff, and Academically Gifted teachers to monitor a rigorous, differentiated curriculum for Academically Gifted students and to nurture the potential of all students.
- Develop and model instructional strategies that can be used to extend and enrich instruction for gifted students K-12.

- Work closely with school administration and staff to ensure the implementation of required policies and procedures affecting students identified as Academically or Intellectually Gifted.
- Serve as a member of a district oversight committee to review eligibility decisions made by school-based teams to monitor accuracy and equity.
- Consult with teachers and parents on students who are not meeting AG expectations and need intervention/academic counseling.
- Meet with school-based Teams for Academically Gifted to review the needs of bright primary students who may need differentiation in the regular classroom or acceleration; monitor referrals and services for underserved students.
- Use current models of curriculum to enhance instruction and to improve student achievement.
- Serve as an advocate for the gifted education in PSRC.

To ensure the delivery of high-quality services and resources that address the academic, intellectual, social, and emotional needs of AIG students, AIG specialists utilize a variety of service models:

- Directly providing services and resources to students
- Indirectly supporting students by providing services and resources to teachers, other school and district-wide instructional staff, and families

AIG specialists meet monthly to collaborate with one another for the purpose of strengthening services designed to meet the needs of gifted and advanced learners. These meetings/work sessions allow for problem-solving, discussion, review, and creation of differentiated curriculum and instruction to meet students' academic, intellectual, social, and emotional needs. During these sessions, AIG specialists also engage in a variety of professional development opportunities such as reviewing current articles, engaging in book studies, participating in unpacking core curriculum and resource sessions, and regional and statewide initiatives and/or conferences.

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

The district has established expectations and opportunities for professional learning around the identification and service for advanced learners which are appropriately differentiated to address the needs of the specific stakeholder groups. The Public Schools of Robeson County (PSRC) generates a staff professional development (PD) plan that outlines the required and available professional development for each educational stakeholder.

- All members of the district's AIG Department must hold their AIG licensure.
- The AIG specialists are expected to attend monthly meetings with the AIG coordinator to stay abreast of current trends in gifted education impacting students in NC. Relevant articles and best practices from other larger districts are discussed for potential impact on PSRC students.
- Classroom teachers serving on AIG site-based teams receive professional development annually from the AIG specialist assigned to their schools on characteristics of giftedness; appropriate implementation of processes and procedures for referral, screening, and identification; service delivery, and the Differentiated Education Plan (DEP).

- All classroom teachers participate in district-facilitated opportunities for their subject area as well as learning opportunities provided by content supervisors and AIG specialists. These learning opportunities address curriculum expectations (applied learning, inquiry-based learning, and critical thinking) as well as support for addressing the social and emotional needs of gifted students.
- At the elementary and middle grades, the professional development focus is to ensure that academically gifted students are taught by teachers who have an awareness of gifted characteristics and how to best meet the needs of these students through effective differentiation. Middle and high school teachers receive professional development on advanced learning strategies from their site-based honors team, academic coaches, and AIG specialists.
- Annually, AIG specialists collaborate with principals and counselors to provide training on educating advanced learners and AIG processes and requirements.
- All classroom teachers 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 the district licensure office.
- Classroom teachers, high-ability cluster teachers, administrators, school counselors, AIG specialists, multilingual language (ML) teachers, content supervisors, and exceptional children's (EC) teachers have the ability to participate in professional development in differentiation for various types of learners such as AIG, EC, twice-exceptional, and ML students.
- Annually, the PSRC AIG Coordinator presents at the district's summer leadership, which is required of all principals, assistant principals, central office directors, coordinators, and supervisors. Content for this meeting includes a review of characteristics of giftedness, EOC/EOG data review, service delivery models, and screening, referral, and identification processes.
- Additional 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.
- Additional resources are available on the PSRC AIG district website such as gifted culture information, web list resources, and DPI-provided resources to support AIG students.

The AIG Department continues to seek opportunities to expand professional learning options to respond to the need for purposeful, targeted learning for K-12 classroom teachers, school administrators, and other staff on recognizing giftedness and exceptional abilities in students and best practices for cultivating high potential.

* **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.

All AIG specialists are required to hold AIG Licensure. Collaboration between the AIG specialists, school instructional leadership teams (ILTs), teachers, and counselors is critical and ongoing. 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 the effective clustering of AIG students in classrooms with a licensed teacher, a highly effective teacher, or a teacher who is working towards AIG licensure.

- The AIG coordinator annually provides scheduling and placement guidelines to assist school principals with classroom planning and student placement for the following year. The guidelines address district expectations for clustering AIG students in the fewest number of classrooms possible. The AIG coordinator and specialists collaborate with the schools' data managers and principals to verify student placement in classes prior to the beginning of the school year to ensure that clustering recommendations have been followed.
- The AIG coordinator consults with principals to ensure that the Advanced Courses in Mathematics Learning Legislation is adhered to each semester. Adjustments are made if necessary.
- PSRC AIG specialists consult with counselors to ensure 8th-grade gifted students are enrolled in honors courses when entering high school.
- PSRC AIG specialists 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.

PSRC utilizes innovative strategies to recruit and retain high-quality educators to support our advanced learners. The AIG coordinator collaborates with the PSRC Human Resources Department, serves on interview teams, and participates in our annual PSRC Job Fair each Spring. Pathways to licensure through multiple avenues are shared with current teachers and prospective teachers.

The PSRC Human Resources Department records all employees who have obtained AIG certification and uses this information when hiring AIG specialists. Staff members who complete AIG add-on licensure or local requirements are recognized in a variety of formats, including social media platforms. 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 also 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 apply for tuition support through our district licensure office. For the 2025-2028 AIG plan, local professional development sessions to prepare teachers and other support staff to earn AIG licensure through the Praxis exam will be available.

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

In response to the NCDPI Call to Action, professional development for AIG specialists on specialized topics that focus on expanding excellence in gifted education is provided at monthly meetings (ex. book studies, online modules). In addition, AIG specialists will collaborate with their schools' instructional leadership teams (ILTs) to provide intentional professional development for school personnel that is tailored to their needs. These professional development experiences are shared and incorporated throughout instruction by AIG specialists and all teachers within the district.

Data analysis is instrumental in understanding the participation and representation in the PSRC AIG Program. The AIG coordinator maintains data for annual data analysis using assessment data and annual headcount data. This data is shared annually at the district summer leadership meeting. Trends and patterns are determined, which lead to possible action steps, such as pathway placement considerations.

Fostering a deeper understanding of underrepresented populations and non-traditional characteristics of gifted learners and potential barriers to identification is critical. Professional development and information are provided to principals, instructional leadership teams, teachers, counselors, and social workers on traditional and nontraditional characteristics of gifted students, i.e. strengths, and twice-exceptional, and address misconceptions regarding giftedness.

AIG specialists meet with and work closely with classroom teachers to meet the needs of AIG students. This collaboration underscores the AIG specialists' commitment to advocating for all students and helping teachers understand their academic, social, and emotional needs. In addition, collaboration with exceptional children's (EC), multilingual language (ML), and Indian Education Program staff provides additional information on understanding different perspectives and mindsets. Instructional best practices and strategies will be shared between AIG specialists and high-ability cluster classroom teachers. Resource materials, such as slide decks and flyers, are available to expand the knowledge about giftedness and gifted education. In addition, AIG specialists and teachers are encouraged to utilize NCEES for professional development opportunities.

* **Practice G**

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

The Public Schools of Robeson County (PSRC) works in collaboration with numerous district departments, including curriculum and instruction (MTSS, EC, IEA, and Accountability), student support services (counseling and multilingual language staff), human resources (new teacher support, recruitment, and retention) to align professional development opportunities and best practices with gifted education/local AIG program goals as well as district goals and initiatives. Opportunities are provided for AIG staff to collaborate with each other in professional learning communities, with classroom teachers, and with other stakeholders.

Curriculum and instruction, exceptional children's (EC), and multilingual language (ML) district personnel work together to develop professional learning opportunities for school-based instructional leadership teams (ILTs), including academic coaches, to present a cohesive body of learning that can be reinforced at each school site. Content supervisors and coordinators seek to support the goals of building teacher capacity to provide adequate rigor in instructional design by embedding advanced learner strategies in district-wide content professional development learning sessions. The AIG coordinator serves on the multi-tiered system of support (MTSS) district leadership Team, district Honors team, and the district improvement team which affords the AIG coordinator the opportunity to provide additional insights and support regarding gifted learners and AIG Program goals. This collaboration and intentional curricular alignment are both parts of the PSRC-aligned management system.

Likewise, the AIG coordinator and specialists work closely with the curriculum content supervisors, MTSS coordinator, and ML and EC personnel, to plan and deliver professional learning for instructional leadership teams regarding the development and implementation of appropriately differentiated curriculum and instruction which addresses the unique differences and needs of our students. AIG specialists also collaborate with ILTs to integrate best practices for gifted learners into professional development opportunities and each school's School Improvement Plan. AIG specialists share gifted education strategies, social-emotional support, and other program components through different avenues of collaboration.

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 the use of best practices and differentiation aligned to student needs.

*** Ideas for Strengthening the Standard**

- Promote the increase of the number of AIG-licensed teachers in the regular classroom
- Plan and implement professional development opportunities on differentiating lessons and working with AIG students

- Promote opportunities for professional development outside the district

Planned Sources of Evidence

*	Lesson plans
*	DEPs
*	PSRC website
*	Licensure documentation
*	AIG Specialist schedules
*	Principal evaluations
*	AIG Specialist monthly meeting schedule/agenda
*	Certificates of conference attendance
*	Professional development activities
*	CEUs
*	Professional development plan

Documents

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

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

The Public Schools of Robeson County (PSRC) Academically or Intellectually Gifted (AIG) Program develops two-way partnerships with parents/guardians to benefit students' academic, intellectual, and social-emotional development. Utilizing a variety of formats, parents are notified of opportunities occurring within the district and also regional and state opportunities through the AIG website, flyers, and the school/district messaging system (Thrillshare). Specialists maintain ongoing communication with teachers regarding the social and emotional needs of the AIG student and are available for conferences and/or meetings as needed. AIG specialists make presentations and provide AIG Program information during Title I Parent Nights and other school/district events. All AIG specialists' email addresses are shared with parents on a back-to-school letter and are also posted on the district website. Two-way communication is encouraged through the use of email, phone calls, and face-to-face meetings.

Teachers and parents collaborate to support the needs of the AIG students. Feedback from parents is requested regarding the PSRC AIG Program and services. Each fall, parents receive the survey via email and letter including a QR code to complete the survey. The survey allows parents to share how they would like to be involved with their child's learning and the AIG program. The feedback provided by the parents is reviewed and analyzed by the AIG coordinator and specialists. Action steps are generated as a result of the feedback. Surveys are translated into students' native languages as needed as well.

Likewise, all information for parents/guardians is translated into students' 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 (third grade, unless departmentalized). AIG specialists coordinate with ML teachers to overcome any language barriers that would impede participation in educational opportunities through AIG programs. In addition, AIG specialists collaborate with exceptional children's (EC) teachers and counselors to seek further strategies to connect with families, engage in two-way communication, and create parent involvement. The AIG coordinator also collaborates with the PSRC Family Engagement Specialist on effective strategies, resources, and opportunities for parent involvement and engagement partnerships.

Partnerships with parents often occur to support extracurricular enrichment opportunities for AIG students across grade levels, including academic competition coaching, volunteering, club advisory, and providing expertise in a given domain (BETA, Robotics, Battle of the Books, Quiz Bowl, Future Farmers of America, All County Arts, etc.). AIG specialists collaborate with schools by assisting with inviting parents/family members to serve as guest speakers to speak about a career, interest/hobby, or enrichment interest area for AIG students. Partners such as the North Carolina School of Science and Math, North Carolina Virtual Public School, Robeson Community College, UNC-P, and local businesses collaborate with schools to facilitate family engagement nights that provide resources for students and parents.

* **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 Public Schools of Robeson County (PSRC) is fortunate to be located in close proximity to the University of North Carolina Pembroke (UNCP) and Robeson Community College. Partnerships with these institutions can be leveraged to support and extend the opportunities for PSRC AIG students. At the present time, PSRC partners with Robeson Community College to provide early college and dual enrollment courses for high school students. At PSRC Early College at RCC, students are fully matriculated college students beginning in grade 11. CCP/Dual enrollment courses are offered on-site at the high schools and also on the RCC Campus.

PSRC also has a strong partnership with the NC School of Science and Mathematics (NCSSM). This partnership affords high school students the opportunity to participate in a wide range of courses that may not be offered on-site, such as Forensics, Anatomy and Physiology, African American Studies, etc. The NCSSM also provides the Step Up To STEM summer program which affords our students the opportunity to attend a one-week residency camp on a college campus to explore STEM Fields.

Strong partnerships with local institutions and stakeholders also exist at the elementary level. UNCP provides summer and academic year programs. These programs provide opportunities for students to be creative, and for parents and the community to be involved. The Robeson Reading Council/ NC Reading Association Young Authors writing contest stimulates and recognizes the writing talents of students and emphasizes the importance of students' writing skills. It allows for opportunities for students to be creative in their writing. Additionally, the Robeson Planetarium provides space exploration events, and the Robeson County Partnership for Children sponsors a variety of events throughout the year.

The middle school level also has deep partnerships with a variety of institutions and stakeholders. UNCP summer and academic year programs offer students academic and technological skills, and enrichment workshops. The Robeson Reading Council/ NC Reading Association sponsors a Young Authors writing contest. The Robeson Planetarium provides space exploration events, and the Robeson County Partnership for Children sponsors a variety of events throughout the year.

Additional partnerships at the high-school level include the local Chambers of Commerce Students of Excellence essay contest, and UNCP summer and academic year programs.

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. The PSRC Career and Technical Education Program has an expansive partnership with local businesses and industries to provide job shadowing/internships. Job shadowing allows students to learn about careers from a professional's perspective and gain a realistic idea of the work environment. This will enable students to clarify career goals, build networks, learn about different workplaces, and improve communication skills.

AIG students are encouraged to participate in extracurricular activities in and out of school. These activities provide opportunities for students to be creative, and for parents and the community to be involved.

UNCP partners with PSRC to provide professional development opportunities to enhance teaching and learning programs (i.e.: teaching children in poverty, differentiation, STEAM). As mentioned previously, the district also has a partnership with the University of North Carolina at Pembroke which provides online courses in gifted education for gifted add-on licensure.

* **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 an AIG district steering 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. PSRC 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 (parent, administrator, and teacher surveys), AIG specialist feedback, and DPI guidance and feedback. Annual surveys provide the opportunity to have a voice regarding gifted programming. This input is analyzed and shared with AIG specialists and the district leadership team so that informed decisions can be made as the AIG Plan is reviewed and revisions are proposed.

A district leadership team/advisory, comprised of a variety of stakeholders with diverse perspectives, backgrounds, and experiences, is an important partnership that assists with the development, implementation, monitoring and revising of the Local AIG Plan. A variety of grade levels are represented (parents, teachers, administration), as well as exceptional children's (EC), multilingual language (ML) arts, human resources, multi-tiered system of support (MTSS) and Indian Education Program personnel. A parent advisory team also reviews pertinent information in the plan and provides feedback on the plan and AIG program.

Final edits are made for the AIG district steering 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 consists of the AIG specialist, an administrator, and teachers and support staff selected at the discretion of the principal, to implement and monitor the local AIG program and gather feedback to promote continuous improvements concerning the AIG plan and program. This ongoing feedback is sent to the district steering 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 and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

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

PSRC AIG specialists and the AIG coordinator disseminate information to all stakeholders about the goals and policies of the Local AIG plan and program. The AIG website is a key resource for parents, administrators, teachers, and the community to access information about the current PSRC AIG Plan, program, and processes. The website offers a translation feature (Spanish, Arabic, and Haitian Creole) so that its information can be accessed in multiple languages. In addition, the website includes common and uncommon indicators of giftedness to assist teachers, parents, and other stakeholders to better recognize gifted characteristics in students from all populations.

Parent-teacher conferences/teleconferences are initiated with parents by the AIG specialists and administrators. Reaching out to parents/guardians on an ongoing basis and in their native language is important in ensuring all students and families have access to information related to the AIG program and the opportunities available to AIG students. The AIG Department coordinates with the multilingual language (ML) staff to arrange translation for important documents and/or meetings as needed. For example, information related to our AIG screening is sent home with every 2nd grader in English and Spanish. Student reports and accompanying letters from the district are provided in English and Spanish. Haitian Creole and Arabic are provided as needed. Copies of Differentiated Education Plans (DEPs) are given to parents that indicate the learning environment, content modifications, student activities, and objectives.

Additionally, the AIG coordinator partners with the PSRC Public Relations Officer and the PSRC Family Engagement Specialist to capitalize on existing communication feeds and avenues for all stakeholders, including PSRC publications, social media posts, and newsletters.

PSRC school and district personnel are kept informed through brief presentations, embedded professional development sessions, and Friday weekly update emails. The AIG coordinator participates in all principal meetings, multi-tiered system of support (MTSS) district leadership, implementation and coordinator meetings, and honors team meetings to share any information related to the AIG Plan or program.

*** 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 the AIG Identification Flyer
- Consult with the ML department and utilize available technology to translate materials

Planned Sources of Evidence

*	Copies of DEPs to parents/guardians
*	Presentations about the AIG program
*	Online academic year and summer opportunities
*	Annual Surveys
*	Local board/DPI approved AIG Plan on the website
*	Partnerships with local, state, and national organizations
*	AIG Program Flyer

Documents

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

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

The Public Schools of Robeson County (PSRC) complies with the state legislation and State Board of Education policy for writing and implementing a three-year plan for continuous improvement of the AIG Program. The AIG Plan describes in detail how PSRC responds to the state AIG standards. Updates and changes to the AIG program and services are made as needed and reflect feedback gathered from parents/guardians, community members, teachers, and students as well as anecdotal data gathered through observations. Evaluation of the plan is multifaceted including administrator, teacher, and parent surveys; data reports and analysis (EOC/EOG, Amplify/Dibels 8, Advanced Mathematics Course legislation requirements, ACT, WorkKeys, CCP, graduation rates, etc.), feedback from site-based AIG teams, AIG specialists and district and advisory teams, and the quality and number of opportunities for advanced learners.

The development of the district's AIG plan begins in August with the AIG coordinator and AIG specialists reviewing the standards in the current plan and identifying any changes or revisions to the program standards. Any new or current NCDPI initiatives or practices, such as Portrait of a Graduate and Honors Course documentation, are reviewed and noted for inclusion in the plan. In addition, the LEA Self-Assessment is completed by the AIG specialists and is also analyzed for necessary action steps. The AIG specialists and AIG coordinator also engage in a thorough review of the previous AIG plan and the feedback provided by DPI on the previous plan. Additional survey and data sources and feedback, as mentioned above, are analyzed for patterns and trends, and strengths and weaknesses related to identification and services. Ideas to strengthen the program are generated by AIG specialists, survey feedback, and district and advisory teams. Throughout the entire writing/revision process, the AIG coordinator or an AIG specialist attends regional and state AIG meetings that offer technical assistance and support plan development and improvement.

Utilizing the feedback and data, AIG specialists and the AIG coordinator meet monthly to begin revising the plan and creating a rough draft. The draft of the AIG Plan is made available to AIG teachers, parents, and district leadership for review and comment. A district advisory board, comprised of a variety of stakeholders with diverse perspectives, backgrounds, and experiences, reviews the AIG plan/program standards and is given an opportunity to provide feedback. Additional feedback on the AIG plan draft is also collected from administrators and AIG parents.

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 each semester as needed. Changes to the plan are implemented to reflect intentional and purposeful planning for continuous improvement.

* **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 practices and policy of the PSRC AIG plan are monitored by the AIG coordinator, AIG specialists, the Assistant Superintendent of Curriculum and Instruction, and the District Leadership Team. The evaluation process is ongoing with continual formative and summative reviews in place to assess program strengths and opportunities for growth. The AIG coordinator monitors the implementation of the AIG Plan to ensure compliance with the State Board of Education and Article 9B legislation. Regular feedback on the implementation of the AIG Plan is gathered from parents/guardians, teachers, and administrators through the use of annual surveys. This data is reviewed by the AIG coordinator and AIG specialists to ensure practices are consistently implemented in all schools. The AIG coordinator also meets with the district leadership team/advisory to share AIG Program updates and standards' progress.

AIG specialists through observation and implementation feedback monitor the implementation of the AIG Plan in each of their assigned schools. 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 (3-8 cluster class support). In collaboration with the AIG coordinator, fidelity checks are completed with elementary and middle school principals to verify recommended AIG grouping and scheduling practices in the fall to help facilitate registration decisions.

The AIG specialists serve as the chair of their assigned school's AIG Teams. This team is charged with the responsibility of the identification of students. The school-based AIG Team identifies those students who perform or have the potential to perform at high levels of achievement and who need differentiated services beyond that provided by the regular classroom.

The Assistant Superintendent of Curriculum and Instruction in collaboration with the AIG Coordinator monitors programming at the high schools, including Honors, AP, and CCP. Data as it relates to the AIG Plan implementation, progress on new initiatives, student identification, and services are reviewed. In addition, demographic data is reviewed to evaluate the performance of all subgroups, including identified AIG students. Local, state, and national assessments and grade reports are collected, disseminated, and analyzed. AIG student academic performance (GLP, CCR, growth, ACT, and WorkKeys) are sources of data used to measure AIG Program strengths and opportunities for growth. The Assistant Superintendent of Curriculum and Instruction also monitors the progress of partnerships, such as RCC, NCSSM, UNCP, and NCVPS.

Personnel and professional development of AIG staff is monitored by the Human Resources Department (Licensure Director) and AIG Coordinator who review CEUs and certifications.

* **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 Assistant Superintendent of Curriculum and Instruction, the Chief Finance Officer, and the local Board of Education to develop a program budget that is aligned with program goals, student/stakeholder needs, and plan implementation. The AIG Coordinator maintains proper documentation and collaborates with the Chief Finance Officer to ensure funds are allocated properly. The Chief Finance Officer provides the AIG Coordinator with budget printouts as needed that reflect the fund balance and purchases in each line item. Funds are used primarily for Personnel (AIG certified Specialists), professional development, curriculum materials/assessments, 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.

Utilization of data provides important feedback for improving the overall AIG program, including service delivery and professional development. The AIG Coordinator collaborates regularly with the Director of Testing and Accountability and the PSRC Infinite Campus Coordinator to gather and analyze AIG data and create reports throughout the year. The data collected includes, but is not limited to the following: GLP, CCR, growth, Amplify/Dibels 8, Check-in Data, attendance, graduation rate, dropout, ACT, WorkKeys, Advanced Mathematics Course legislation requirements, CTE Credentials and Endorsements, EVAAS Content, Student and Teacher Data, Discipline, CCP/dual enrollment participation, Honors/AP participation, AIG screening and identification data. This data is collected and analyzed at the district and school level to inform mindsets, practices, and policies. Existing structures such as school data meetings/PLCs, Instructional Leadership Team meetings, Multi-Tiered System of Support (MTSS) District and School meetings, and School Improvement Team meetings, provide continuous opportunities to facilitate ongoing data analysis and problem-solving sessions to help determine whether AIG student needs are being met, taking into consideration the holistic needs of gifted children. The AIG Coordinator; Assistant Superintendent of Curriculum, Instruction, and Accountability; and the Director of Testing and Accountability provide a comprehensive data review for school administrators and district staff each summer at the District Leadership Meeting and also at the end of the first semester.

This above-mentioned information is also shared and reviewed by AIG specialists, District Leadership, and Administrators in order to implement best practices for students. AIG specialists collaborate with counselors and principals to monitor student performance, such as grades and attendance, throughout the semester/year for the purpose of identifying any AIG students at risk for dropping out.

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 not only 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.

AIG State headcount data provides a breakdown of gender, ethnicity, grade level and twice-exceptional students to monitor equitable access and participation in gifted programming. 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 Director of Testing and Accountability and the PSRC Infinite Campus Coordinator. AIG criteria are reviewed annually to ensure that underrepresented populations are being referred, identified, and provided services.

In addition, AIG specialists maintain a digital record of all students who are referred or screened for identification and students who participate in talent development. They all maintain a digital record of all testing that is completed and whether this testing resulted in an identification or not. This data allows the AIG specialists and AIG Coordinator to determine trends of referral, screening, identification, and retention (students continuing to be served in the AIG Program) within PSRC. The focus is to make sure that students' racial, ethnic, economic, or other demographic factors including other exceptionalities and language differences, do not reduce the likelihood of access to and participation in gifted education.

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 the retention of underrepresented populations in the AIG program, several strategies are utilized in the district. 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 Infinite Campus 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 for third-grade students. Collaboration occurs with parents, teachers,

and support staff to ensure the success of all AIG students. The Youth Development Specialist (Indian Education), EC teachers, and multilingual language (ML) teachers are also points of contact for monitoring student performance of Native Americans, English Language Learners, and students identified as EC.

Additionally, the AIG Coordinator and District Leadership team collect additional data to determine the patterns of AIG students participating in advanced learning opportunities, such as AP, Honors, and CCP/dual enrolment. The CTE Director also provides the number of internships or mentorships.

* **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 Human Resources Department maintains the authoritative list of teachers who are AIG-licensed. 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.

The AIG Coordinator collaborates with principals to discuss the individual needs in each building for support of advanced learners. Additionally, the AIG Coordinator and AIG specialists partner with principals to develop a plan for professional development and recommend placement of advanced clusters with teachers who have their add-on AIG license or shown success in working with advanced learners.

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

Stakeholder feedback on the effectiveness of AIG Programming is critical to strategic implementation, ongoing evaluation, and the identification of areas for improvement. The PSRC AIG Coordinator and AIG specialists review and incorporate information related to the implementation and effectiveness of the AIG Program components (i.e. identification, service delivery, best practices, communication, etc.) through survey results from AIG parents, teachers, administrators, and students annually to identify areas for program improvement. Feedback is given through multiple choice and open-ended questions utilizing an online Google Form. Forms are translated into Spanish as well. The analysis of these results ensures that the AIG Program standards remain relevant to the needs of the community. In addition to annual surveys, the District Improvement Team, comprised of a variety of stakeholders with diverse perspectives, backgrounds, and experiences, provides feedback on the program standards and effectiveness of the AIG Program. PSRC and the AIG Program fully recognize that stakeholder feedback is an integral part of the continuous improvement cycle.

Monthly Curriculum, Instruction, and Accountability meetings and District Leadership meetings allow the AIG Coordinator to seek input on specific implementation strategies. Input is also gathered informally during Instructional Leadership Team meetings, PLC meetings, MTSS meetings, and School Improvement meetings. Additionally, feedback from the parent comment section on quarterly progress reports, and parent conferences ensures all stakeholders have opportunities to provide feedback. At the school level, AIG specialists conduct school-specific sessions that include the opportunity for stakeholder feedback from parents and teachers, such as parent information sessions and family engagement events. High-ability cluster teachers and school-based AIG Team members have opportunities to share input on AIG programming and implementation during planning and meetings as well.

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

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 leadership team and previous/current DPI feedback are also the main sources of information used to begin the revision process. Throughout the revision process, all suggestions from the district leadership team/advisory, parents, and administrators are taken into consideration. The AIG district webpage will provide access to survey results, available conferences and webinars, and any current data from DPI for stakeholders. 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 are 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**
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/Intellectually 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/Intellectually 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/intellectually 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 the following years if new screening data and artifacts indicate a need.

- All documentation is available in the student's native language.

Procedures to Resolve Disagreements:

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 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 the parent(s) with 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).)"

LEA Transfers

Upon transfer from another LEA, AIG specialists will request identification documentation from previous schools for incoming students. Infinite Campus 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. Student folders are kept confidential and locked in file cabinets at each school.

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

*** 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 annually
- Continue to monitor data for the representation, performance, and retention of under-represented populations

Planned Sources of Evidence

*	AIG meeting agendas
*	AIG Progress Reports for Third-Grade Students
*	AIG Yearly Reviews
*	Student Performance data reports
*	AIG Program surveys (classroom teachers, parents, administrators, AIG students)
*	Due Process Rights

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	Due Process Rights End of Year Review

Local Board of Education Approval

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
04/08/2025

AIG Related Documents

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	AIG Plan 2025-2028 BOE Approval Letter

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Screening/Referral/Identification Flowchart K-12 AIG Services Pathway Rubric Parent Survey Teacher Survey (Gifted Rating Motivation Scale) Student Interest Survey Differentiated Education Plan Active Transfer Log Inactive Transfer Log AIG Referral Packet AIG Program Flyer 2025-28
AIG Standard 2 Additional Resources	N/A	AIG Specialist Cluster Class-Student Documentation Form Progress Report
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	Due Process Rights End of Year Review

Public Schools of Robeson County (780) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition