

Mission/Vision Statement and Funding

Sampson County Schools (820) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Vision:

To nurture the unique potential of future creators and innovators through various experiences.

Mission:

To provide gifted education services and experiences to students of varying backgrounds while offering an education that challenges students to reach their full potential.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 440,000.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Sampson County Schools (820) 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 AIG screening process is structured to match diverse student needs and provide multiple student opportunities for possible identification. AIG staff reviews multiple data sources to identify students who perform at significantly high levels of academic achievement. Sampson County Schools ensures that appropriate identification criteria will be uniform in all schools and reflects student differences related to gender, development, learning, and diversity. This information will be shared with all stakeholders.

The mass screening process starts in 2nd grade. At 2nd grade, the CogAT allows students to show their aptitudes in three different areas: verbal, quantitative, and non-verbal. It does not require language skills, therefore allowing all students, no matter their reading abilities or language barriers, to perform optimally. This screener will measure aptitude.

The new early referral process will allow any teacher or instructional personnel to refer a student based on our K-2 AIG Testing Referral Checklist document and data collection procedure outlined in the documentation. This will be made available to teachers in a secure location on the school website.

Students in grades 3-12 may be referred for testing at any time by an educator or parent/guardian. Any teacher or instructional staff member can refer a student in these grades by using the Gifted Student Checklist. This includes academic and non-academic skills the student may possess. This form will be turned into the AIG Liaison or Coordinator where it will be reviewed to see if the student would be a good candidate for testing. From there, the student name will be submitted for CogAT screening.

*** 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 following includes areas in which students may be identified in all grade levels:

Academically Gifted in Reading (AR) – student has met criteria listed below in the area of reading ONLY

Academically Gifted in Math (AM) - student has met criteria listed below in the area of math ONLY

Academically and Intellectually Gifted in Reading and Math (AI) - student has met the criteria listed below for both aptitude and academics in the areas of reading AND math

Academically Gifted in Reading and Math (AG) - student has met criteria listed below for academic identification ONLY in reading and/or math

Intellectually Gifted (IG) - Students who have scored at the 97% for aptitude in any area, have demonstrated the potential for high achievement or giftedness, but have not met other identification criteria.

Different pathways for entering the AIG program will be accessible for all students K-12 to include CogAT testing and a matrix that calculates a variety of data through a point system.

Nurturing:

- All students in kindergarten through first and second grade receive nurturing opportunities. The Primary Education Thinking Skills (PETS) curriculum is the primary resource used to plan lessons. Exhibiting behaviors of gifted learners are nurtured within the regular classroom.
- Students in Kindergarten through second grade who are performing at least two grade levels above their current grade level for Reading or Math will be tested for aptitude.
 - Students who score at 88% or higher will be provided with differentiated classroom instruction from the classroom teacher with support from the AIG liaison.
 - The AIG liaison will work with the teacher to assist with resources and materials
 - The AIG liaison will observe referred students and provide feedback to the classroom teacher.
 - Referrals for testing will be made by the classroom teacher using reading and math screener data.

All Sampson County second graders are offered the on-line CogAT screener.

- Students scoring at 88% or above on the screener and meeting a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade.
- Students who score from the 70th-87th percentile will take the CogAT post-screener.
 - Students scoring at the 88th percentile or above on the CogAT post-screener and meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade.
 - Students scoring at the 75th percentile or above will be provided nurturing classes in third grade and have another opportunity to take the full version of the CogAT.

We use a Matrix Point System that includes both quantitative and qualitative elements for students who may not qualify in traditional ways. Those who meet the criteria set by the Matrix Point System may also qualify for placement at the beginning of 3rd grade. The point system will calculate quantitative data from Achievement Tests, Aptitude Tests, Achievement Anecdotal Data, and General Anecdotal Data.

When students are referred in grades 3-11, they will take the full version of the CogAT. Students scoring at the 88th percentile or above or those who meet the criteria set by the matrix point system may qualify for placement.

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA

demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

All 2nd grade students in Sampson County will take the CogAT screener in the spring of the school year. The 2nd grade screener allows students the opportunity to show their reasoning skills and performance through picture analogies, number analogies, and figure matrices. The 2nd grade screener does not require particular language skills, which will enable students with limited reading or English language abilities to perform optimally on the screener. It also is not timed for this age group, which will enable these students more time to formulate correct answers. The Matrix Point System provides additional opportunities to qualify for gifted services.

Professional Development referring specifically to the qualities of underrepresented populations will be included in our certification modules for teachers pursuing gifted certification and for other teachers as a renewal credit option.

As we expect to have even more students from special populations qualify for gifted services, EC and ELL teachers will also be encouraged to complete the certification modules, not only for instructional support but also to provide training in identifying students who are twice-exceptional.

Another focus of our AIG liaison team will be to create both a hard-copy and online AIG manual for every school which will include ways to recognize and serve twice exceptional and other underrepresented populations.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.20%	8.39%	---	11.17%	---	21.85%
Male	---	5.65%	8.32%	---	13.33%	---	22.71%
Total	---	5.92%	8.36%	---	12.21%	---	22.30%

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.

Sampson County Schools is transitioning to having one lead liaison whose primary role will be to monitor and provide consistency throughout the LEA in the areas of training, identification, nurturing, and service options for all gifted students.

Each school will have one AIG Liaison. The liaison will handle gifted student paperwork, provide a school-based contact for parents, teachers, and administrators, and be the lead contact for all enrichment activities.

*** Practice E**

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

The Differentiated Education Plan is reviewed annually with parents, students, teachers, and administrators, and outlines students' goal setting and progress monitoring.

Parents, students, families, and community members have access to a brochure, social media sites, and other pertinent information related to AIG services on the website. An Advisory Committee, made up of parents, AIG liaisons, former AIG students, and community members, provides feedback on the AIG plan and identification process. Surveys will be completed annually to gather feedback from parents and families related to the AIG identification process and service options.

*** 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.

Documentation is maintained in each student's AIG Folder. The Individualized Student Eligibility form (FORM 5), Differentiated Education Plan, and all applicable testing and screening forms and signatures are stored in the file. Elementary students also receive a Quarterly AIG Progress Report. The Differentiated Education Plan is reviewed annually with parents, students, teachers, and administrators, and allows students to participate in individual goal setting and progress monitoring.

Sampson County Schools utilizes a digital data platform to house information on all students. While its primary intent is to house information for at-risk students, it also gathers the necessary data to track gifted students. Data housed in this platform includes: school screener data, standardized testing data, and grades.

*** 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.

The AIG Student Differentiated Education Plan (DEP) is the guiding document for scheduling and placement of each AIG student. AIG Liaisons utilize the DEP to ensure students are served in their area(s) of identification. Student and parent input is a vital part of the DEP. Signatures are collected when this document is reviewed annually with school personnel, parents, and students. At the high school level, the DEP tracks student's utilization of honors and college and career promise courses as well as the student's individual goals and test scores to ensure that the student is succeeding academically on an individualized level and include a 4 year plan towards graduation. Interest inventories, student surveys, and other documents provide additional sources of insight into the student's continuum of services. An Intellectually Gifted Differentiated Education Plan (IDEP) is developed for students who are identified as Intellectually Gifted.

*** Ideas for Strengthening the Standard**

Provide additional professional development for teachers on identification of gifted students and differentiating for gifted students.

Planned Sources of Evidence

* Number of students identified by second-grade screening year over year.

* Sign-in sheets from professional development and meetings.

* Differentiated Education Plans

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

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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.

K–2 teachers in each school are encouraged to hold local AIG Endorsement or Gifted Certification. This supports daily differentiated instruction for students. The intention is also for educators to have a heightened awareness of gifted traits for identification.

Students in grades 1–2 participate in monthly nurturing lessons led by a certified AIG teacher, using the PETS curriculum and enrichment menus. Classroom teachers receive checklists outlining the targeted learning skills and expected responses from gifted learners. Teachers track student data to support potential referrals. This structure helps identify and support gifted behaviors early, particularly among underrepresented student populations.

K–2 students demonstrating advanced academic performance receive differentiated instruction within the regular classroom. Classroom teachers receive yearly training on gifted characteristics, differentiation strategies, and use of leveled materials.

Kindergarten and first-grade students performing at least two grade levels above in reading or math, as demonstrated by diagnostic assessments, may be referred by their teacher for aptitude using the CogAT screener. Those consistently exceeding grade-level expectations and qualifying in two areas on the screener may be considered for subject acceleration, while students excelling in both reading and math may be considered for whole grade acceleration.

Each spring, all second-grade students take the online CogAT screener. Students scoring at the 88th percentile or higher and meeting two of three identification criteria qualify for AIG services beginning in third grade. Those scoring between the 70th and 87th percentiles receive the CogAT post-screener for additional consideration. A Matrix Point System, which incorporates both quantitative and qualitative measures, offers alternative pathways for students who may not qualify through traditional means.

Each elementary school is encouraged to have at least one teacher in grades 3–5 with local AIG Endorsement or Gifted Certification. This ensures that gifted students receive consistent, daily differentiated instruction aligned to their identification area.

AIG students are provided with hands-on experiences from outside vendors at least once/year which expand their understanding of the world around them and expose them to concepts beyond the grade level curriculum.

In middle school, students are clustered by identification area or demonstrated gifted potential. All middle school reading and math teachers are encouraged to hold an AIG Endorsement or Gifted Certification, ensuring rigorous, accelerated instruction and continued opportunities for identification—particularly for older students from underrepresented populations.



Math-identified students, and those scoring Level 5 on the math EOG, continuing on the accelerated math track in grades 6 and 7, culminating in Math 1 in eighth grade.

AIG students are provided with field trips and hands-on experiences from outside vendors at least once/year which expand their understanding of the world around them and expose them to concepts beyond the grade level curriculum.

High school AIG services include participation in Honors, Advanced Placement, Dual Enrollment, Career and College Promise, and online courses. Teachers in English, math, and science are encouraged to hold an AIG Endorsement or Gifted Certification, ensuring instruction continues to meet the depth and complexity required to prepare students for college-level expectations.

Students also have access to high school makerspaces to explore interests and extend classroom learning. AIG Liaisons organize college visits, ensuring students experience at least two opportunities to visit universities of interest through our AIG program..

To further support college readiness, the district employs a College Advisor/Scholarship Coordinator and receives three additional College Advisors from Duke University. This advisor assists students and families with resumes, applications, financial aid, interview preparation, and access to enrichment programs such as the NC School of Science and Math and the Governor's School. A fourth advisor is being sought to support all districts countywide.

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*** Practice B**

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

Effective resources and practices are in place to identify and support students experiencing social-emotional challenges, with a focus on removing barriers to learning and well-being. This commitment includes meeting the unique social and emotional needs of gifted learners. To support these students, AIG Liaisons collaborate with classroom teachers, Exceptional Children (EC) teachers, and English Language Learner (ELL) staff. They focus on providing both academic and affective enrichment, ensuring gifted learners receive opportunities for growth across all domains.

AIG Liaisons also work closely with school counselors, administrators, and other support staff to develop and coordinate program options that address the social and emotional needs of gifted students. Each school has educators who are Youth Mental Health First Aid certified, ensuring staff are equipped to recognize and respond to student concerns appropriately. In cases where a student is in crisis, we implement the AIGEE strategy to evaluate the situation, and a formal crisis response packet is completed if needed.



To further support transitions and emotional development, all rising 9th-grade students participate in either the Teacher Cadet Program or Peer Group Connection (PGC). PGC serves as a structured transition program where students collaborate with trained mentors and instructors to explore topics such as communication skills, peer pressure, emotional regulation, teen violence, and drug prevention. These experiences help students navigate their evolving roles and relationships as high schoolers.

Across all grade levels, schools implement a Positive Behavior Support Program, which includes staff training and the development of positive behavior plans for individual students when appropriate. These school-wide systems promote a safe, supportive environment where gifted learners can thrive socially and emotionally.

School counselors play a key role in supporting gifted students, providing guidance in areas such as course selection, AP exams, graduation planning, college admissions, and scholarship opportunities. In addition to academic advising, counselors provide individualized support for social-emotional

development, offering one-on-one sessions to help students navigate personal challenges and build resilience.

Through these coordinated efforts, Sampson County Schools remains committed to supporting the whole child—ensuring that our gifted learners are not only challenged academically but are also emotionally supported as they grow and thrive.

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*** Practice C**

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

Sampson County Schools is committed to student-centered instruction by identifying and removing barriers that may hinder student success —particularly for gifted learners. This commitment is reflected in both district policy and practice, ensuring the AIG program is fully aligned with broader district goals, including equity, instructional improvement, and whole-child development.

To ensure equitable access to AIG services, a Gifted Identification Matrix that takes into account a variety of traditionally under-recognized factors is used. Rather than allowing these factors to act as barriers, the matrix assigns positive value to elements such as being the highest academic performer within an ethnic group, identification as an English Language Learner (ELL) or twice-exceptional (2e) student, a history of trauma or chronic absenteeism.

This approach allows students who may not qualify through traditional aptitude measures to be evaluated holistically. For example, students with strong classroom performance and high EOG scores who struggle with standardized aptitude (due to factors like test anxiety) may be identified under an Academically Gifted category. These students are then provided the same instructional support and enrichment as other identified AIG students, ensuring their continued growth and opportunity.

In alignment with the district's strategic priority of improving core instruction for all students, the AIG program actively supports capacity-building among educators. This is achieved through annual professional development for all educators on their roles and responsibilities in gifted education, training on differentiation strategies to meet the needs of gifted learners within the general education setting, and access to the SCS Instructional Playbook, which includes concrete strategies for differentiation, enrichment, and an overview of AIG processes in the district.

Additionally, the district's Multi-Tiered System of Support (MTSS) framework incorporates gifted learners into its school improvement process. Clear guidelines are provided for supporting AIG students through differentiated core instruction and Tier 2 enrichment, ensuring instructional practices go beyond grade-level expectations.

*** Practice D**

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

All elementary schools provide monthly nurturing lessons for students in grades K–2. These lessons are used to observe and collect data on student thinking and learning behaviors. Based on nurturing observations and regular classroom data in reading and math, teachers are guided in creating fluid instructional groups to better meet the individual needs of their students.

Students receive differentiated classroom instruction, supported by the AIG Liaison. Instruction is provided in flexible group settings, using leveled materials and targeted strategies.

In grades 3–8, teachers use the results of CogAT assessments and classroom performance data to place gifted learners in small, flexible instructional groups that align with their identified area(s) of strength—reading and/or math. These groupings allow teachers to deliver rigorous, tiered instruction that goes beyond grade-level standards while integrating social-emotional supports.

Identified AIG students in math, along with those who scored a Level 5 on the previous year's math EOG, are clustered for accelerated math instruction in grades 6 and 7 and take Math 1 in 8th grade. Beginning in sixth grade, students identified as gifted or showing strong potential are clustered with like-ability peers, and this grouping structure continues through middle school to support advanced learning and peer interaction.

In high school, flexible grouping continues through a variety of accelerated learning pathways, such as Honors and Advanced Placement (AP) courses, Career and College Promise (CCP) dual enrollment at Sampson Community College, Online AP courses through NCVPS and the NC School of Science and Math, Articulated credit for high-achieving students in Career and Technical Education (CTE) courses, and Credit by Demonstrated Mastery (CDM) for students eligible to advance without seat-time requirements. These options allow high school students to engage in coursework aligned to their interests, strengths, and postsecondary goals while working in groups of peers with similar abilities.

*** 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.

AIG Liaisons train teachers annually on AIG services in grades K-12.

A copy of students' DEPs is shared with each of their teachers and includes ways they can support that individual learner.

An AIG manual is housed in our SCS internal website which outlines the ways that services and instruction for gifted students are carried out. It also provides examples of ways to recognize and serve twice exceptional and other underrepresented populations.

PDFs of all documents, the AIG manual, gifted education regulations, and the local AIG plan are easily located on our county AIG website as well as a shared Google Site. General AIG documents are easily accessible on our AIG page on the Sampson County Schools' website. Documents for teachers and administrators are accessible with their personal log-in information in a secure online location.

*** Practice F**

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

At the elementary level, liaisons meet with classroom teachers and guidance counselors to ensure the AIG student has a smooth transition between each grade level and to review and discuss data on DEPs. During this plan cycle, the middle school AIG Liaisons or liaisons meet with students at their "feeder" schools to review the services received and address concerns. AIG Liaisons compile a list of AIG students transitioning from elementary to middle school, and middle to high school to ensure that students are placed in areas of needed services. AIG Liaisons or liaisons at the feeder school provide the receiving schools with documentation at the end of the year including records, data, and service options to ensure effective continuation of K-12 services. AIG Liaisons maintain open lines of communication to ensure the transition of students to new schools and grade levels is a smooth and continuous process for students.

*** 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 Sampson County Schools' curriculum team designed curriculum pacing guides including a variety of levels of instruction for students. AIG modules provide support with strategies for curriculum compacting such as pre- and post- testing. Teachers use these resources in PLCs to enhance conversations to develop lessons for our AIG population. Utilizing post testing allows us to monitor the effectiveness of implementation.

We follow a district-wide policy for subject and grade acceleration to provide consistency in these services throughout our county. Students consistently scoring at least two grade levels above their current grade level on a research-based assessment and who qualify for identification in one subject area have the potential to receive subject acceleration in that subject area with an older group of students. Students scoring at least two grade levels above their current grade level in both reading and math and who qualify for identification in both reading and math may potentially be grade accelerated to provide a more appropriate learning environment.

Gifted high school students are encouraged to participate in dual enrollment with our local community college. Students who are identified as academically and intellectually gifted in both reading and math have the option to begin enrolling in community college courses as a high school freshman. Students identified as academically and intellectually gifted in either reading or math may begin these classes as a high school junior. These classes allow our gifted students to take a class for college credit in the place of a high school course and allow them to complete prerequisite college courses at a faster pace, enabling them to enter college or graduate earlier based on their goals.

Spark Lab is open to all high school students outside of the regular classroom to expand access. Students have opportunities to learn more about their area of interest. This is an online offering. Students also have opportunities for advanced coursework through NCSSM.

*** Practice H**

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

In grades 1–2, students in all elementary schools participate in nurturing lessons designed to foster creative and critical thinking skills. These lessons focus on early talent development. Based on observations from these lessons and regular classroom performance data in reading and math, teachers implement differentiated instructional strategies to address individual student needs. Instruction is supported by pacing guides that include resources for differentiation, enrichment, and cross-content integration.

AIG Liaisons collaborate closely with classroom teachers to support the use of leveled materials, flexible grouping, and targeted instruction for high-potential learners. This partnership ensures that even students not yet formally identified for AIG services benefit from enriched learning opportunities that nurture their potential.

In Kindergarten and first grade, students who perform at least two grade levels above in reading or math—as shown by screener data—are referred for aptitude using the CogAT. Students scoring at or above the 88th percentile receive differentiated instruction in the regular classroom, with direct support from the AIG Liaison.

Students identified as gifted in reading or math receive accelerated and compacted instruction in their area of strength, ensuring they are consistently challenged. Instructional decisions are based on research-based assessments, classroom performance, and observation, enabling teachers to provide content that matches students' readiness levels.

*** 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.

Classroom teachers in grades one and two are required to observe and collect data during nurturing lessons given by liaisons in order to provide them with needed practice in more clearly identifying the gifted potential in students from every subgroup.

Our yearly professional development includes identification practices, open mindset training, and logistics of our SCS AIG processes. We track the identification of students year over year and share our findings with all stakeholders.

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

Extra-curricular programs and events that are aligned to curriculum and enrich the student's academic strengths are made available for all students with the appropriate approval. These programs are an opportunity to broaden the student's understanding and interest on a variety of topics.

AIG certified teachers are afforded the opportunity to attend regional and state conferences to stay updated about enrichment opportunities for gifted students, such as service projects and/or clubs across all grade spans.

Our new funding structure provides our students with more extra-curricular opportunities such as field trips, after-school clubs, competitions, and STEM/STEAM learning experiences.

We communicate with families via multiple outlets to provide information about enrichment opportunities throughout the year including but not limited to Odyssey of the Mind, Beta, and Science Olympiad.

*** Ideas for Strengthening the Standard**

- Addition of STEAM instruction for students in grades 3-5
- Support for teachers in differentiating instruction in the classroom is provided through professional development and instructional planning
- Use of Virtual Reality Goggles in grades 3-5
- Addition of clubs in grades 6-8, Odyssey of the Mind and Science Olympiad

Planned Sources of Evidence

* Input from stakeholders, including students, on the programming provided in the form of surveys.

* Nurturing data.

* Participation in after-school programs.

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

N/A

Standard 3: Differentiated Curriculum and Instruction

Sampson County Schools (820) 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.

1-2: The Nurturing Program utilizes the Primary Education Thinking Skills (PETS) curriculum to enhance the NC standards in both reading and mathematics. This method of differentiation focuses on problem-solving skills and works to enhance student analytics, inventive, creative, and evaluative thinking processes. At the same time, the curriculum allows for students to exhibit their skills in logic and visual perception.

3-9: Our local Battle of the Books Competition provides our AIG students with team-based opportunities to not only explore their love of reading, but also expand their vocabularies, cultural knowledge, and social skills. With a wide variety of social contexts addressed within the pages of the books, the spirit of competition, and celebration of success, our students grow their sense of pride around being exemplary readers.

Students are provided multiple opportunities throughout the year to further develop their math and science abilities by participating in at school field trips focusing on Force and Motion, the Nature of Science, and Earth Space Science.

6-8: Our adaptive mathematics online curriculum provides students with opportunities to advance their thinking independently promoting self-efficacy. All AIG students are enrolled in advanced coursework aligned with their areas of strength. This enhanced material challenges students within their core curriculum to think more deeply about grade level topics.

We offer a myriad of opportunities for AIG students to join clubs such as Beta, Science Olympiad, and Odyssey of the Mind. The activities associated with these clubs have students apply their learning in great depth.

9-12: AIG students transitioning to high school, participate in accelerated coursework, beginning with Honors courses. They also are encouraged to enroll in on-line courses, Career and College Promise Courses, Dual Enrollment Classes, Advanced Placement Classes, Clubs, and regular focused seminars.

*** Practice B**

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

Differentiated instruction is provided to AIG students to address individual abilities. Students are surveyed each year by Liaisons to understand their learning needs. The results are communicated with teachers to ensure instruction is planned for accordingly during PLC.

<p>* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.</p> <p>The continuing education resources incorporate our county-wide pacing guides for each grade level, in order to more effectively integrate accelerated content and compact instruction. We also utilize MClass and i-Ready, research-based data programs which provide teachers with immediate feedback on what students actually know and whether the strategies that they are using actually benefit students. Our district-wide MTSS process and curriculum resources support academically high achieving students. Teacher have access to these resources and are expected to utilize them in differentiating instruction for gifted learners.</p>
<p>* 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.</p> <p>Future-Ready skills are an integral part of the continuing education modules for classroom teachers. AIG students in the 3-8 program are able to experience the use of VR Goggles. This quickly emerging technology allows students to think about vast possibilities in front of them they may not be exposed to otherwise. Continuing to enhance our technology offerings for AIG students is critical as they explore future careers. Our enhanced coursework in these grade levels brings students together to collaborate and enhance their curiosity not only in the use of technology, but also general problem solving as they collaborate in lab work with peers.</p>
<p>* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>On-going formative assessments assist in differentiating instruction. Data from progress monitoring assessments, check-ins, and MClass screeners are utilized to guide instruction for gifted students. AIG Liaisons guide classroom teachers on using the data to design pre-tests, post-tests, and compacted curriculum to better meet the needs of all learners during whole-group, classroom instruction.</p> <p>1-3: Data is used to group students for nurturing activities. Grouping is flexible and based on the student's strengths. Use of data to make these decisions is more robust at the first and second grade levels because there is more data to base decisions on.</p> <p>K-5: Progress monitoring data is used to discuss student acquisition of grade level standards. This data yields evidence leading to tiered instructional practices. Our MTSS instructional practices, pictured as a diamond, provide students who struggle and excel with differentiated learning opportunities. These daily groups are flexible and allow for students to be grouped in multiple ways so they hear multiple perspectives.</p> <p>Based on assessment data, AIG identified students participating in advanced courses at the middle and high school. Quarterly progress is communicated to parents through Quarterly Performance Reviews in grades K-5 for identified students. At the middle school and high school levels, information is shared with parents on assessments by their core teacher.</p>
<p>* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>Collaboration between the AIG Liaisons, classroom teachers, and the guidance counselors is in place to strengthen the instructional practices that support the social and emotional needs of all AIG students. The MTSS problem-solving process is utilized to focus on the needs of our gifted population. All personnel involved with the AIG students collaborate to provide the most appropriate differentiated instruction based on individual need. We make concerted efforts to</p>

<p>nurture students in K-2 and identify students from under-represented populations. These populations could include twice-exceptional students, English Language Learners, or students from backgrounds not fully represented currently in our county's program.</p> <p>For these groups of students, quarterly meetings are held with the AIG Liaison, classroom teacher, exceptional children's teacher (if applicable), and guidance counselor to provide educational and emotional support as needed. When necessary, an administrative representative and/or one of the instructional coaches are a part of individualized planning.</p> <p>MTSS and SIT meetings are held regularly and include data discussions focusing on advanced coursework and AIG practices. Decisions are made to enhance student curriculum and instruction which are reflected in action plans.</p> <p>PLCs meet weekly and involve multiple stakeholders. These individuals examine data and formulate lesson plans which meet the needs of all learners including AIG students.</p>		
<p>* Ideas for Strengthening the Standard</p> <p>Include AIG and enrichment into the MTSS Instructional Tiers.</p>		
<p>Planned Sources of Evidence</p>		
*	Differentiation noted in lesson plans, including plans for Tiered instruction and enrichment.	
*	Diagnostic progress monitoring.	
*	MTSS meeting notes	
<p>Type</p> <p>AIG Standard 3 Additional Resources</p>		
		Documents
		Document Template
		Document/Link
		N/A

Standard 4: Personnel and Professional Development

Sampson County Schools (820) 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.

An AIG Coordinator/designee monitors the development and implementation of the plan. This employee works with the AIG Liaisons to prepare and plan an annual Program Outline and Evaluation to ensure that the program is consistent throughout the county. Meetings are held quarterly with the AIG Liaisons. Topics discussed at meetings include: Professional Development, AIG updates, referral/screening/placement, data, communication with stakeholders, etc. The coordinator/designee oversees the AIG program and plans and also coordinates an annual meeting to review the progress of the AIG program and determine necessary changes or best practices to implement for the upcoming school year. The AIG Coordinator/designee also coordinates district meetings and professional development opportunities.

*** 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.

Liaisons monitor and provide consistency at the school level in the areas of training, identification, nurturing, and service options for all gifted students.

Each school has an AIG Liaison, an AIG certified or locally endorsed teacher, who is the point of contact and support for gifted student programming. Each Liaison communicates with the Sampson County Schools' AIG Coordinator/designee on a regular basis for new information on best practices, enrichment opportunities, instructional depth and complexity, and field trips.

The AIG Liaisons collaborate with regular classroom teachers of AIG students to identify resources and strategies that meet the academic, intellectual, social and emotional needs of their gifted learners, and assist them in planning activities and lessons that incorporate future ready skills.

The AIG Liaison also coordinates with school counselors to determine resources related to the social and emotional needs of the gifted learner, so they can in turn share these resources with all classroom teachers.

*** 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.

There are currently six asynchronous SCS AIG Professional Development Modules. Topics include differentiation, questioning, social and emotional needs, compacting, identification, and tiered instruction. These professional development opportunities are open to all educators.

- Yearly training regarding second grade screening procedures.

- Quarterly meetings are held providing guidance on compliance and coordination of efforts.
- National and state conferences to stay up-to-date with current AIG practices.
- Yearly AIG programming and placement professional development. If possible, professional development is provided by an AIG consultant.
- Local Endorsement Modules: Six separate asynchronous training opportunities for teachers including an overall assessment.
 - Characteristics
 - Differentiation
 - Questioning
 - Social and Emotional Needs
 - Compacting
 - Tiered Instruction

Screening Procedures Training	AIG Programming Modules	Professional Development Conferences	State and National Meetings	Quarterly Meetings
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Test Coordinator	X	X		
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Teacher	X	X		
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School Liaisons	X		X	
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*** 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.

Sampson County Schools maintains professional development for teachers to expand the number of AIG Certified or locally endorsed educators.

- Modules for educators to ensure knowledge and understanding of gifted services.
- In-person clinics for educators to experience professional development in a group setting with immediate feedback.

<ul style="list-style-type: none"> ▪ AIG professional learning modules available to all educators to complete their local AIG Endorsement asynchronously through Google Classroom. ▪ Online AIG Praxis preparation is available to all Sampson County educators via Google Classroom. ▪ Assessment reimbursement is provided for any educator who takes and passes the Praxis Assessment for Gifted Education. <p>The names of educators with their AIG Certification or Local Endorsement posted on the Sampson County Website.</p>
<p>* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>Recruitment and retention of AIG-licensed professionals is a priority. The district has set aside AIG funds to reimburse teachers for taking and passing the AIG Praxis exam. AIG modules are available to help educate professionals on AIG students' needs and prepare them for the exam. Teachers serving AIG students are encouraged to obtain either local endorsement or state certification.. Priority in hiring is given to those applicants who already have state AIG licensure.</p>
<p>* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>The online AIG modules include specific content around needs of gifted learners and provide strategies on how to meet those needs academically, socially, and emotionally. Also addressed is the topic of growth mindset including barriers and challenges for gifted students from underrepresented populations. Liaisons receive support with these concepts during the beginning of the year training including how they can support all educators to recognize giftedness in underrepresented populations.</p> <p>We emphasize specific traits of gifted students, especially those traits that are traditionally not seen as being part of a gifted student's experience. During quarterly meetings, representatives from the Exceptional Children's Department and the Multilingual Department share best practices and policies that provide opportunities for equity and excellence in gifted education. Liaisons bring this information to the schools to disseminate.</p>
<p>* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.</p> <p>District provided AIG professional development modules support local AIG goals. This professional development supports teachers' knowledge of the unique needs of gifted students. Our goal is to increase early identification of AIG students by providing nurturing, and using the data to recognize gifted traits in young learners, especially those from under-represented populations.</p>
<p>* Ideas for Strengthening the Standard</p> <ul style="list-style-type: none"> ▪ Yearly professional development outlined for test coordinators, teachers, and school liaisons

- Goals for progress monitoring to reach a higher percentage of teachers AIG Certified or AIG Locally Endorsed
- Increase communication with stakeholders

Planned Sources of Evidence

* Professional development and meeting sign-in sheets.	
* Attendance and performance in AIG Local Endorsement Classes	
* Number of teachers earning Gifted Certification	

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

Standard 5: Partnerships

Sampson County Schools (820) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The AIG Coordinator/designee provides opportunities for open communication among stakeholders. A District AIG Advisory Committee meets yearly to monitor the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. The AIG plan is accessible on the Sampson County School website (www.sampson.k12.nc.us). Welcome letters are sent to parents of AIG students at the beginning of each year letting parents know what to expect and who to contact with concerns or questions regarding their student.

*** 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.

Local institutions of higher education partner with the district to support campus visits by AIG students. The AIG Coordinator/designee forges relationships with community stakeholders to bring opportunities to the AIG program.

*** 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.

Each year Sampson County Schools sets a calendar for the AIG Advisory Group meeting and communicates this with schools and the community. Sampson County Schools has an AIG Advisory Committee which is inclusive of parents/guardians, school board members, former students, community, and businesses, who represent the diversity of the school district. This diverse board provides input that helps to improve the quality of the program, based on the needs of our diverse student population.

With their knowledge of students within their own communities, they provide insight into what these students actually need to maximize their academic potential. In order to gauge the impact on the community, surveys are distributed to members of these groups on a yearly basis and information from these surveys is utilized for program changes and improvements.

*** Practice D**

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

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

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

The AIG District Coordinator/designee maintains newsletters, social media, annual review meetings, the district's website, and Board of Education updates. The AIG plan is accessible on the Sampson County School website (www.sampson.k12.nc.us). AIG documents are available and are disseminated in multiple languages. Interpreters are present in conferences or meetings with Spanish speaking parents. Forms are reviewed on a yearly basis to ensure that they are correctly translated. The AIG Advisory Board meets at least twice during plan-revision years and at least once during non-plan writing years.

*** Ideas for Strengthening the Standard**

Increase communication with the BOE and other stakeholders of events and activities that include AIG student activities and events. Increase communication regarding number of identified students year over year.

Planned Sources of Evidence

*	BOE weekly email	
*	BOE agendas	
*	Meeting sign-in sheets	

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

Standard 6: Program Accountability

Sampson County Schools (820) 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 AIG open advisory group, the AIG Coordinator/designee, and the AIG Liaisons monitor the plan, its programing, and the process with which it is to be carried out. A program outline and evaluation form is available with a monthly timeline and tasks for completion. Sampson County School Board is provided with information related to the progress of the program. The AIG Coordinator/designee attends regional and state AIG meetings to support plan improvements. SBE and DPI feedback from the previous plan was reviewed and revisions occurred based on those comments. This information was a source of documentation for our present planning process.

Stakeholder groups as well as district leaders completed surveys multiple times in 2024-2025 and were encouraged to share input throughout the revision process. This input was utilized in the revision process. Updates were posted on the web site for review. This diverse feedback was also used to guide the revisions in the SIG Plan.

Following input by stakeholders throughout the district, the Sampson County AIG Plan is submitted for approval by the Sampson County Board of Education. Once approved, it is submitted to DPI for review and feedback.

*** 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 District AIG Advisory Committee and AIG Coordinator/designee monitor the implementation of the AIG plan. The AIG Coordinator/designee, school liaisons, and principals monitor plan implementation through the evaluation/observation of AIG/classroom teachers and through contacts including emails, newsletters, and meeting agendas.

The AIG Coordinator/designee utilizes the program outline document as a guide to ensure fidelity of the implementation of the plan. Each quarterly AIG Liaison meeting has a focused task, with the purpose of monitoring and assessing specific program components. Any assessed needs or concerns are addressed in an effort to ensure that the needs of our gifted learners are being met throughout the county. Updates are provided for the school board and other stakeholders regarding the plan.

The plan is shared with various community groups including the YMCA, Rotary, and the Sampson County Library System to ensure cohesion with local initiatives and gain support from community members.

*** 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 District Coordinator/designee and the county finance office work together annually to review the AIG budget and to ensure that it is spent in compliance with the state regulations. With input from the AIG from stakeholders, the budget over and above salaries is spent on items determined to provide the most beneficial impact to the success of the overall program. Purchases and expenditures are based upon the current needs of the AIG program and what best meets the needs of the AIG students. The AIG plan and budget are monitored by the District Coordinator/designee and the advisory panel

*** 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.

Student data such as EOG/EOC, benchmarks/check-in assessments and other qualitative data are gathered, analyzed and documented in student AIG folders as a means of determining student growth and achievement. Each AIG Liaison keeps data spreadsheets documenting the growth and performance of students. District level instructional coaches as well as school instructional coaches and regular classroom teachers provide and share disaggregated data (which includes all AIG students as a subgroup) after benchmark/check-in testing. The Sampson County School District utilizes a system to effectively maintain and share student performance and drop-out data for the AIG students. This information is utilized in an effort to maximize student growth and to prevent student drop-outs. The information gathered is shared with appropriate stakeholders in an effort to improve instructional strategies and to determine appropriate placement or service delivery options for students.

*** 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.

Under-represented populations, such as ethnically diverse, economically disadvantaged and twice-exceptional students, have been under-identified. The CogAT screener, a non-verbal assessment at 2nd grade level, is administered to all 2nd grade students to see if they could qualify for AIG placement. Our primary nurturing program also allows for the future identification of students in underrepresented populations by increasing our contact with all students and in guiding regular classroom teachers in understanding how to look for gifted tendencies in the younger learner.

Sampson County Schools AIG Program goals, objectives and service options are clearly communicated to parents. In the event that a parent/guardian disagrees with a decision the following Due Process Procedures Regarding Academically/Intellectually Gifted Eligibility Determination and Services Decisions are followed, as outlined below, for resolution.

STEP I: Appeal to the School Academically/Intellectually Gifted Committee

1. The parent/guardian requests a conference with the AIG Committee at the child's school. This committee is comprised of the AIG Liaison and at least two other teachers whom have their AIG Certification or local endorsement. The child's teacher is present for the meeting. This request must be in writing. The AIG Committee is provided with 10 days to convene all members together for the conference.
2. At this conference, the individual student profile is examined and discussed. Information used to determine eligibility for service delivery options is reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement. All information is shared with the parent/guardian, minutes are recorded, and signatures are obtained from those involved.
3. The AIG Committee responds to the parent's concerns in writing within 10 days of the conference.

STEP II: Appeal to the Building-Level Administrator

1. The parent/guardian may appeal the decision of the AIG Committee to the building-level administrator in writing within 10 days of the decision from the AIG Committee. The building-level administrator shall review the concern and schedule a conference within 10 days of receipt of the written request. The AIG Committee chairperson and the child's teacher may be invited to this conference along with the parent/guardian.

2. During the conference, the building-level administrator may request further information from the child's teacher, the AIG Committee or the parents. Minutes are recorded on the AIG Committee minutes form and signatures are obtained from all persons in attendance.

3. The building-level administrator shall respond to the concern in writing within 10 days of the conference.

STEP III: Appeal to the County Offices

1. The parent/guardian may appeal the decision of the building-level administrator in writing to the County Office within 10 days of the decision from the building-level administrator. Submit the appeal to: Assistant Superintendent of K-12 Instructional Services and Federal Programs - Sampson County Schools PO Box 439 - Clinton, N.C. 28329 2. Assistant Superintendent of K-12 Instructional Services and Federal Programs reviews the concern and schedules a conference.

2. The building-level administrator, AIG Coordinator/designee, AIG Committee, and the child's teacher may be invited to the conference along with the parent/guardian. During the conference with the parent/guardian, the AIG Coordinator/designee may request further information from the child's teacher, the AIG Committee, the parent/guardian, and/or the building-level administrator. Minutes are recorded and signatures obtained from those present. These are kept at the school level.

3. The AIG Coordinator/designee shall respond to the concern in writing within 10 days of the conference. * At this point, the AIG Coordinator/designee may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP IV: Appeal to the Local Board of Education


1. The parent/guardian may appeal the decision in writing to the Local Board of Education within 10 days of the decision. Submit appeal to: Superintendent Sampson County Schools P.O. Box 439 Clinton, N.C. 28329

2. The Board reviews the concern and schedules a conference. The Board may request further information from the child's teacher, the AIG Committee, the parents, the building-level administrator, and the AIG Coordinator/designee. During this meeting, minutes are recorded and signatures obtained of those present. The Board shall make a final decision in writing within 30 days of the receipt of the written appeal. In the event that the local appeal procedure fails to resolve the disagreement, then the state level grievance procedure is implemented.

STEP V: State Level Grievance Procedure

1. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to: a. whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or b. whether the local plan has been implemented appropriately in regard to the child.

2. Following the hearing, the administrative law judge shall make a decision that contains finding 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.

<p>* 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.</p>	<p>We offer all educators the opportunity to complete the AIG Local Endorsement. State and local certification data is assessed quarterly to and shared with stakeholders to monitor the amount of teachers who are certified/endorsed.</p>
<p>* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.</p>	<p>The AIG Coordinator/designee, with the assistance of the technology department, intentionally gathers feedback through surveys to parents, students, teachers and administrators. Advisory Board members and educators also provide feedback. Survey results have influenced changes in the AIG plan since 2010. Informal feedback is solicited from stakeholders throughout the year at parent meetings/conferences, PTSO events, and via email and newsletters.</p>
<p>* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p>	<p>At each quarterly AIG Liaison meeting, data is reviewed, and goals are reviewed. At each encounter we share and celebrate success. We also examine areas of improvement and collectively plan how to reach our goals. This information is included on our website and updated annually.</p>
<p>* 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. AIG program data is shared with the public through our website, AIG Advisory Board, Board of Education meetings, and principal and teacher meetings.</p>	<p> Click here to remove the table and use only the narrative field.</p>
<p>* Ideas for Strengthening the Standard Set goals with AIG Liaisons and progress monitor those goals throughout the year.</p>	
<p>Planned Sources of Evidence</p>	<ul style="list-style-type: none"> * Sign-in sheets and agendas from all meetings. * Data tracking through multiple sources such as EOG, mCLASS, CogAT, etc. * Progress monitoring of student identification numbers year over year.
Documents	

Type

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

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* Approved by local Board of Education on:

06/24/2025 

AIG Related Documents

Sampson County Schools (820) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

Glossary

Sampson County Schools (820) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition