

Mission/Vision Statement and Funding

Thomasville City Schools (292) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Quincy Williams

* LEA AIG Contact Name:

Mutawally, Sabreen - mutawallys@tcs.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: Thomasville City Schools will engage, inspire, and empower students to graduate ready for a successful life in the globally competitive world.

Mission: Thomasville City Schools works together with families and community to provide personalized learning opportunities for all students in a safe, caring, and innovative environment.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 127,642.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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.

Thomasville City Schools (TCS) is committed to providing equitable access to AIG services through a comprehensive, research-based screening and referral process that allows all students to demonstrate their strengths and potential. In alignment with North Carolina's AIG Program Standards and Article 9B, TCS has developed clearly defined screening and referral protocols across the K-12 continuum that prioritize multiple data points, ongoing review windows, and stakeholder engagement.

Opportunities for Students to Demonstrate Strengths and Talents

To ensure every student has the opportunity to demonstrate their strengths and talents, TCS employs universal screening efforts at key grade levels and utilizes ongoing review of both existing and newly collected data. These opportunities include:

- Kindergarten: Teachers administer a Kindergarten Screening Instrument aligned with early indicators of gifted potential, including problem-solving tasks and observational checklists. This is conducted during the second semester (March–April).
- Second Grade Universal Screening: All second-grade students are administered the Cognitive Abilities Test (CogAT) in the fall (October), with an opportunity to take the Naglieri General Ability Tests as a complement if needed.
- Grades 3-5: Beginning in third grade, state test data such as the Beginning of Grade (BOG) and End-of-Grade (EOG) assessments, NC Check-Ins, and formative classroom performance are reviewed during two annual screening windows (September and February).
- Grades 6-8: In middle school, universal screening efforts rely on a review of EOG scores, classroom grades, teacher feedback, and aptitude testing. NC Check-In data and district benchmark assessments are also included during two annual screening windows (September and February).
- Grades 9-12: High school screening uses EOC results, course placement data, PSAT/SAT/ACT performance, Advanced Placement participation and success, as well as teacher recommendations and student performance in Honors-level coursework. These are reviewed in August and January.

Each school maintains a screening calendar aligned with these universal opportunities, and all data is entered into a centralized AIG screening log maintained by the district's AIG specialist and school's AIG Lead Teacher.

K-12 Layered Screening and Referral Process

Thomasville City Schools (TCS) utilizes a layered, systematic approach to screening for gifted services that is implemented consistently across all schools. This process is led by the district AIG Coordinator in collaboration with each school's Gifted Identification Team (GIT) to ensure equity, consistency, and accuracy in the early identification of students with high ability or potential. Screening is designed to be inclusive, flexible, and responsive to the diverse ways students demonstrate giftedness.

Key Components of the Screening Process

1. Use of Multiple Data Sources

To ensure a holistic understanding of student abilities, the screening process includes a wide range of quantitative and qualitative indicators:

- Cognitive Aptitude Tests: CogAT and NNAT3 (for ML/EC or underrepresented students)
- Achievement Tests: CogAT Assessment, EOG/EOC scores, mCLASS (K–3 literacy benchmarks), NC Check-Ins, and district benchmark assessments
- Performance Data: Classroom grades, formative assessments, and student work samples
- Qualitative Measures: Teacher checklists aligned to research-based characteristics of gifted learners, classroom observation data, and behavior rating scales (e.g., GRS or SRBCSS)
- Additional Considerations: Attendance, social-emotional needs, and patterns of rapid academic growth

No single data point determines eligibility; rather, all available evidence is used to develop a multi-dimensional learner profile.

2. Use of Off-Grade Level Assessments

For students demonstrating readiness that exceeds on-grade-level expectations, off-grade-level assessments may be administered to better capture advanced reasoning and academic performance. This is particularly useful for students from underrepresented populations who may not meet standard cut scores but show potential through classwork, critical thinking, or rapid academic gains.

Examples include:

- Iowa above-level subtests
- Off-level math or reading EOGs
- Advanced classroom tasks or curriculum-embedded performance assessments

3. Multiple Screening Windows

TCS conducts universal and targeted screening twice per academic year to ensure equitable access to gifted services and to capture both early- and late-emerging talent:

- Fall Screening Window: September–October
- Spring Screening Window: February–March

These windows allow staff to identify students who demonstrate high potential mid-year or show rapid growth over time. Students may be referred for screening by teachers, families, or support teams during either window.

4. Initial Screening Criteria

Students are added to the screening pool when they meet at least one of the following thresholds:

- Score at or above the 85th percentile on a cognitive or achievement assessment (e.g., CogAT, NNAT3, EOG)
- Demonstrate advanced classroom performance, high levels of engagement, or exceptional creativity
- Exhibit behaviors consistent with gifted characteristics, as noted by teacher observations and rating scales

For students under consideration via Pathway 3 (non-traditional or twice-exceptional learners), the district uses behavior rating scales to highlight advanced potential in the absence of standard achievement or aptitude data. These tools allow the GIT to consider giftedness that may be masked by disability, language acquisition, or socioeconomic barriers.

Screening Team Review and Referral for Identification

Once screening data are collected, the Gifted Identification Team (GIT), comprised of the AIG specialist, school counselor, classroom teacher(s), and an administrator, reviews each learner profile collaboratively. The team examines patterns in the data to determine whether a formal referral for gifted identification is appropriate.

- No single test score, checklist rating, or classroom grade can disqualify a student from moving forward in the process.
- Decisions are made through holistic, consensus-based review, emphasizing potential and growth, not just static achievement levels.

This layered approach ensures that TCS identifies a broad range of gifted learners, including those from culturally, linguistically, and economically diverse backgrounds.

K-12 Referral Process

The referral process serves to identify students whose potential may not have been captured during universal screening. This is an ongoing process, available throughout the school year.

- **Referral Sources:** Referrals may be initiated by teachers, parents/guardians, administrators, students themselves, or other school personnel. Referral forms are available in both English and Spanish and are accessible through school websites and offices.
- **Documentation:** The referral form requires submission of specific student evidence, including academic work samples, classroom performance data, and behavioral observations aligned to gifted characteristics.
- **Review Process:** Once a referral is received, the GIT reviews all supporting documentation and determines if a formal evaluation for AIG services should begin. Parent/guardian consent is obtained before proceeding to evaluation.
- **Equity Assurance:** To ensure equitable access, referrals are evaluated using norm-referenced tools and culturally responsive practices. TCS partners with the Multilingual Learners (ML) Department to review language-accessible assessment tools and with the EC Department to ensure that twice-exceptional learners are supported through differentiated pathways.

To promote consistency across the district, TCS has adopted a shared lexicon for screening and referral processes. Terms such as “universal screening,” “learner profile,” and “referral” are explicitly defined in AIG documentation and staff professional development sessions. A district-wide procedural manual outlines the step-by-step processes for screening and referral at each grade level, ensuring that practices are equitable and repeatable across all schools.

*** 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.

Thomasville City Schools (TCS) has implemented a clear, equitable, and research-aligned AIG identification process that is accessible to all students in grades K–12. The district does not maintain a quota for gifted identification but aims to increase access to services and representation across all subgroups through continuous refinement of its processes. The identification model is based on the belief that giftedness exists in all populations and should be recognized through varied measures of aptitude, achievement, and potential. As of the 2023-24 academic year, approximately 10% of the district's student population is formally identified as AIG. This figure serves as a baseline, not a cap, and our goal is to increase equitable representation in AIG services, particularly from historically underrepresented groups, through comprehensive screening, multiple entry points, and intentional talent development practices.

Identification Process by Grade Span

Grade Span Identification Process Overview

Grades K–2 Talent Development Phase

- All K–2 students are universally screened through teacher observations, performance-based assessments, and work samples.
- AIG specialist model enrichment strategies and monitor emerging talent.
- Students may be referred by teachers, parents, or the specialist for consideration based on qualitative data.
- If a student demonstrates advanced aptitude or achievement, nonverbal assessments (e.g., CogAT, NNAT3) and teacher checklists are used to build a learner profile for early identification.

Grades 3–5 Formal Identification Phase Begins

- Universal screening includes CogAT (or NNAT3 for ML and EC students), EOG assessments, mCLASS data,

NC Check-Ins, and local performance tasks.

- Teacher referral, parent nomination, and MTSS team recommendations are considered.
- Students scoring in the 85th percentile and above on aptitude or demonstrating Level 4+ achievement are flagged for review.
- Qualitative data (observations, portfolios, performance tasks) support decisions.
- Learner profiles are built and reviewed by the Gifted Identification Team (GIT).

Grades 6–8 Continued Identification and Reassessment Opportunities

- Identification criteria and procedures mirror 3–5 with age-appropriate assessments (e.g., PSAT 8/9, district benchmarks).
- Students not previously identified may be referred based on new achievement data, performance in advanced coursework, or teacher recommendation.
- Reassessment is considered if a new body of evidence indicates the need.

Grades 9–12 Ongoing Review, New Nominations, Advanced Pathways

- High school students may be newly referred or reassessed

if new data support eligibility.

- Review includes GPA, PSAT/SAT/ACT scores, AP/CTE Honors performance, and advanced coursework enrollment.
 - While AIG identification is not required for access to AP or CTE courses, identification may influence placement in Honors, Early College, or CCP pathways in 9th and 10th grade.
- Identification ensures support through an IDEP or DEP aligned to the student's strengths and post-secondary goals.

AIG Identification Categories and Criteria

Identification Category	Criteria for Identification
Academically Gifted in Reading (AR)	<ul style="list-style-type: none">▪ Level 4 or 5 on EOG/EOC in Reading or equivalent national percentile (= 85th) on a reading achievement test (e.g., CogAT, Iowa, NNAT3).▪ Evidence of advanced reading performance through classroom work, portfolios, or standardized reading assessments.▪ May be paired with average aptitude OR superior student performance.
Academically Gifted in Math (AM)	<ul style="list-style-type: none">▪ Level 4 or 5 on EOG/EOC in Math or = 85th percentile

on a norm-referenced math test.

- Classroom grades of 85+ in math over two quarters.
- Teacher evidence of mathematical reasoning or performance tasks.
- Meets AR and AM criteria.
- Students may be dually identified if both subject areas meet achievement benchmarks and the learner profile supports dual service needs.

Academically Gifted in Both Reading and Math (AG)

Intellectually Gifted (IG)

- = 85th percentile on any CogAT or NNAT3 composite or subtest.
- May not currently demonstrate high achievement but show significant potential based on reasoning ability, abstract thinking, or problem-solving.
- Teacher checklist score of =15 and work samples required to support non-academic aptitude.

Academically and Intellectually Gifted (AI)

- Meets IG criteria (= 85th percentile on aptitude).
- Also demonstrates achievement in reading or math at Level 4 or 5.
- Learner profile must include both cognitive and academic evidence, including multiple data points (e.g., EOG,

report card grades, teacher checklist, and/or performance tasks).

Key Strategies for Equitable Identification

TCS is committed to equity and inclusion in AIG identification. The following strategies are implemented districtwide:

- Multiple Entry Points and Pathways: Students can qualify through three primary pathways (aptitude only, achievement + aptitude, or performance-based with supporting evidence). No single criterion excludes a student.
- Local Norms and Talent Pools: TCS considers the top 10–20% of students in each subgroup and grade level when forming talent pools, with ongoing monitoring to support potential identification.
- Portfolio and Work Sample Reviews: Student portfolios, talent development products, and classroom performance tasks are used to supplement quantitative data.
- Collaboration with EC and ML Teams: Data is reviewed in partnership with EC, Title III, and MTSS teams to ensure fair consideration of twice-exceptional and multilingual learners.
- Nonverbal Testing Options: NNAT3 is used as an equitable assessment for students from culturally, linguistically, or economically diverse backgrounds.
- Reassessment Protocols: Students may be reassessed after 12 months if new evidence suggests the need for services or if performance has changed due to external factors.

Monitoring and Consistency


To ensure fidelity across all schools:

- The AIG Coordinator and Gifted Identification Team (GIT) review all nominations and learner profiles.
- Annual audits of identification decisions and disaggregated data are conducted to identify trends and gaps.
- Professional development is provided to teachers, counselors, and administrators to ensure understanding of identification pathways and reduce bias.
- Each identified student receives a Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP), updated annually.

Communication with Stakeholders

- The district provides clear documentation and communication about the identification process through its website, family guides (in English and Spanish), and parent workshops.
- Teachers are trained annually on referral protocols and screening criteria to build a consistent shared understanding.
- Families are invited to attend annual DEP/IDEP conferences to discuss student needs and services.
- School counselors and the AIG specialist provide outreach to underrepresented families to increase awareness and engagement in the referral process.

Thomasville City Schools remains committed to ensuring that every student has equitable access to gifted services. Through intentional identification practices, multiple pathways, and inclusive measures, TCS upholds the principles of Article 9B and the NC AIG Program Standards. The district's comprehensive K-12 model ensures that gifted students are identified, supported, and provided with challenging and responsive learning opportunities aligned to their strengths and potential.

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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.

District and AIG Demographics (Spring 2025)

TCS maintains a detailed, data-informed understanding of student demographics and AIG program representation (data will be updated at the end of the year as identification is ongoing): See the chart.

Analysis of these disparities informs the district's ongoing equity efforts in identifying and serving underrepresented groups in gifted education.

Equitable Identification Practices

TCS engages in a comprehensive and evolving approach to ensure fair access to AIG services for all students:

- Regular Refinement of Identification Criteria
- Use of Multiple Criteria and Pathways
- Local Norms and Talent Pooling

Ongoing Monitoring and Audit Process

The district actively monitors the representation of diverse groups in gifted programs and makes adjustments to procedures and criteria to ensure equitable access. This includes:

- Annual demographic representation analysis to identify trends and gaps.
- Referral-to-identification conversion tracking for underrepresented student groups.
- Collaboration with Title I, EC, and ML staff to ensure student strengths are recognized through multiple lenses.

To ensure consistent implementation of screening, referral, and identification procedures across all schools, the AIG Coordinator partners with school-based AIG Lead Teachers to conduct regular audits. These audits include:

- AIG folder reviews to ensure documentation completeness and procedural fidelity.
- Data analysis of referrals, assessments, and outcomes by subgroup.
- Teacher and stakeholder feedback collection to assess understanding and implementation of procedures.

Findings from these audits are used to adjust practices and address discrepancies, ensuring alignment and integrity across all sites.

Supporting Twice-Exceptional and Multilingual Learners

TCS places special emphasis on identifying and supporting students whose gifted potential may be masked by learning disabilities or language acquisition. Our protocols include:

- Collaborations between AIG and EC/ML departments.
- Training on asynchronous development and 2e profiles.
- Use of strengths-based checklists and alternate pathways to identification.

Professional Learning and Capacity Building

Educators across the district receive targeted professional development focused on:

- Equity in gifted education.
- Culturally responsive identification strategies.
- Recognizing and supporting giftedness in underrepresented populations.
- Understanding characteristics of 2e students and those from diverse linguistic or economic backgrounds.

These trainings support a shared vision and build educator capacity to identify gifted potential in all learners.

Family and Community Engagement

To increase family awareness and support equitable access, TCS provides:

- Multilingual AIG communication materials and consent forms.
- Parent resource guides explaining the identification process in clear, accessible language.
- Community-based AIG outreach events to build trust and understanding with families.

Feedback from families is also incorporated into annual reviews of the identification process. Thomasville City Schools continues to build an AIG identification system that is fair, inclusive, and responsive to the needs of a diverse student population. Through regular review and refinement of criteria, consistent audits of implementation, and intentional outreach to underserved communities, the district is taking meaningful steps to eliminate barriers and expand access. Our data-driven, collaborative approach ensures that all students with gifted potential are recognized and provided with opportunities to thrive.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.78%	10.55%	---	16.67%	---	15.44%

Male	---	6.12%	9.49%	---	16.47%	16.44%
Total	---	6.46%	10.00%	---	16.57%	15.96%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Thomasville City Schools (TCS) is committed to ensuring that the screening, referral, and identification processes for AIG services are implemented consistently, equitably, and in alignment with state guidelines and research-based best practices. Our goal is to ensure that all students, regardless of background, are given fair opportunities to demonstrate their potential for advanced learning and to receive appropriate gifted education services.

To ensure consistent implementation, the AIG Coordinator works in close collaboration with the AIG Specialist or Lead Teacher at each school to establish, monitor, and refine all AIG procedures. This collaborative model promotes shared ownership and district-wide fidelity in the implementation of AIG services. The district has developed clear, comprehensive, and transparent guidelines for the screening, referral, and identification of gifted students, and these are accessible to all school staff through the district's shared digital platform.

Each referred student is evaluated using a comprehensive learner profile that includes both quantitative and qualitative measures. These profiles integrate multiple data points, including norm-referenced aptitude assessments (e.g., CogAT, NNAT2), academic achievement data (e.g., EOG/EOC scores, classroom grades), student work samples, teacher and parent observations, and behavioral checklists. This multi-faceted approach reduces reliance on a single data source and is grounded in research-based principles that emphasize the identification of giftedness as complex and contextually influenced (Peters, Matthews, McBee, & McCoach, 2020). No single criterion is used to exclude a student; however, exceptional performance in one area may be sufficient for identification.

Monitoring systems have been developed and are actively maintained to ensure that identification procedures are equitably and consistently applied across all schools. These include:

- Regular audits of student records, including AIG folders ("blue folders"), to ensure alignment with district protocols and to verify that appropriate documentation is maintained.
- Data analysis cycles in which the AIG Coordinator and the AIG specialist examines district-wide referral and identification trends by subgroup (race/ethnicity, ML status, EC status, and socioeconomic indicators) to monitor equitable access.
- Feedback mechanisms, including teacher surveys and structured reflection sessions with AIG Leads, are used to continuously refine the implementation of processes.
- A centralized AIG Data Spreadsheet, maintained by each school's AIG Lead and monitored by the AIG Coordinator, that tracks students identified for AIG services, students referred but not identified, and students participating in nurturing or talent development opportunities.

The district's identification criteria are regularly examined and refined to ensure they are fair, developmentally appropriate, and culturally responsive. This includes ensuring that tools and processes do not disadvantage Multilingual Learners, students with disabilities, or students from historically underrepresented racial, ethnic, or socioeconomic groups. Adjustments to screening and referral tools are made based on ongoing data reviews and stakeholder feedback, including input from diverse student and family populations.

To support this work, TCS provides a robust suite of professional learning opportunities designed to build district-wide capacity for equitable identification. These include:

- Annual AIG professional development for school-based teams focused on equity, cultural responsiveness, and identifying gifted potential in underrepresented populations.
- Embedded professional learning during PLCs and staff meetings, facilitated by AIG Leads, on topics such as interpreting assessment data, completing nomination forms, and recognizing non-traditional indicators of giftedness.
- Coaching support from the AIG Coordinator to ensure new staff are trained in the district's AIG processes and existing staff remain updated on changes or refinements.

The district also offers a wide range of resources to support implementation, including flowcharts, checklists, nomination forms, and guidance documents, which clarify each step of the screening and referral process. These tools are standardized across the district and housed on the shared AIG Google Drive to ensure easy access for all faculty.

Family and community engagement is an essential part of ensuring the integrity and transparency of the AIG identification process. TCS maintains an open referral process that is accessible year-round via a Google Form available to teachers, parents, and community members. Communication about the AIG program and identification procedures is shared through school newsletters, the district website, family information nights, and translated resources for non-English-speaking families. Schools conduct annual meetings with families of identified students to review and revise Differentiated Education Plans (DEPs), further reinforcing shared understanding and trust.

By integrating continuous monitoring, professional development, data analysis, and stakeholder engagement, Thomasville City Schools ensures that its identification procedures are consistently and equitably implemented. These efforts reflect the district's commitment to identifying and nurturing gifted potential in all learners and ensuring that gifted programming remains inclusive, responsive, and student-centered.

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

To ensure transparency, equity, and stakeholder engagement, Thomasville City Schools (TCS) has developed a multi-tiered, accessible communication plan to disseminate clear and timely information regarding the AIG screening, referral, and identification processes. This strategy integrates both traditional and digital communication modes, aligns with research-based best practices, and responds directly to feedback from NCDPI to ensure inclusive outreach across all stakeholder groups.

Communication with School and District Personnel

TCS ensures that all school-based educators and support personnel understand and can articulate the AIG identification process. This is accomplished through:

- Annual Professional Development: All teachers, school counselors, EC teachers, and administrators receive annual training on referral criteria, data collection protocols, and equitable identification practices within an MTSS framework. Training includes guidance on supporting twice-exceptional (2e) learners and culturally responsive referral strategies.
- Standardized Presentations and Onboarding: AIG Lead Teachers utilize a standardized slide presentation and reference guide that is shared with all new instructional staff during onboarding and revisited in fall and spring PLC meetings.
- Ongoing Support and Coaching: The AIG Coordinator and AIG Specialist provide embedded coaching, weekly site visits, and timely clarification to ensure consistent implementation across all schools. Specialists such as EC teachers, ML (Multilingual Learner) coordinators, and counselors also serve as conduits for AIG information dissemination.
- Digital Access: All professional resources are housed in a central location on the TCS intranet and are accessible year-round.

Communication with Parents and Guardians

Recognizing that families play a vital role in the identification process, TCS ensures all families are informed and empowered through the following methods:

- Multi-Modal Parent Communication:
- Biannual Parent Meetings: Parents of identified AIG students are invited to biannual meetings to review Differentiated Education Plans (DEPs), provide input, and ask questions. These meetings include brief overviews of the referral and identification process for broader parent understanding.

▪ Ongoing Engagement Opportunities:

- Newsletters and Alerts: The B.U.L.D.O.G. Bulletin, a quarterly newsletter, features a recurring section detailing screening, referral, and identification timelines and best practices. Important updates are also sent via text and phone alerts to all district families.
- Intentional Outreach to Underserved Populations: In collaboration with community liaisons, interpreters are present at meetings, and resources are adapted to meet the needs of families from underrepresented populations. Parent information is embedded in new student registration packets and highlighted during new family orientation nights.

Communication with Students

TCS directly engages students to ensure they understand the AIG process, value their potential, and feel empowered:

- Classroom Presentations: AIG Leads conduct student-friendly classroom discussions during key transition points, particularly in grades 2, 5, and 8, explaining what AIG means, how students are identified, and how gifted services support them.
- Student Handbooks and DEPs: A section outlining the AIG program and referral process is included in student handbooks across all schools. For identified students, DEPs are co-reviewed with the student during annual updates to encourage self-advocacy.
- Student Voice: Quotes from current AIG students reflecting on their experience are embedded into brochures and newsletters to increase peer awareness and generate interest.

Communication with the Community-at-Large

To expand awareness and cultivate a gifted-inclusive culture across Thomasville, TCS ensures community partners, organizations, and the public are informed:

- Community Newsletter and Social Media: TCS posts updates about screening windows, referral procedures, and AIG accomplishments on social media platforms, community newsletters, and the district website.
- Community Events and Spaces: AIG informational flyers and brochures are distributed at local libraries, churches, community centers, and Thomasville Parks and Recreation events. Whenever possible, AIG has a booth at high-traffic community events to engage families informally.
- Partnerships with Local Organizations: TCS partners with civic groups and family-serving agencies to distribute information and support understanding of the AIG process for families who may not attend school-based events.

Tools and Resources

- Infographics and Flowcharts: Visuals explaining the process from screening to placement are featured on the website, at events, and in printed materials.
- FAQ Documents and Video Overviews: TCS produces an annual video overview of the referral and identification process, featuring staff and students, shared on the website and at school events.
- Lending Library and Resource Hub: AIG materials are available in physical form at each school's parent resource center and electronically on the TCS AIG website.

Continuous Monitoring and Feedback

To ensure effectiveness and continual improvement:

- Surveys and Feedback Forms are administered following parent meetings and annually district-wide to assess clarity and access to information.
- Communication Timeline Review: The AIG Team annually reviews the communication timeline and adjusts based on school-level feedback, ensuring synchronization of all communication efforts.

Through an intentional, inclusive, and multilayered communication plan, TCS ensures that all stakeholders, school personnel, families, students, and community members have access to clear, accurate, and timely information regarding the screening, referral, and identification processes. This proactive strategy enhances equity and transparency and ensures that all students have a fair opportunity to be identified for gifted services.

*** 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.

Thomasville City Schools (TCS) recognizes that thorough, equitable, and transparent documentation is essential to support sound AIG identification decisions. TCS ensures that a well-structured body of evidence is gathered, organized, and analyzed to construct a comprehensive learner profile for each student considered for gifted identification. This learner profile serves as the foundation for making informed placement decisions and for communicating clearly with families and educators.

Documenting the Body of Evidence for Identification

TCS maintains a standardized protocol for collecting and synthesizing both quantitative and qualitative evidence during the referral and screening processes. This protocol is designed to reflect each student's potential and performance in alignment with N.C.G.S. §115C-150.5-.8. The following sources are included in each student's identification portfolio:

- Referral Form (AIG-1): Initiated by educators, parents, or other stakeholders, this form includes observations about academic strengths, problem-solving ability, creativity, and task commitment.
- Standardized Achievement Data: Recent EOG/EOC scores, district benchmarks, or norm-referenced assessments in reading and/or math are reviewed to assess performance in specific academic domains.
- Cognitive Aptitude Data: Scores from the CogAT or similar assessments are analyzed to identify intellectual strength or potential in verbal, non-verbal, and quantitative domains.
- Work Samples and Classroom Performance: High-quality student work, performance tasks, and grades are reviewed to evaluate depth of understanding and application of knowledge.
- Teacher Checklists or Rating Scales: Validated instruments that assess gifted characteristics, such as the GES-3 or SIGS, are used to gather consistent qualitative input from educators.
- Additional Data Points (as needed): Language proficiency assessments (e.g., WIDA), attendance records, social-emotional data, or intervention results are included to contextualize the learner's profile, especially for underrepresented populations.

This collection forms the Comprehensive Learner Profile, which is documented in the AIG-2 Form. This form synthesizes all relevant evidence and serves as the formal record for identification decisions made by the Gifted Identification Team (GIT). Each team member signs the form to indicate collaborative consensus in the decision-making process.

Reviewing Documentation with Parents/Guardians

After the GIT has reviewed the complete learner profile and made an identification determination, a formal Parent/ Guardian Review Meeting is scheduled. During this meeting:

- The AIG Lead Teacher or AIG Coordinator explains the data sources reviewed and how they contributed to the identification decision.
- Families receive a copy of the signed AIG-2 Form and any accompanying documents, including assessment scores and work samples.
- Parents/guardians are invited to ask questions, provide additional insights, and sign the identification documentation to indicate their understanding of the decision and the services offered.

This meeting ensures a shared understanding of the process, builds trust through transparency, and provides an opportunity to discuss next steps, including services to be outlined in the Differentiated Education Plan (DEP).

Maintaining AIG Documentation

To ensure consistency, accessibility, and compliance with data privacy regulations, TCS implements the following documentation maintenance procedures:

- Individual AIG Files: An individual portfolio is created for each identified student. These files contain all key identification documents, including the AIG Referral Form, AIG-2 Form, cognitive and achievement test results, signed parent meeting forms, and DEP records.
- Electronic Recordkeeping: Documentation is uploaded and maintained securely within Infinite Campus, allowing school and district-level staff to access identification data for monitoring, continuity of services, and transitions across grades or schools.
- Paper Records: Paper copies of identification documentation are stored in the student's secure cumulative folder at the school site, per district retention policies.
- Annual Audit and Quality Check: The AIG Coordinator and AIG Leads conduct periodic audits of student records to ensure completeness, accuracy, and alignment with local and state requirements. These audits ensure that all components of the learner profile are present and reflect the current status of the student's identification and services.

By focusing on the development of a comprehensive learner profile and ensuring consistent documentation practices, TCS supports equitable and defensible AIG identification decisions. The documentation process is designed to include multiple perspectives and data points, promote transparency with families, and provide a clear record of student eligibility and need for differentiated services. Through both digital and paper recordkeeping, TCS ensures these records are maintained with fidelity, confidentiality, and longevity.

*** 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.

Thomasville City Schools (TCS) is committed to providing equitable, rigorous, and developmentally appropriate educational experiences for all AIG students. As part of this commitment, TCS develops and maintains a Differentiated Education Plan (DEP) or, in the case of twice-exceptional students, an Individualized Differentiated Education Plan (IDEP) for every K-12 student formally identified for AIG services. These student plans articulate a continuum of services designed to align with each learner's academic strengths, interests, readiness levels, and social-emotional needs.

Development of the DEP/IDEP

The development of the DEP is grounded in a holistic review of multiple data points to determine the most appropriate service match. This includes:

- Quantitative data: Standardized test scores (e.g., EOGs, EOCs), aptitude assessments (e.g., CogAT), reading/math achievement scores, classroom assessments, and curriculum-based measures.

- Qualitative data: Teacher, parent, or counselor recommendations, student work samples, performance tasks, classroom observations, student interviews, and interest inventories.

All students are considered through the lens of N.C.G.S. § 115C-150.5-8 (Article 9B), recognizing giftedness as potential that exists across all demographics, experiences, and environments. TCS ensures that no single criterion is used to exclude a student from receiving services and that superior performance in any one domain may serve as sufficient evidence for inclusion.

Collaborative and Equitable Development Process

The DEP/IDEP is collaboratively developed by a team that includes:

- The AIG Specialist
- The student's regular education teacher(s)
- A school administrator or counselor
- The student (as developmentally appropriate)
- The student's parent(s)/guardian(s)

In the case of twice-exceptional students, EC personnel and the IEP team also participate to ensure full alignment between the IEP and IDEP. The DEP/IDEP outlines specific strategies and services, including enrichment, curriculum compacting, flexible grouping, and, where appropriate, subject or content acceleration.

For Multilingual Learners (ML), the ML teacher collaborates with the AIG team to ensure services incorporate both language development supports and enrichment strategies. The DEP is created with equity at the forefront, acknowledging the culturally and linguistically diverse assets each student brings to the learning environment.

Parent and Guardian Involvement

TCS strongly values the role of parents and guardians in shaping the educational journey of their children. Upon initial identification, a meeting is scheduled with families to co-develop the DEP/IDEP. During this meeting, the team:

- Reviews the data used to inform identification and placement.
- Outlines the differentiated services the student will receive.
- Explains how these services are tailored to meet the student's needs and how progress will be monitored.
- Gather parents' insights regarding their child's strengths, challenges, learning preferences, and aspirations.

Each year, families are invited to a formal annual review meeting to evaluate the student's progress toward the established goals. The DEP/IDEP is revised as needed to reflect new data, shifting needs, or student transitions. TCS ensures that individual meetings are always offered, even when team meetings are scheduled, to honor family schedules and promote open, personalized communication.

Annual Review and Progress Monitoring

TCS ensures that every student's DEP/IDEP is reviewed annually to remain responsive to evolving needs. The review process includes:

- A review of student portfolios and work samples.
- Assessment of progress towards goals using formative and summative data.
- Analysis of student participation in enrichment activities and classroom differentiation.
- Collection of teacher and parent feedback regarding student growth and challenges.

To enhance ongoing communication, an AIG Program Progress Report is included with each marking period's report card, providing updates on how the student is progressing toward the goals articulated in the DEP/IDEP. All documentation, including the DEP, progress monitoring notes, and parent meeting records, is maintained in the student's AIG folder and within Infinite Campus, ensuring accessibility for relevant stakeholders and continuity of services across grade levels and schools.

High School Planning and Transition Support

At the high school level, the DEP incorporates the four-year course of study or Accelerated Learning Plan (GRAD-006) to ensure that advanced coursework and postsecondary planning are integrated. These plans are revisited annually and refined based on student interests, college and career goals, and academic performance. The goal is to provide gifted learners with both intellectual challenge and preparation for life beyond high school.

For students transitioning between schools (e.g., elementary to middle, middle to high), the DEP serves as a bridge document, ensuring that support and services are not interrupted. Transition meetings are held to review the DEP, share insights, and ensure smooth continuity.

Professional Development and Implementation Support

To ensure successful implementation, TCS provides ongoing professional development for all personnel involved in the AIG program, including classroom teachers, specialists, counselors, and administrators. This training includes:

- Understanding and using data to inform differentiated services.
- Strategies for developing DEPs/IDEPs collaboratively.
- Implementing academic and SEL supports for gifted and twice-exceptional learners.
- Creating inclusive environments that validate and challenge diverse learners.

The DEP/IDEP process in Thomasville City Schools is a central component of ensuring that all AIG-identified students receive a personalized, equitable, and developmentally appropriate educational experience. Through a data-informed, collaborative process that engages families, educators, and students, TCS provides a comprehensive continuum of services that promote academic excellence, creativity, and social-emotional growth. Annual reviews ensure these plans remain responsive to each student's evolving needs, reinforcing TCS's commitment to excellence and equity in gifted education.

*** Ideas for Strengthening the Standard**

- **Revise and Distribute a Comprehensive AIG Identification Toolkit:** Develop and annually update a toolkit for schools that includes clear explanations of identification pathways, rubrics, referral forms, and screening checklists to ensure transparency and consistency in the process across all grade levels.

- **Launch a K–2 Early Talent Development Protocol:** Finalize and implement a K–2 Gifted Potential Checklist aligned to research-based behaviors and traits to ensure early and equitable identification, particularly for underrepresented populations.
- **Digitize AIG Documentation Processes:** Create electronic access to all district AIG forms via a centralized and secure platform (e.g., Google Drive or Forms), allowing for streamlined referrals, teacher input, and parent nominations while increasing accessibility for all stakeholders.
- **Update and Maintain the TCS AIG Website:** Redesign the AIG section of the TCS website to include current identification criteria, timelines, referral forms, FAQs, and multilingual resources to inform families and educators year-round.
- **Incorporate AIG Pathway Reviews into Annual Parent Events:** Require each school to host a session at Open House or a designated Parent Night where staff review AIG identification pathways and services, especially emphasizing how students can qualify and how families can initiate referrals.
- **Develop School-Based AIG Leadership Teams (Gifted Identification Team):** Form building-level AIG leadership teams (admin, teacher, AIG contact) along with team protocols to meet quarterly to review referral data, analyze trends in identification, and ensure fidelity of the identification process with an equity lens.

Planned Sources of Evidence

* Parental Consent for Evaluation and Services
* K-8 Screening Observation Form
* Referral, Eligibility, and Placement Form
* TCS AIG FAQ
* TCS AIG Glossary
* K-2 Identification Checklist and Benchmark Data
* Updated AIG Informational Brochures and Documentation
* AIG Handbook
* AIG Student Records Checklist

* Gifted Rating Scale		
* Parent Contact Logs		
* Updated TCS AIG Website		

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	Document Template N/A	<ul style="list-style-type: none">  Thomasville City Schools Notice and Consent for AIG Evaluation  TCS AIG Identification Scoring Rubric  Gifted Identification Team (GIT) Standard Operating Protocol (SOP)

Standard 2: Comprehensive Programming within a Total School Community

Thomasville City Schools (292) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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.

Thomasville City Schools (TCS) delivers a comprehensive K–12 Academically and Intellectually Gifted (AIG) program that addresses gifted learners' academic and intellectual needs through a range of services, collaborative personnel, and continuous data-informed refinement. Services are aligned with each student's area(s) of identification and designed to challenge, extend, and enrich their learning experience across varied settings.

**Grade-Span Service Delivery and Programmatic Detail
Grades K–2: Early Talent Development & Identification**

TCS is committed to equitable early talent development and frontloading strategies that proactively support potential gifted learners in the primary grades, before formal identification. Our K–2 program includes:

- Flexible Grouping and Enrichment Clusters: Classroom teachers, in collaboration with AIG specialists, use performance-based tasks and flexible groups during core instruction and enrichment blocks to differentiate and challenge emerging advanced learners (Tomlinson, 2017).
- Universal Screening Tools: In Kindergarten, teachers administer observational checklists and early literacy/numeracy screeners. In 2nd grade, all students take the CogAT, with the option to administer the NNAT3 for ML or twice-exceptional (2e) students. These tools provide equitable access to AIG screening and identification for underrepresented students.
- Identification Criteria for K–2: Students may be formally identified beginning in Grade 2 based on performance at or above the 85th percentile on cognitive or achievement assessments, in combination with evidence from teacher checklists, classroom work samples, and behavioral rating scales (e.g., GRS, SRBCSS). Identification follows a pathway-based model that allows students to qualify through aptitude-only, performance-based, or combined achievement/ aptitude evidence.
- Talent Pool Monitoring: Students demonstrating advanced potential who do not meet full criteria are monitored in a K–2 Talent Pool and provided with ongoing services. Instruction is enriched through inquiry-based learning, early project-based activities, and scaffolding toward gifted behaviors.

Grades 3–5: Formal Identification and Advanced Differentiation

- Certified AIG Teacher Support: Identified students in reading, math, or both areas receive enrichment and acceleration through pull-out sessions, cluster grouping, and push-in models guided by certified AIG specialists.
- Curriculum Compacting: Compacting is used to eliminate mastered content and replace it with opportunities for extension and higher-order tasks (Reis & Renzulli, 1992).

- Cross-Grade and Between-Class Grouping: Students may be grouped across classrooms or grade levels during flexible intervention/enrichment periods to engage with appropriate challenge levels.

Grades 6–8: Advanced Coursework and Acceleration

- Advanced Course Enrollment: Students are placed in advanced ELA and math classes aligned with their identification area(s) and readiness. Curriculum is modified to include depth, complexity, and abstract reasoning.
- Flexible Pathways: Students demonstrating readiness may access high school–level math courses (e.g., Math I) in Grade 8 and participate in enrichment electives such as robotics, debate, and independent study.

Grades 9–12: Pathways for Depth, Rigor, and Personalization

- Diverse Advanced Learning Opportunities:
- Individualized Planning: Counselors and AIG specialists collaborate with students and families to align course selection with goals, supported by annual updates to the Differentiated Education Plan (DEP) or Individualized DEP (IDEP).

Matching Services to Identification Areas

- Academically Gifted (Reading, Math, or Both): Students receive content-specific acceleration, enrichment projects, and differentiated core instruction aligned with pacing and standards mastery.
- Intellectually Gifted: Services emphasize abstract thinking, logical reasoning, and independent exploration through problem-based learning, Socratic seminars, and design challenges.
- Academically & Intellectually Gifted: Students access interdisciplinary opportunities, tiered tasks, and leadership-building projects, along with advanced coursework when appropriate.

Collaboration and Delivery Across Learning Environments

AIG services are delivered collaboratively by:

- AIG Specialist: Provide direct instruction and serve as instructional coaches to classroom teachers. Specialists develop resources, model strategies, and facilitate professional development.
- General Education Teachers: Receive ongoing PD on differentiation, enrichment, and the use of DEPs/IDEPs to guide service delivery.
- Counselors and Support Staff: Partner in planning transitions, supporting social-emotional development, and coordinating services for 2e or multilingual learners.
- EC and ML Departments: Co-develop individualized learning strategies to ensure gifted services align with IEP/504 plans or Language Instruction Educational Plans (LIEPs).

Equity and Systemwide Access

To ensure equitable service access:

- Multiple Entry Points: Students may qualify through three flexible identification pathways, reducing reliance on standardized test scores alone.
- Use of Local Norms: Talent pools are formed using local subgroup performance data, allowing for contextually appropriate identification.
- Nonverbal and Alternative Assessments: NNAT3, portfolio reviews, performance tasks, and teacher checklists ensure broad access for underserved populations.
- MTSS-Aligned Infrastructure: AIG services are embedded within Tier 1 and Tier 2 instruction during scheduled intervention/enrichment blocks, with flexible grouping, progress monitoring, and collaborative planning time for staff.

Communication and Transitions

- Annual DEP/IDEP Conferences: Families meet with teachers and AIG staff annually to review and update services, goals, and supports.
- Multilingual Communication: All AIG communication materials (referral forms, brochures, score reports) are available in English and Spanish.
- Vertical Articulation: Data is shared during transition years (2nd to 3rd, 5th to 6th, 8th to 9th), and planning meetings are held to ensure continuity of services.
- Community Engagement: Parent workshops, student showcases, and information sessions ensure transparency and foster advocacy.

Professional Learning and Program Integration

- Ongoing Training: All staff receive annual training on gifted characteristics, equity in identification, and service delivery strategies.
- Alignment to District Initiatives: The AIG program is integrated with TCS's MTSS, SEL, college and career readiness, and curriculum planning frameworks to ensure coherence across departments.

Thomasville City Schools provides a comprehensive, K–12 AIG program that meets the academic and intellectual needs of all identified and potential gifted learners. Through intentional service delivery, equitable identification practices, cross-departmental collaboration, and a focus on personalization and rigor, TCS ensures that gifted services are inclusive, developmentally appropriate, and aligned with North Carolina's AIG Program Standards. The district remains committed to evolving its AIG program to reflect best practices, community input, and the diverse needs of its learners.

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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.

Thomasville City Schools (TCS) recognizes that meeting the social and emotional needs of gifted learners is essential to their overall development and long-term success. Gifted students often exhibit asynchronous development, heightened sensitivity, perfectionism, and difficulty with peer relationships issues that must be addressed through intentional, tiered supports embedded in both academic programming and broader school-based services. TCS delivers a comprehensive, K–12 support structure designed to identify, monitor, and respond to these unique needs through proactive collaboration with a variety of personnel in every learning environment.

Grade-Span Specific Services

Grades K–2: Early Social-Emotional Foundations & Talent Development

- Embedded SEL Instruction: TCS integrates TCS THRIVE, a research-based SEL curriculum, into daily instruction to build emotional literacy, empathy, and self-regulation.
- AIG Talent Pool Monitoring: Classroom teachers, with support from AIG Leads and school counselors, use behavior checklists and observational tools to monitor for advanced social-emotional characteristics (e.g., overexcitability, high sensitivity).
- Early Collaboration: For students in the K–2 Talent Pool or those showing early signs of stress, withdrawal, or frustration, the AIG support team (teacher, counselor, AIG specialist) convenes to implement Tier 2 strategies, such as brief small-group interventions (e.g., managing frustration, building friendships).
- Family Engagement: Parents are invited to contribute insights into their child's behavior, and receive a parent-friendly SEL brochure to help reinforce strategies at home.

Grades 3–5: SEL Integration with AIG Identification and Services

- Social-Emotional Goals on DEPs: Once formally identified, each AIG student has a Differentiated Education Plan (DEP) that includes a social-emotional goal, developed collaboratively by the AIG support team and reviewed annually with families.
- Small Group Counseling: School counselors offer periodic small groups focused on common issues among gifted students, perfectionism, social anxiety, and managing high expectations. Students may be referred by AIG teachers, classroom teachers, or parents.
- Morning Check-Ins: AIG students participating in cluster or pull-out groups engage in brief reflective journaling or discussions at the start of sessions to self-monitor emotions and promote mindfulness (Peterson, 2006).
- Staff Training: AIG teachers receive annual professional learning on identifying emotional distress in high-ability learners and implementing classroom SEL supports.

Grades 6–8: Addressing Identity, Belonging, and Academic Pressure

- Tiered Counseling Support:
- Mentorship Opportunities: Students are paired with mentors (e.g., high school students, teachers, community members) for academic and emotional guidance.
- Collaborative Planning: AIG teachers and school counselors meet quarterly to review data on student engagement, behavior, and SEL progress.

Grades 9–12: Personal Agency, Stress Management, and Transitions

- Personalized Counseling Support: AIG students receive individual planning conferences that include emotional well-being check-ins, stress management strategies, and career/college alignment.
- Workshops and Electives: SEL-based seminars are offered on topics like mindfulness, time management, and coping with high achievement expectations.
- Peer Support Networks: AIG students are encouraged to participate in affinity spaces (e.g., National Honor Society, Beta Club) where leadership and peer support reinforce belonging.

- Transition Support: Students transitioning to college or career receive one-on-one guidance on social-emotional preparedness, including confronting perfectionism, stress, and imposter syndrome.

Collaboration: Personnel, Roles, and Responsibilities

TCS utilizes a multidisciplinary AIG Support Team model, which convenes regularly at the school and district level to ensure AIG students' emotional needs are proactively addressed:

Personnel/Group	Role & Responsibility
AIG Specialist	Monitor emotional wellness during AIG services; initiate referrals; contribute to DEP SEL goal development; support classroom strategies.
School Counselors	Deliver SEL curriculum; conduct small groups; maintain mental health referrals; co-develop SEL goals and interventions with AIG staff and families.
Classroom Teachers	Observe and document student behaviors; implement classroom-based SEL supports; communicate concerns to the AIG support team.
Administrators	Allocate resources, schedule intervention time, ensure team collaboration, and participate in MTSS conversations.
EC & ML Teacher/ Coordinator	Ensure emotional and cultural considerations are embedded into service plans, especially for 2e or multilingual gifted students.
Community Mental Health	Partner with school staff to deliver targeted support or training; help develop personalized strategies for students experiencing clinical emotional distress.

Collaboration is fostered through:

- PLCs and MTSS teams that include discussions of SEL data and observations alongside academic performance.
- District-wide AIG and Student Services meetings to analyze trends, review program effectiveness, and refine resources.

Strategies for Implementation

TCS's implementation strategies are aligned with best practices from NAGC and CASEL:


- Frontloaded SEL Programming: Embedded in early grades to support talent development and prevent misidentification of social-emotional challenges as behavioral issues.
- Social-Emotional DEP Integration: Every DEP includes at least one SEL goal; for 2e students, this is co-developed with the EC team and integrated with the IEP/504.
- Tiered Services within MTSS: SEL services are integrated within the district's Multi-Tiered System of Supports (MTSS), allowing flexible, responsive, and layered interventions.
- Ongoing Professional Learning: Annual PD for all staff on supporting the social-emotional needs of gifted learners, with additional learning opportunities for counselors and AIG specialists.
- Use of Local and Observational Data: Emotional wellness is monitored using teacher/counselor observations, discipline/attendance data, and parent/teacher input.

Equity and Access

TCS ensures equity in SEL services through:

- Intentional Outreach: SEL supports are offered in both English and Spanish; parent communication includes family workshops and culturally responsive practices.
- Community Partnerships: Mental health services are connected to school settings, ensuring that economic status or language barriers do not restrict access.
- Support for Underrepresented Students: SEL programming is differentiated to support students from diverse racial, cultural, and linguistic backgrounds and addresses unique barriers they may face in gifted programming.

Thomasville City Schools delivers a comprehensive and student-centered AIG program that deeply integrates social and emotional services across the K–12 continuum. Through a multi-tiered, collaborative approach involving classroom teachers, school counselors, AIG specialists, and families, TCS ensures that gifted students are not only academically challenged but also socially supported and emotionally resilient.

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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.

Thomasville City Schools (TCS) delivers a comprehensive AIG program that is tightly aligned with district-wide priorities and strategic initiatives, ensuring gifted education is not siloed but fully embedded in instructional practices, policy frameworks, and resource planning. The AIG Coordinator works closely with central office departments to ensure that services, support structures, and advocacy for gifted learners are meaningfully represented at every level of the educational system.

Alignment with District Priorities

The AIG program is directly connected to the district's core goals of equity, academic excellence, and whole-child development. These priorities are reflected in the AIG Department Improvement Plan, which is updated annually to align with the broader TCS Strategic Plan and school improvement plans. The plan outlines service delivery, professional development, identification trends, and progress benchmarks. These connections are made visible through tools such as infographics, service flowcharts, and shared data dashboards used by leadership teams.

Examples of integration include:

- Inclusion of AIG services in school improvement plans and district equity audits.

- Participation of the AIG Coordinator in standing meetings (Curriculum & Instruction, MTSS, Student Services, and Policy).

- Districtwide implementation of Credit by Demonstrated Mastery (CDM), AP, dual enrollment, and Early College pathways, intentionally promoted for AIG and high-potential students.

Resource Allocation and Support Infrastructure

TCS dedicates specific human and material resources to implement AIG programming:

- A full-time district AIG Coordinator oversees program design, implementation, evaluation, and professional development.
- A full-time district AIG specialist to support identification, DEP management, and service delivery.
- Site-based AIG teachers are identified in every school to support service delivery.
- Ongoing AIG-specific professional development is provided, including an internal AIG Licensure Cohort, aligned with district goals for teacher capacity and talent development.
- Access to NC Virtual Public School, dual enrollment, AP coursework, and enrichment programs such as STEM fairs and academic competitions is systemically supported through district funding and scheduling.

These resources are distributed equitably across all schools to ensure consistent implementation of services, regardless of location or student demographics.

Policy Integration and Review

TCS continuously reviews and updates its policies to ensure the needs of gifted learners are embedded in both local board policy and daily instructional practices. Examples include:

- Policies supporting early identification and talent development in K–2, which allow for flexible grouping, observational checklists, nonverbal assessments (e.g., NNAT3), and teacher checklists for early referrals.
- Guidelines on DEP/IDEP implementation, ensuring individualized service plans are student-centered and include social-emotional and academic goals.
- Inclusion of AIG representation in the MTSS framework, with AIG services considered within Tier 1–3 planning.

The district MTSS team and policy committee continuously reviews the district policies to better serve twice-exceptional (2e) and multilingual learners who may require differentiated identification and services.

Program Alignment with Instructional Initiatives

The AIG program is intentionally connected to core instructional strategies across the district. TCS ensures AIG students benefit from personalized learning and instructional coherence through:

- Collaboration between the AIG Coordinator and Curriculum & Instruction teams, ensuring AIG instructional strategies are embedded in district PD and curricular frameworks.
- Use of curriculum compacting, differentiated instruction, and problem-based learning in both AIG and general education settings, promoting academic challenge without requiring students to conform to rigid programming models.
- Alignment with SEL initiatives (e.g., TCS THRIVE, PBIS), ensuring AIG students' social-emotional needs are met alongside academic goals.

Equity and Advocacy for Underrepresented Students

TCS prioritizes equitable access to AIG services for all students, particularly those from underrepresented groups. This includes:

- Universal screening in Grade 2 and K–2 talent development using nonverbal measures and local norms.
- Ongoing collaboration with EC and Multilingual Learner departments to ensure appropriate identification pathways and instructional accommodations.
- Regular data analysis of AIG identification and services by race, gender, ML status, and socioeconomic indicators to monitor and close access gaps.

Policy-to-Practice in Action: AIG Visibility Across the System

To ensure AIG is embedded in decision-making at all levels, the following practices are in place:

- Standing representation of the AIG Coordinator in cabinet-level and policy review meetings.
- Review of board policies and school improvement plans to ensure gifted learners are considered in planning.
- Inclusion of AIG services in districtwide MTSS teaming, with AIG personnel contributing to academic intervention and acceleration decisions.

These practices elevate the visibility of gifted learners and advocate for programming that reflects student strengths, not limitations. Thomasville City Schools ensures that AIG programming is not an isolated initiative but a fully integrated, system-wide effort that reflects district priorities, leverages available resources, and informs policy and instructional practice. This strategic integration results in a high-functioning AIG program that is visible, responsive, and sustainable, with strong roots in district policy and daily classroom practice.

*** Practice D**

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

Thomasville City Schools (TCS) employs research-based, intentional grouping practices to ensure that gifted and advanced learners receive instruction aligned to their strengths, readiness, and interests. Grouping is fluid, responsive, and embedded in our instructional framework across all grade levels.

Initial Placement Procedures

At the beginning of each school year, students are placed using prior year data including standardized test scores (EOG, CogAT, NNAT3), local benchmarks, classroom performance, and teacher input. Identified AIG students are cluster-grouped in classrooms with trained teachers and provided opportunities for extension, while emerging advanced learners may be placed in Talent Pools for ongoing monitoring and support.

Flexible Grouping Practices During the School Year

Throughout the year, flexible grouping is used across settings to ensure instruction remains responsive to student growth. Teachers use formative assessments, classroom observations, and work samples to regroup students as needed. These groups may include:

- Within-class groups for targeted reading or math instruction.
- Between-class or grade-level groups during designated intervention/enrichment blocks (e.g., FLEX Time).

- Cross-grade groups for advanced subject instruction (e.g., 4th grade students joining 5th grade math).

These practices are guided by the principle that students move between groups based on demonstrated need, not fixed labels.

Support Structures and Alignment with MTSS

Grouping practices are coordinated through school-based teams including grade-level PLCs, instructional coaches, AIG Leads, and MTSS teams. These groups review academic, behavioral, and social-emotional data to plan tiered instruction that includes both interventions and acceleration. Intervention/enrichment blocks are scheduled at each school to allow targeted small group instruction based on individual profiles.

Teachers receive professional development on:

- Differentiated instruction and compacting
- Pre-assessment strategies
- Flexible grouping management
- Advanced learner characteristics and SEL needs

The MTSS framework ensures that advanced learners including 2e and multilingual students, receive the appropriate support or acceleration across tiers.

Data-Informed Adjustments and Equity

Student placement and grouping structures are continually reviewed using multiple data sources, including universal screening (CogAT in Grade 2, NNAT3 for K-2 and underrepresented groups), progress monitoring, and classroom assessments. These ensure equitable access to services and prevent under-identification. Grouping decisions are made holistically, considering not only achievement but also readiness, behavior, and engagement, especially for students who are twice-exceptional, culturally diverse, or economically disadvantaged.

Policy Alignment and Communication

TCS reviews district policies and board procedures annually to ensure alignment with national best practices in gifted education. Policies and expectations around grouping are shared with school leadership teams, documented in professional development, and reinforced through school improvement planning. Parents are informed about grouping strategies during AIG orientation meetings, DEP/IDEP conferences, and transition planning across grade spans. Clear communication ensures families understand how services adjust to meet their child's evolving needs. Through intentional, flexible grouping practices grounded in formative data and best practices, TCS ensures that gifted and advanced learners are challenged, supported, and appropriately placed throughout the year. These practices are not static; they evolve in response to each learner's growth, reinforcing our commitment to equity, engagement, and excellence.

*** 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.

Thomasville City Schools (TCS) prioritizes transparent and consistent communication to ensure that all internal stakeholders including teachers, school administrators, and support staff, are informed and equipped to meet the needs of gifted learners. The district uses a multi-tiered communication strategy that integrates professional learning, centralized

resources, and embedded support systems to build a shared understanding of AIG programming, instructional services, and regulations such as Article 9B.

Core Communication Structures

1. Annual AIG Orientation and Training

At the start of each school year, TCS provides district-wide AIG training aligned to the local AIG plan. This includes:

- Overview of AIG identification, service models, and DEP/IDEP processes.
- Legal overview of Article 9B and state-level compliance expectations.
- Introduction to flexible grouping, compacting, and differentiation strategies.
- Roles and responsibilities by stakeholder group.

2. Differentiated Communication by Role

Stakeholder Group	What They Receive
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Teachers

AIG Quick Guide, DEP access in Infinite Campus, PD on instructional strategies, MTSS support structures, and collaborative planning time with AIG Specialist.

Administrators

Compliance checklist, district AIG “Plan at a Glance,” expectations for DEP/IDEP monitoring, and integration in school improvement planning.

Support Staff

Resource guide with examples of how to support AIG learners in non-instructional settings (e.g., lunchroom, media center), and access to school-based SEL strategies for gifted learners.

Key Tools and Resources

- District AIG Handbook: Comprehensive document aligned to the local AIG Plan, given to AIG personnel and administrators annually.
- AIG Quick Reference Guide: A two-page, user-friendly summary outlining service delivery, identification, and compliance points for all staff.
- TCS AIG Internal Website (Intranet): Centralized resource hub with the AIG plan, training modules, forms, and updates; accessible to all employees.
- District AIG 101 Slide Deck: Used in onboarding, PLCs, and site-based training to introduce or reinforce program expectations and services.

Integration with Existing Structures

TCS embeds AIG communication into established school and district structures:

- Monthly AIG Teacher Meetings: AIG teachers receive updated guidance, compliance reminders, and PD materials to share during school-based PLCs and grade-level meetings. District Leadership Meetings: AIG updates are included in curriculum, MTSS, and principal meetings to ensure system-wide alignment.
- Onboarding and Beginning Teacher Support: New teachers receive an introduction to gifted education in TCS, including their role in DEP implementation.

Collaboration and Continuous Improvement

- MTSS and AIG Integration: AIG staff collaborate with MTSS teams to ensure differentiation practices are understood as part of core (Tier 1) instruction.
- Feedback Loops: Surveys and school-based discussions inform updates to communication tools, professional development needs, and the AIG Plan.

Compliance and Consistency

To maintain alignment with legislation and best practices:

- TCS reviews and updates all AIG communication tools annually to ensure compliance with Article 9B and the NC AIG Program Standards.
- AIG expectations are embedded in the District Employee Handbook and school staff handbooks, ensuring year-round access to expectations and processes.

TCS ensures that all internal stakeholders are consistently and clearly informed about AIG programming through targeted communication, accessible resources, and role-specific professional development. This supports a shared responsibility for gifted learners' success and builds system-wide capacity to deliver differentiated services aligned to both student needs and state regulations.

*** Practice F**

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

Thomasville City Schools (TCS) ensures the consistent and effective continuation of services for gifted students by maintaining structured, intentional, and timely communication among teachers, administrators, and support staff, particularly during key transitions across grade levels, schools, and enrollment status. TCS recognizes that seamless transitions are critical for sustaining academic growth and meeting the social-emotional needs of AIG learners. To achieve this, a system-wide internal communication plan is in place, rooted in data-sharing protocols, personnel collaboration, and documentation continuity, guided by the NC AIG Program Standards.

Communication Plan for Transition Points

1. Grade-to-Grade Transitions (Within a School)

- Spring transition meetings are held between current and receiving grade-level teachers, facilitated by AIG coordinator and school administrators.
- During these meetings, teachers review:
- All instructional staff gain access to AIG data, service history, and instructional needs via secure data dashboards and Infinite Campus at the start of the school year.

2. School-to-School Transitions (e.g., Elementary to Middle, Middle to High)

- Vertical alignment meetings are held in late spring between feeder schools and receiving schools.
- AIG Leads coordinate with counselors and curriculum facilitators to transfer and review:
- Key staff from the receiving school (teachers, counselors, administrators) are invited to participate and ask clarifying questions.

3. Transfers from Outside or Within the District

- Upon student enrollment, the District Data Manager flags AIG status in Infinite Campus.
- AIG personnel are notified and initiate a review of existing records (or initiate screening if records are incomplete).
- DEP conferences are scheduled with families to confirm service needs and obtain consent.
- When a student exits the district, AIG records are transferred with a “Blue Flag” alert in the cumulative file, along with a summary of service history.

Ongoing Communication Systems

- Quarterly AIG Site Team Meetings: These include grade-level teachers, AIG specialist, counselors, and administrators, focusing on service implementation, needed adjustments, and transitions.
- AIG Transition Spreadsheets: Developed annually, these track key student data (academic performance, assessment history, service status) and are updated in collaboration with the Testing & Accountability team.
- DEP/IDEP Portfolios: Maintained in both paper and digital form, ensuring new teachers and administrators have immediate access to AIG service plans and student profiles.
- AIG Transition Checklists: Used by each school to guide the review of services and documentation before student advancement or transfer.

Collaboration with Other Departments

To ensure smooth and equitable transitions for specialized populations:

- ML and EC personnel are included in transition meetings for twice-exceptional (2e) and ML/AIG students.
- Services are reviewed holistically to address both exceptional needs and giftedness, ensuring accommodations and enrichment are maintained across settings.

Supporting Research and Practices

TCS’s communication practices are aligned with research emphasizing the importance of continuity in service delivery and the role of collaborative planning in addressing gifted learners’ needs (Reis & Renzulli, 2010; Van Tassel-Baska, 2003). The use of multi-source data, professional collaboration, and student-centered planning promotes informed transitions and ensures that instructional decisions reflect a student’s demonstrated strengths and potential. By embedding communication at each level of the school system, Thomasville City Schools ensures that teachers, administrators, and support staff are well-informed about AIG student services and prepared to provide seamless support throughout the K–12 continuum.

*** 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.

Thomasville City Schools (TCS) is committed to ensuring that all gifted students have access to comprehensive, flexible acceleration pathways that meet their advanced academic, intellectual, and social-emotional needs. Our policies and procedures are designed to support students, especially those who are highly gifted, through multiple acceleration options, including compacted curriculum, Credit by Demonstrated Mastery (CDM), dual enrollment, subject/grade acceleration, and other state-aligned pathways such as Early Admission to Kindergarten and Early Graduation. These opportunities are framed by research supporting the positive impact of appropriate acceleration on gifted learners' achievement, engagement, and well-being (Colangelo, Assouline, & Gross, 2004). TCS has developed specific guidelines and entry procedures for each type of acceleration, ensuring equitable access, transparent processes, and informed decision-making by families and educators.

Access and Procedures for Acceleration Opportunities

1. Compacted Curriculum

Definition: Curriculum compacting eliminates content students have already mastered, allowing for faster pacing and deeper exploration of advanced content.

Access Process:

- Eligibility is determined based on multiple criteria, including:
- Screening and Placement: Students in grades 4–8 are screened each spring using performance data. Identified students are placed in compacted math pathways, allowing them to complete multiple years of content in a condensed timeframe.
- Instructional Model: Teachers use pre-assessment, formative data, and unit mastery checks to guide instruction. Progress is monitored quarterly, and flexible grouping is used within and across grade levels. Example: A 5th-grade student may complete 5th- and 6th-grade math standards within a single academic year, supported by a DEP outlining the compacted sequence.

2. Credit by Demonstrated Mastery (CDM)

Definition: CDM allows students to earn credit for a course by demonstrating subject mastery through a multi-phase assessment process without seat time.

Procedures:

- Eligibility: Open to students in grades 6–12; eligibility is based on prior achievement and readiness indicators.
- Application: Students apply through their school counselor. Families are provided a CDM Guide outlining the process.
- Assessment: Two-phase process:
- Review and Credit Awarding: A district CDM team reviews results. Students who meet the established criteria receive course credit and advance to the next level.

3. Dual Enrollment (CCP/CIHS)

Definition: Dual enrollment enables high school students to earn both high school and college credit simultaneously.

Access Process:

- Students in grades 11–12 are eligible through Career & College Promise (CCP) and Early College pathways, including the Yadkin Valley Career Academy and Davidson Early College.
- Students are advised by school counselors and must:
- TCS ensures coordination between the student, family, counselor, and partnering institution to support course completion and transition.

Impact: Gifted learners benefit from college-level rigor, early exposure to advanced content, and a personalized learning trajectory.

4. Subject and Grade Acceleration

Definition: Acceleration beyond grade level in one subject or across all content areas.

Procedures:

- Referral: Initiated by teacher, counselor, or parent.
- Screening: Conducted by the school GIT using the district identification pathways and:
- Team Decision: Includes AIG coordinator, principal, teacher(s), counselor, and family. Decisions are documented in an Individualized Differentiated Education Plan (IDEP).
- Support: Acceleration plans include regular progress monitoring, social-emotional check-ins, and adjusted pacing guides.

5. Early Admission and Early Graduation

- Early Admission to Kindergarten: In accordance with [NC Policy KNEC-001](#), students who turn five after the August 31 cutoff may be considered for early entry if they:
- Early Graduation (GRAD-006):

Strategies to Support and Sustain Acceleration Practices

- Clear, Published Policies: All acceleration procedures are publicly posted on the district website and shared in school handbooks.
- Professional Development: Ongoing training is provided for teachers, counselors, and administrators on:
- Personalized Learning Plans (IDEPs): Acceleration decisions are supported by individualized academic plans, which may include:
- Barrier Reduction: TCS continuously reviews policies to remove unnecessary barriers to access, particularly for underrepresented and twice-exceptional learners.

- Equity-Focused Identification: Talent development and early screening efforts ensure students from diverse backgrounds are considered for advanced placement and acceleration.

Thomasville City Schools has established a robust and research-aligned framework for academic acceleration. These pathways are rooted in fairness, flexibility, and responsiveness to support gifted learners in reaching their full potential.

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

Thomasville City Schools (TCS) is committed to identifying and nurturing the potential of all K-3 students, recognizing that early talent development is essential to equitable access in gifted programming. TCS provides intentional, differentiated curriculum and instructional strategies designed to identify and support advanced potential across academic, intellectual, and social-emotional domains, especially among students from historically underrepresented populations.

Early Talent Development in K-3

TCS implements a universal nurturing model in Kindergarten through Grade 2, emphasizing exposure to higher-order thinking, problem-solving, and creativity across content areas. Instruction is embedded with convergent/divergent thinking tasks, open-ended questioning, logic puzzles, analogies, and visual-spatial challenges to spark and observe cognitive strengths early.

Differentiated instruction is supported through:

- Tiered assignments and learning menus in ELA and math;
- Flexible grouping within-class and across classrooms based on formative data;
- Curriculum compacting for students demonstrating mastery;
- Opportunities for independent exploration projects.

These strategies are scaffolded to develop critical thinking, communication, and curiosity, aligning with the North Carolina Early Learning and Development Standards and the NC AIG Program Standards.

Formal Screening & Equitable Access

All second-grade students participate in a CogAT screener in the spring. Before testing, teachers provide a CogAT-aligned readiness unit with activities that familiarize students with reasoning tasks in verbal, quantitative, and nonverbal domains. This "frontloading" ensures students from all backgrounds are prepared to demonstrate their potential.

Additionally, teachers complete the SIGS (Scales for Identifying Gifted Students) and use a universal behavior rating scale to capture non-academic traits of giftedness. These tools, combined with academic data, guide referrals for further evaluation and service consideration.

K-3 Nurturing Services & Supports

Before formal AIG identification, students demonstrating advanced performance receive targeted nurturing services:

- K–2 Nurturing Groups: Small groups led by the AIG specialist or trained classroom teacher focus on enriched lessons in math, ELA, and interdisciplinary thinking.
- Grade 3 Exploratory Clusters: Students engage in short-term, interest-based enrichment modules to deepen thinking and develop strengths before or during the identification process.

Students not yet identified but exhibiting signs of potential are included in these supports to prevent the “missed window” phenomenon often experienced by underrepresented groups.

Collaboration to Recognize & Respond to K–3 Talent

TCS ensures that all instructional personnel are trained to recognize early indicators of giftedness and collaborate in service planning. Structures include:

- Quarterly grade-level meetings that include AIG specialists, EC staff, ML teachers, and counselors to review academic and behavioral data and make recommendations for enrichment or evaluation.
- The school’s MTSS team meet to plan interventions and progress monitoring for students with emerging advanced potential.
- Professional Learning Communities (PLCs) focus on reviewing student work, designing differentiated tasks, and reflecting on student responses to enrichment strategies.

AIG specialists and instructional coaches co-lead professional development on:

- Recognizing traits of high-potential learners in early grades;
- Culturally responsive approaches to talent identification;
- Differentiation strategies for K–3 classrooms.

Family and Community Engagement

To ensure families are partners in early talent development, TCS provides:

- Family info sessions in K–2 on recognizing gifted characteristics and the identification process;
- Translated newsletters and parent tip sheets about nurturing curiosity at home;
- Parent-teacher conferences that include discussion of enriched learning goals for students receiving K–3 nurturing services.

Research-Based Practices Guiding TCS Implementation

TCS follows guidance from research, including:

- Renzulli’s Enrichment Triad Model supports exposure to Type I and II activities to broaden student interests.
- Borland’s view on equity in early gifted education prioritizes proactive identification.
- VanTassel-Baska’s Integrated Curriculum Model, which informs the use of concept-based interdisciplinary tasks in primary classrooms.

Through early intervention and collaborative talent development efforts, TCS has seen:

- Increased representation of students from diverse backgrounds in formal AIG identification by Grade 3;
- Higher engagement in K–3 classrooms;
- Stronger teacher confidence in identifying and serving advanced learners;
- More equitable access to advanced learning experiences across all elementary schools.

TCS will continue refining its early talent development plan through annual data reviews, stakeholder feedback, and alignment with district instructional priorities. This ensures that every K–3 child with advanced potential has an opportunity to thrive, academically, intellectually, and socially.

*** Practice 1**

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.

Thomasville City Schools (TCS) is committed to advancing equity and excellence in gifted education by broadening access to advanced learning opportunities for students in grades 4–12. Through intentional talent development practices, frontloading strategies, and an equity-focused mindset, TCS works to ensure that all students, especially those from underrepresented population, have opportunities to demonstrate potential and succeed in rigorous academic settings.

Mindset Shifts and Policy Support for Equity

To address equity gaps, TCS prioritizes shifting educator and system mindsets by integrating professional learning that focuses on:

- Recognizing gifts and talents beyond traditional academic metrics;
- Understanding cultural bias in identification and access;
- Engaging in data-driven dialogue to reflect on disparities in service enrollment.

This mindset work is embedded into annual professional development, district leadership meetings, and PLC conversations. These shifts are supported by local policy that mandates universal screening, equity audits, and data-informed placement decisions in AIG and advanced coursework.

Talent Development Practices in Grades 4–12

TCS implements a systematic talent development framework to cultivate potential in all students, with intentional frontloading strategies and advanced learning opportunities that are responsive to diverse needs.

Grades 4–8 Talent Development and Frontloading

- Advanced Math Pathways: Students are placed in accelerated or compacted math based on multiple data points, including CogAT, EOGs, teacher input, and formative performance. Students not yet formally identified for AIG services but demonstrating strong potential are included through provisional placement for monitoring.

- Enrichment Clusters and Academic Clubs: Students explore interest-based topics in STEM, humanities, or the arts during designated enrichment time. These experiences promote higher-level thinking and allow students from diverse and economically disadvantaged backgrounds to showcase strengths not captured by traditional testing.
- Bridge Programs: TCS offers transition programs during the summers after Grades 5 and 8 to prepare underrepresented students for honors, advanced, or AIG-aligned coursework. These programs provide exposure to advanced content, study strategies, and confidence-building activities.
- Teacher Referral and Nurturing Pools: Teachers may recommend students for talent development services based on behaviors associated with giftedness (creativity, curiosity, rapid learning, etc.), with targeted nurturing provided even without formal identification.

Grades 9–12 Advanced Learning Access and Acceleration

- Course Access Equity Reviews: TCS reviews enrollment data by subgroup for honors, AP, and dual enrollment participation. The AIG Coordinator collaborates with counselors to identify and support students of promise who might otherwise be excluded.
- Credit by Demonstrated Mastery (CDM): CDM is used to allow students to demonstrate mastery in content areas without traditional seat time. Policies ensure that referrals from teachers, families, and self-nominations are accepted and that students are guided through the process equitably.
- CTE + AIG Alignment: AIG personnel collaborate with CTE staff to ensure students with creative and technical gifts access high-rigor certification pathways that align with their aptitudes.
- Mentorships and Interest-Based Internships: High school students participate in job shadowing, mentorships, and capstone projects aligned to DEP goals, particularly those interested in STEM, healthcare, or creative industries.

Data-Driven Decision Making for Equity

TCS leverages disaggregated data across schools and student groups to examine:

- Identification patterns;
- Advanced course participation;
- AIG service models;
- Performance trends.

This data is reviewed quarterly by district teams, including AIG, Student Services, MTSS, and Curriculum. Underrepresentation of culturally and linguistically diverse students, students with disabilities (2e), and economically disadvantaged learners informs the deployment of additional frontloading supports, like:

- IDEPs with compacted or extended curriculum;
- SEL is supported in advanced settings;
- Culturally relevant enrichment texts and tasks.

Data findings are also shared with staff to shift mindsets, spotlight implicit bias, and drive equitable placement recommendations. These presentations are used in school-based PD and leadership meetings.

Collaborative Structures to Sustain Equity and Excellence

To support ongoing talent development and equity-focused programming, TCS sustains interdepartmental partnerships:

- AIG + EC + ML collaboration teams discuss dual-identified and multilingual student access and needs;
- PLC coaching cycles include AIG differentiation strategies and student work protocols that surface advanced thinking;
- Parent-Facing communication includes family nights, bilingual brochures, and counselor-led sessions on early college, AP, and dual enrollment access.

Educators receive ongoing training in:

- The Javits Framework for developing talent in underserved populations;
- Gentry's Total School Cluster Grouping Model;
- Tomlinson's Differentiation Strategies are aligned to readiness and interest.

Impact and Ongoing Refinement

TCS's talent development efforts have led to:

- Increased participation of historically underrepresented groups in advanced math and honors-level classes;
- Expanded identification of 2e and multilingual learners in AIG services;
- Greater teacher awareness of non-traditional gifted traits.

Through sustained implementation of frontloading strategies, mindset development, and evidence-based talent cultivation, TCS affirms its commitment to equity, excellence, and access across the 4–12 continuum.

*** Practice J**

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

Thomasville City Schools (TCS) offers a broad and inclusive range of extracurricular programming during and outside of the school day designed to foster the academic, intellectual, creative, and social-emotional development of AIG students. These opportunities are intentionally aligned to students' interests, strengths, and Differentiated Education Plans (DEPs) and are equitably accessible across all grade spans, elementary (K–5), middle (6–8), and high school (9–12). To ensure a comprehensive approach, TCS uses interest inventories, stakeholder surveys, and performance data to guide the design and implementation of offerings. Programming is communicated through brochures, school websites, newsletters, and parent nights, ensuring that families are informed and students can participate regardless of socioeconomic background.

Elementary School (Grades K–5)

At the K–5 level, extracurricular offerings are designed to introduce students to creative expression, critical thinking, and collaborative problem-solving through academic and interest-based enrichment.

Academic Opportunities:

- Battle of the Books (Grades 4–5): Encourages deep reading, team collaboration, and comprehension of complex texts.

- Math Enrichment Circles (Grades 3–5): Offers advanced problem-solving experiences and math reasoning challenges.
 - Science and Art Integration Clubs (Grades 2–5): Combines inquiry-based science with creative design and art-based expression.
- Creative and Leadership Opportunities:
- Primary Engineers and Mini Makers (Grades K–2): Introduces students to simple engineering concepts through creative builds.
 - Student Council (Grade 5): Provides leadership and service learning opportunities.

Social-Emotional Enrichment:

- Friendship Circles & SEL Book Clubs: Supports self-awareness, empathy, and connection among early gifted learners.

All activities are integrated with teacher recommendations and interest surveys, with accommodations made for students needing transportation or financial support.

Middle School (Grades 6–8)

Middle school programming is structured to deepen academic rigor and expand student exposure to STEM, the arts, and leadership, while also preparing students for high school advanced coursework.

Academic & Competitive Clubs:

- MathCounts
- Science Olympiad
- National History Day Competition
- Noetic Math Challenge
- Spelling Bee and Geography Bee

STEM and Creative Arts:

- Robotics Club & Coding Camp (VEX IQ/LEGO League)
- Creative Writing Club
- Drama and Visual Arts Competitions
- Music Ensembles (Band, Choir)

Leadership & Mentorship:

- Peer Tutoring Program
- Girls in STEM Mentorships

- Career Awareness Events (aligned to student interest inventories)

Bridge Programming:

- TCS offers a 5th to 6th grade summer transition enrichment program to “frontload” academic strategies, study skills, and exposure to middle school AIG services, supporting historically underrepresented students.

High School (Grades 9–12)

High school AIG extracurricular programming is intentionally aligned to student DEPs, academic pathways, and career interests. Programming at this level encourages college and career readiness, leadership, and real-world application.

Advanced Academic Programs:

- AP Seminar Research Mentorships
- STEM Career Pathways & CTE Certifications
- Scholars' Symposium – a culminating academic showcase open to students with high-level research, art, or performance-based projects.

Clubs & Competitions:

- Speech & Debate
- Mock Trial
- Robotics
- NC Science and Engineering Fair
- Literary Magazine & Journalism

Internships and Job Shadowing:

- Through partnerships with Yadkin Valley Career Academy, Davidson-Davie Community College, and local businesses, students explore real-world contexts via:

Service and Leadership:

- National Honor Society
- National Technical Honor Society
- Service Learning Projects
- Student Council
- Superintendent Student Advisory Board

8th to 9th Grade Bridge Program:

- Students from underserved groups attend a summer advanced learner boot camp focused on academic planning, goal-setting, and exposure to AP/honors expectations and supports.

Systemwide Strategies for Equity and Access

To ensure equity in extracurricular programming, TCS implements the following:

- No-cost participation in all AIG-sponsored clubs and events.
- Transportation accommodations for after-school activities.
- Interest inventories are completed annually by students in Grades 4–12 to help match them with aligned extracurricular offerings.
- Translation services and multilingual flyers ensure that families understand and can access programming.
- Data tracking disaggregates participation rates to monitor and address gaps by race, income, language status, and exceptionality.

Showcasing Student Talents

TCS values public demonstration of learning and supports multiple venues for students to showcase their growth:

- District-Wide AIG Showcase Night (annually, K–12)
- Visual Art Exhibitions and Music Performances
- Portfolio Presentations and Capstone Projects
- Digital Showcases featured on school websites and social media





These events affirm the talents of gifted learners, celebrate diversity, and increase family and community engagement. The extracurricular opportunities offered by TCS are grounded in the NAGC Pre-K–12 Programming Standards and Tomlinson’s model of differentiated enrichment, which emphasize student choice, rigorous thinking, and whole-child development. According to research by Renzulli and Reis, enrichment clusters and interest-based programming are essential to developing high potential in students from nontraditional or underrepresented groups. TCS integrates this research by using tiered programming and interest-driven exploration as core components of its gifted services. By ensuring that extracurricular enrichment is available and meaningful at every grade span, Thomasville City Schools is fulfilling its commitment to meeting the academic, intellectual, social, and emotional needs of gifted learners.

*** Ideas for Strengthening the Standard**

- Expand Use of Learning Management Systems (Canvas and Google Classroom)
- Implement an AIG Peer Mentoring Program
- Facilitate Regular Collaboration with School Counselors
- Strengthen Collaboration with Curriculum Facilitators
- Establish Cross-Departmental Planning with District Leaders
- Create AIG Resource Modules for Teachers in Google Drive
- Integrate AIG Student Voice in Programming

Planned Sources of Evidence

* AIG Headcount for Each Grade Level	
* Infinite Campus Schedules and Enrollments in Honors, Advanced, and AP Courses	
* Enrichment Activities List (by School and/or Grade)	
* Individual Student DEPs and AIG Record	
* AP Partnership Agreement	
* Attendance Records for AP Partnership Workshops	
* Digital Learning Opportunities (Khanmigo, SilverQuicken, and more)	
* Formative, Benchmark, and State Assessment Data (Disaggregated for AIG)	
* NCVPS courses for acceleration	
* Integrated Curriculum Model	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources		N/A	 <u>Slocumb-Payne Inventory & Behavior Rating Scale</u>  <u>CogAT Parent Letter</u>  <u>K-8 Screening Observation Form</u>  <u>Differentiated Education Plan/Annual Review</u>

Standard 3: Differentiated Curriculum and Instruction

Thomasville City Schools (292) 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.

Thomasville City Schools (TCS) is committed to ensuring that academically and intellectually gifted (AIG) students experience rigorous, relevant, and responsive instruction aligned with the North Carolina Standard Course of Study (NCSCOS). Differentiated instructional practices are implemented across grade levels and content areas to meet the unique learning profiles of gifted learners. The district's approach to curriculum adaptation is grounded in acceleration, enrichment, and extension strategies recognized in national gifted education research as essential for optimal student growth.

Curriculum Differentiation Across K–12

Elementary (K–5):

- AIG specialists and general education teachers co-plan and collaborate to enrich ELA and math instruction using concept-based units and inquiry-based learning (IBL) or problem-based learning (PBL) tied to the NCSCOS.
- Students are pre-assessed at the beginning of units to determine readiness for content compacting, with flexible grouping and independent study as follow-up strategies.
- Literacy instruction includes access to complex texts, novel studies, and guided research aligned to higher-order thinking skills and student interests.
- Math instruction may include off-grade-level content, math investigations, and cross-grade grouping for acceleration.

Middle School (6–8):

- Differentiation is implemented through honors-level coursework and cluster grouping models in core subjects.
- Instruction is modified using tiered assignments, learning contracts, and opportunities for curriculum compacting.
- Enrichment seminars and project-based learning units address cross-curricular connections and real-world applications.
- Students engage in career exploration, academic competitions, and mentorship opportunities.

High School (9–12):

- AIG-identified students are supported through access to Honors, Advanced Placement (AP), and College and Career Promise (CCP) courses. These courses are developed to include:

- Increased depth and complexity
- Emphasis on critical thinking, strategic thinking, problem-solving, and inquiry
- Accelerated pacing based on student readiness
- TCS partners with Yadkin Valley Career Academy and Davidson Early College to provide dual enrollment and career pathway options.
- Teachers of AP and Honors courses receive targeted PD to differentiate instruction within advanced content.

Differentiation Strategies in Practice

Teachers across all grade levels differentiate instruction using a broad range of strategies:

- Content: Modified through depth and complexity extensions, off-grade level texts, and alternative problem-solving approaches.
- Process: Varied through tiered activities, guided inquiry, collaborative investigations, and differentiated pacing.
- Product: Student learning is demonstrated through creative presentations, independent research, and performance-based assessments.
- Learning Environment: Classrooms are organized to support flexible grouping, student choice, and independent exploration.

Differentiated Education Plans (DEPs) are collaboratively developed annually between the AIG coordinator, teachers, and families to outline specific academic and instructional needs and monitor services.

District Supports for Implementation

To ensure fidelity of curriculum adaptation and support differentiation across all schools:

- TCS provides common planning time for AIG and general education teachers to collaborate on enrichment and acceleration strategies.
- AIG Lead Teachers serve as instructional coaches and resource providers for K–12 staff.
- The district offers ongoing professional development on:
 - Depth and complexity frameworks
 - Pre-assessment and flexible grouping
 - Strategies for 2e learners and culturally responsive pedagogy
- Differentiation implementation is monitored through:
 - Lesson plan reviews
 - Classroom observations

- DEP audits
- Quarterly student work samples

Instructional Resources and Equity in Access

- TCS invests in high-quality instructional resources (e.g., Noetic Math, SilverQuicken, Khamigo) that support gifted-level curriculum differentiation. Digital tools such as i-Ready, Khanmigo, and Google Workspace allow for personalized learning pathways and independent enrichment opportunities. The AIG Coordinator and counselors collaborate to provide SEL-infused instruction, addressing advanced learners' social and emotional needs.
- Students from underrepresented groups are monitored to ensure access to enrichment and acceleration opportunities through equity reviews and data disaggregation.

TCS's AIG curriculum model prioritizes academic challenge, student voice, and personalized growth by differentiating the SCOS through enrichment, extension, and acceleration. By supporting educators with training, resources, and collaborative structures, the district ensures AIG students receive appropriately complex, engaging instruction that reflects their potential.

*** Practice B**

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

Thomasville City Schools (TCS) employs a strategic, data-informed approach to differentiating instruction that meets the academic, intellectual, and affective needs of AIG students across all grade levels. Student information is gathered through multiple qualitative and quantitative measures, including formative assessments, benchmark data, achievement tests, aptitude assessments, interest inventories, and teacher observations. This data is used collaboratively by AIG personnel and instructional staff to develop annually reviewed Differentiated Education Plans (DEPs) for each identified student.

Using Student Data to Inform Differentiation

Data on student ability, readiness, and interest are central to instructional planning. Teachers use pre-assessments to identify mastery and determine readiness levels, which guide decisions regarding curriculum compacting, pacing, and grouping. Interest inventories are administered to identify student passions and guide enrichment, elective pathways, and independent study topics. DEPs document these data points, ensuring instructional strategies and service options are personalized and targeted.

The DEP process ensures that AIG students' needs are matched with appropriate service delivery models, including flexible grouping, pull-out enrichment, co-teaching, and access to advanced courses such as Honors, Advanced Placement (AP), Career & College Promise (CCP), and dual enrollment through partnerships with Davidson-Davie Community College and Yadkin Valley Career Academy.

Instructional Strategies for Differentiation

Instructional differentiation is implemented through content, process, product, and learning environment modifications. Teachers are supported in applying evidence-based strategies that incorporate depth, complexity, and rigor, such as:

- Curriculum Compacting – streamlining instruction for content already mastered to provide time for enrichment or acceleration.
- Tiered Assignments – offering varying levels of complexity on the same core content to ensure appropriate challenge.
- Choice Boards and Learning Menus – providing autonomy in learning based on student interest and preferred learning modalities.
- Problem-Based and Inquiry Learning – integrating real-world, open-ended problems that promote advanced thinking and collaboration.

- Independent Study and Learning Contracts – designed around student interests and guided by clear expectations and checkpoints.
- Socratic Seminars and Paideia Methods – used particularly in the honors and advanced placement courses to foster higher-order discussion and reflection.
- Advanced Learning Pathways – including Honors, AP, CCP, and CTE courses tailored to student aspirations and strengths.

Instruction is delivered in environments that are intentionally structured to promote collaboration, independence, and inquiry. Technology tools, virtual coursework, and interdisciplinary units further expand access to enriched learning opportunities.

Collaborative Structures to Support Differentiation

TCS leverages school-based teams, including Professional Learning Communities (PLCs), Gifted Instruction Teams (GIT), and grade-level/content area teams, to monitor student progress and plan instructional adaptations. These teams use student data to reflect on instruction, share strategies, and identify necessary interventions or enrichments. AIG specialists provide coaching and modeling of differentiated practices and collaborate with teachers to analyze student work and plan instructional supports.

Ongoing Monitoring and Professional Support

Progress toward academic, intellectual, and SEL goals is monitored through formative assessments, student reflections, and performance-based tasks. Data is reviewed during DEP updates and PLC meetings to make responsive adjustments. Teachers are supported through ongoing professional development focused on differentiation, curriculum design, and instructional strategies aligned with gifted learners' needs.

*** Practice C**

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

Thomasville City Schools (TCS) is committed to providing a comprehensive and equitable AIG program that leverages a wide range of evidence-based curricular and instructional resources to meet the academic, intellectual, and social-emotional needs of gifted learners. These resources are strategically selected and embedded within the district's instructional framework to support both cognitive and affective development across K–12.

Academic and Intellectual Support through Evidence-Based Resources

TCS ensures the academic and intellectual development of AIG students through a robust selection of research-supported materials and practices. The foundation of academic instruction is aligned with the North Carolina Standard Course of Study (NCSCOS), which is intentionally accelerated, enriched, and extended using high-quality, advanced-level resources such as:

- Grades 3–8: William and Mary Center for Gifted Education Units are implemented to promote inquiry-based learning, interdisciplinary connections, and higher-order thinking across ELA, social studies, and science.
- Grades 3–6: Ufli and i-Ready provide a tiered approach to reading instruction that strengthens students' critical analysis and interpretive thinking through progressively complex texts and questioning strategies.
- Grades 6–12: College Board and AP Curricular Resources, including Pre-AP frameworks, pacing guides, and benchmark assessments, support vertical alignment and ensure that AIG students are prepared for advanced coursework and college readiness benchmarks.

- Grades 3–12: Curriculum Compacting Protocols (based on Renzulli's model) are used to streamline content for students who demonstrate early mastery, allowing them to engage in enrichment tasks, extension menus, or independent research aligned to their academic interests.

- Grades 2–8: Noetic Math Contest and Khanmigo (AI Math Tutor) are used to accelerate math achievement and deepen problem-solving skills through adaptive, challenging tasks tailored to gifted math learners.

These resources are incorporated into curriculum maps and instructional guides developed collaboratively by AIG personnel and content-area experts to ensure proper integration into daily instruction. Additionally, digital repositories and shared instructional drives make materials accessible to teachers across schools and grade levels.

Social and Emotional Needs: Resources and Interventions

Recognizing the unique affective needs of gifted learners, TCS has prioritized the integration of SEL-specific resources into the AIG program, working in collaboration with student support services and school-based MTSS teams. Key resources include:

- Grades 2–12: Schoolwide Enrichment Model (SEM) strategies, such as exploration clusters and passion projects, are used to promote creativity, interest-based learning, social connection, and collaboration among intellectual peers across grade levels and subject areas.
- Grades 3–8: Bibliotherapy Units using texts such as Gifted Hands, Fish in a Tree, and The Girl Who Thought in Pictures are integrated into AIG groups to address themes like perseverance, perfectionism, identity, and belonging, promoting emotional resilience and self-understanding.
- Grades 3–6 (Newly Identified AIG Students): "What It Means to Be Gifted" mini-units are delivered in small group settings or during enrichment blocks to build self-awareness, explore asynchronous development, and teach self-advocacy strategies as students adjust to gifted services.
- Grade 9: Freshman Seminar, designed for high school transition, is grounded in Carol Dweck's Growth Mindset research and focuses on executive functioning, academic habits, organizational skills, and strategies to support success in rigorous high school environments.

TCS AIG specialists work closely with counselors, psychologists, and social workers to monitor student SEL data (e.g., discipline referrals, attendance trends, and teacher observations). These data inform decisions regarding tiered supports, counseling groups, and targeted interventions for twice-exceptional students, under-represented populations, and multilingual gifted learners.

Implementation and Professional Learning Structures

To ensure effective implementation of these evidence-based resources:

- Planning time is allocated for AIG specialists and teachers to collaborate during PLCs, vertical team meetings, and district-wide AIG work sessions.
- TCS hosts professional development facilitated by experts from NCDPI, the College Board, and university partners to build educator capacity in using AIG-aligned resources and practices.
- AIG specialists maintain and curate a living digital resource hub, organized by grade band and content area, providing direct access to vetted lessons, assessments, enrichment tools, and SEL strategies.
- Materials are also housed in school-based resource libraries with guidance on scaffolding, extension, and tiered instructional design.

Through a deliberate, data-informed approach and strong interdepartmental collaboration, TCS ensures that both the cognitive rigor and affective development of AIG students are supported by research-based resources and systematic implementation structures. This commitment allows the district to meet the holistic needs of advanced learners and uphold the intent of Standard 3C of the North Carolina AIG Program Standards.

*** 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.

Thomasville City Schools (TCS) is committed to cultivating durable skills, such as adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility, in all AIG learners, recognizing these competencies as essential for post-secondary success and lifelong learning. TCS aligns these durable skills within a real-world instructional context through a multi-pronged approach that includes integrated curriculum development, strategic partnerships, community engagement, and advanced learning opportunities.

Durable Skills Integration in Curriculum and Instruction

To intentionally embed durable skills in AIG instruction, TCS has begun the process of developing and piloting integrated curriculum units across grade spans that combine academic rigor with real-world application. These units are grounded in the North Carolina Standard Course of Study (NCSCOS) but are extended through a concept-based, interdisciplinary framework that fosters inquiry and transfer of learning. Educators utilize resources aligned with NCDPI's Portrait of a Graduate to ensure developmentally appropriate exposure to the eight essential durable skills.

In elementary and intermediate grades, teachers collaborate with AIG Specialists and instructional coaches to incorporate durable skills into enrichment clusters, Genius Hour projects, and STEM challenges. These activities foster creativity, collaboration, and critical thinking, while also promoting student agency. For example, a "Community Impact" PBL unit in 5th grade integrates social studies and ELA standards with real-world problem-solving to help students research local issues and develop persuasive advocacy proposals, enhancing both empathy and communication.

At the middle and high school levels, AIG students have access to a range of advanced programming (e.g., Honors, Advanced Placement, CCP), in which critical thinking and communication are explicitly taught and assessed. Teachers in these courses are supported through ongoing professional development that emphasizes depth, complexity, and application of knowledge. Instructional materials include Socratic seminars, claim-evidence-reasoning structures, and design thinking protocols to foster student autonomy and a learner's mindset.

Real-World Application and Experiential Learning

TCS recognizes that real-world applications are critical for developing durable skills. AIG students are provided opportunities to participate in robust experiential learning experiences such as:

- Variation of clubs, including robotics and debate clubs, to support communication, critical thinking, and collaboration.
- Coding and Robotics challenges through partnerships with STEM-focused community organizations, encouraging creativity, adaptability, and perseverance.
- Student Seminars and Book Clubs facilitated by AIG personnel that tackle contemporary ethical dilemmas and social justice themes, enhancing empathy, personal responsibility, and civil discourse.

Additionally, TCS is expanding partnerships with local businesses and civic organizations to provide AIG students access to:

- Job shadowing, apprenticeship, and mentorship programs in middle and high school
- Service-learning projects aligned with civic engagement goals
- School-based internships, including student roles within the Broadcast News Studios and MakerSpaces.

These initiatives not only strengthen community bonds but also allow students to develop adaptability and leadership in authentic environments.

Technology and Innovation to Support Durable Skills

TCS leverages a wide array of technology resources to facilitate the development of 21st-century skills in AIG students. Through 1:1 Chromebooks in grades 6–12, mobile laptop carts in elementary settings, and school-wide access to Promethean ActivBoards, students collaborate using shared digital tools that encourage project-based learning and digital literacy.

MakerSpaces across TCS schools are equipped with problem-solving kits, 3D printers, and engineering materials that encourage design thinking, trial and error, and self-reflection, all components of a learner’s mindset. These spaces serve as both enrichment labs and AIG extension areas, where durable skills are practiced and refined.

Professional Learning and Collaboration

To ensure that educators are well-equipped to nurture durable skills, the AIG Specialist participate in cross-disciplinary PLCs and are engaged in training aligned with Portrait of a Graduate competencies. TCS has created vertical planning sessions between elementary, middle, and high school AIG staff to ensure skill progression and alignment of opportunities.

Furthermore, collaboration with the Career and Technical Education (CTE) department enhances offerings for gifted students with interests in business, health sciences, engineering, and public service, embedding ethical decision-making, accountability, and real-world performance tasks into daily instruction.

Next Steps and Sustainability

To build upon current efforts, TCS plans to:

- Develop district-wide grade band-specific units explicitly targeting durable skills using a common planning template.
- Expand student showcases to include artifacts of learning related to adaptability, leadership, and innovation.
- Survey students and parents annually to identify durable skills growth areas and inform enrichment offerings.
- Continue to align durable skills instruction with social-emotional learning and post-secondary readiness goals as part of our MTSS framework.

Summary of Alignment to Practice Components:

Practice Component	TCS Implementation Evidence
Opportunities that develop durable skills	Concept-based units, PBL, IBL, advanced coursework, real-world problem-solving, student-led seminars
Real-world context	Community-based service projects, internships, mentorships, field trips, and competitions like debates.
Integration of skills	Technology integration, CTE alignment, interdisciplinary instruction, and Portrait of a

Graduate framework

Thomasville City Schools remains committed to equipping AIG students with the durable skills and mindsets they need to succeed beyond the classroom. Through intentional curriculum design, community partnerships, innovative instruction, and a culture of excellence, TCS empowers gifted learners to grow as critical thinkers, empathetic leaders, and engaged citizens.

*** Practice E**

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

Thomasville City Schools (TCS) recognizes the essential role that ongoing assessment plays in driving high-quality, differentiated instruction for AIG learners. Through a multi-tiered, balanced assessment system, TCS ensures that instructional decisions are responsive, equitable, and aligned to the academic, intellectual, and social-emotional needs of gifted and advanced students. Formative and summative assessments are intentionally selected and utilized not only for monitoring progress but for shaping content delivery, grouping, pacing, and student agency in learning.

Assessment Strategy and Systemic Alignment

TCS has developed a district-wide assessment schedule that includes universal screeners, common formative assessments (CFAs), state benchmarks, pre-assessments, and summative evaluations aligned to the North Carolina Standard Course of Study (NCSCOS). These assessments are vertically aligned across grade spans and calibrated to measure a range of student performance levels, including those demonstrating readiness for acceleration, enrichment, or advanced pacing.

Key Assessments Include:

- Pre-assessments and diagnostic tasks are aligned to upcoming units to determine mastery of content before instruction begins.
- Common formative assessments (CFAs) are developed collaboratively by PLCs to monitor mastery of priority standards and skills.
- Benchmarks and NC Check-Ins to measure growth and inform pacing decisions for Tier I and AIG-specific instruction.
- Performance-based assessments in literacy and project-based learning units to capture critical thinking, creativity, and depth of understanding.
- Teacher-created rubrics and anecdotal notes from Socratic seminars, novel studies, and group inquiry tasks in AIG pull-out or push-in sessions.

Using Data to Drive Differentiation

TCS educators use assessment data to implement evidence-based differentiation strategies tailored to student profiles. AIG Specialists and classroom teachers engage in ongoing data cycles to:

- Compact the curriculum for students demonstrating early mastery, replacing redundant tasks with advanced content or independent projects.
- Create flexible grouping structures to provide enrichment, scaffolding, or acceleration based on specific skill gaps or proficiencies.
- Assign tiered assignments and open-ended tasks to allow for multiple entry points and extensions within the same instructional standard.

- Develop learning pathways informed by student portfolios, self-assessments, and goal-setting to promote autonomy and challenge.

Data conversations are conducted in grade-level PLCs, vertical articulation meetings, and school-based MTSS teams, with support from AIG Specialists and Instructional Coaches to ensure instructional practices align with student needs.

Capacity Building and Collaborative Planning

To enhance the instructional use of assessment data, TCS provides targeted professional development on:

- Designing rigorous pre-assessments and interpreting qualitative and quantitative data.
- Using student work protocols to analyze growth and determine needs for enrichment or reteaching.
- Implementing research-based differentiation frameworks, including Carol Ann Tomlinson's principles of differentiated instruction, Sandra Kaplan's Depth & Complexity model, and Renzulli's Enrichment Triad.

Additionally, TCS facilitates collaborative planning sessions among AIG Specialists, content-area teachers, and school leaders to:

- Develop targeted plans for students performing at or above grade level.
- Embed acceleration, enrichment, and extension tasks using formative results.
- Identify students demonstrating consistent high achievement for possible subject or grade acceleration under district guidelines aligned with Credit by Demonstrated Mastery (CDM) ([SBE Policy.CCRE-001](#)).

Monitoring Growth and Instructional Effectiveness

Growth data for AIG students is reviewed quarterly at both the school and district levels. This data includes student performance on:

- Reading and math screeners (e.g., i-Ready, NC Check-Ins)
- Benchmark and classroom assessment trend analysis

Patterns in this data inform district-wide decisions about resource allocation, curriculum refinement, and professional learning needs. It also supports data-driven identification for underrepresented gifted populations, including multilingual learners, students with disabilities, and economically disadvantaged students.

To ensure equitable and unbiased analysis, MTSS teams across TCS use structured problem-solving protocols and AIG data dashboards to monitor longitudinal growth, not just proficiency.

TCS's approach to ongoing assessment ensures that AIG students are not only challenged but also supported in ways that maximize their potential. Through intentional assessment design, collaborative analysis, and responsive instruction, TCS educators provide gifted learners with learning experiences that are relevant, rigorous, and individualized. This district-wide use of data-driven differentiation aligns with the mission to support excellence in every learner.

* Practice F

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

In Thomasville City Schools (TCS), a district-wide commitment to collaborative planning and professional learning drives the effective implementation of differentiated curriculum and instruction for advanced learners. All instructional personnel, including classroom teachers, AIG specialist, instructional coaches, exceptional children (EC) staff, and administrators, actively collaborate to ensure that instruction meets the academic, intellectual, and social-emotional needs of AIG students.

Professional Learning Communities (PLCs) meet weekly at each school, providing structured time for educators to plan, analyze student data, and refine differentiated instructional practices. During these meetings, teachers use common formative assessments, pre-assessment data, and student interest inventories to co-develop enriched and accelerated learning experiences that align with the North Carolina Standard Course of Study (NCSCOS). The needs of AIG students are a regular agenda item in these meetings to ensure focused attention on advancing student growth and potential.

The AIG Coordinator participates in and facilitates school-based PLCs, district curriculum meetings, and the district's MTSS team. Through these platforms, the Coordinator advocates for gifted learners and ensures vertical alignment of differentiation strategies across grade levels and content areas. AIG personnel support implementation by modeling research-based strategies, such as curriculum compacting, tiered assignments, and independent projects, and by co-planning advanced content with classroom teachers. This ensures that AIG students are provided with tasks that emphasize depth, complexity, and critical thinking.

To guide these collaborative efforts, the district has developed reflective protocols and coaching questions for educators to consider during planning, such as:

- How are we providing opportunities for AIG students to move beyond mastery into areas of complexity or innovation?
- Do our tasks allow students to struggle productively and grow from the challenge?
- Are students offered multiple pathways to extend learning based on interests and strengths?

These protocols are especially useful in co-planning sessions between AIG specialists and content teachers, allowing teams to target advanced learning outcomes, evaluate lesson effectiveness, and reflect on next steps for refinement. The district also provides ongoing professional development on differentiation for advanced learners, including training for both licensed and non-licensed staff in scaffolding for gifted multilingual learners and supporting twice-exceptional students. To assist with planning for secondary AIG students, teachers utilize the Honors Level Course Development and Evaluation Tool to ensure appropriate rigor and pacing in advanced coursework.

TCS curates and shares a digital resource bank that includes model lesson units, depth-of-knowledge (DOK) task banks, interdisciplinary enrichment activities, and exemplar student products. AIG personnel also provide teachers with modifications and instructional supports to ensure differentiated content meets the needs of students with coexisting exceptionalities. These tools help build teacher capacity for differentiation and ensure that all students, including those who are twice-exceptional, can access content at their readiness level while developing their strengths.

To monitor implementation, administrators and instructional coaches conduct walkthroughs using district-aligned look-fors for differentiation. Feedback is shared with teams during collaborative planning and used to guide professional learning topics. By embedding differentiation into the collaborative culture of the district, TCS ensures that AIG students consistently receive instruction that fosters challenge, creativity, and continuous growth.

*** Ideas for Strengthening the Standard**

- Design Differentiated Course Pathways at Middle and High School Levels
- Offer Advanced Coursework in Middle School
- Embed ACT/SAT Preparation in High School AIG Services
- Utilize Canvas and Google Classroom for Tiered Assignments and Assessment
- Develop and Share AIG-Enriched Instructional Units
- Provide Professional Learning on Tiered Instruction and Curriculum Compacting
- Use Student DEP Goals to Guide Differentiation in the Classroom
- Incorporate Project-Based/ Inquiry-Based Learning and Independent Study
- Implement Regular AIG Instructional Walkthroughs
- Develop Interdisciplinary Elective Options for AIG Students

Planned Sources of Evidence

* Infinite Campus Schedules and Enrollments in Honors, Advanced, and AP Courses	
* Early College Enrollment Records	
* NCVPS (North Carolina Virtual Public School) Enrollment Data	
* AIG Identification Criteria and Placement Rubrics	
* Student Differentiated Education Plans (DEPs) and AIG Service Records	
* Documentation of Digital Learning Opportunities and Equipment Access	
* Formative, Benchmark, and State Assessment Data (including disaggregated AIG performance)	
* Canvas and Google Classroom Course Data Reflecting Tiered Assignments or Enrichment	
* Lesson Plans and Unit Overviews with Evidence of Differentiation for AIG Students	
* Records of AIG-Targeted Professional Development on Curriculum Compacting, Tiered Instruction, and Advanced Content	

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources		N/A	 Differentiated Education Plan/Annual Review

Standard 4: Personnel and Professional Development

Thomasville City Schools (292) 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.

Thomasville City Schools recognizes that a comprehensive and high-quality AIG program is built upon the capacity, training, and commitment of its personnel. The district has developed a purposeful and multi-tiered system for recruiting, developing, and retaining highly qualified educators to lead and deliver gifted services. These efforts are aligned with research-based practices and the program standards established by NCDPI and the National Association for Gifted Children (NAGC).

AIG Coordinator Qualifications and Responsibilities

TCS employs a district-level AIG Coordinator who holds a current North Carolina AIG add-on license and has completed additional leadership training aligned with district improvement goals. This individual leads all aspects of AIG programming and provides strategic oversight and coordination across the district. The role of the AIG Coordinator is explicitly defined in an internal roles and responsibilities document aligned to the Local AIG Plan, which is disseminated to all stakeholders.

Key responsibilities include:

- Guiding the development and implementation of the Local AIG Plan.
- Leading the screening, referral, and identification processes across K–12.
- Monitoring equity of access and the quality of services delivered.
- Overseeing and maintaining program compliance, documentation, and communication.
- Chairing both the AIG Advisory Council and the Identification Team.
- Designing and delivering professional learning opportunities.
- Participating in state and regional AIG leadership networks to ensure alignment with evolving policy and practice.

Support Systems and Collaborative Leadership

TCS has developed a layered leadership model for AIG, including:

- One district-level AIG Specialist.
- A designated AIG teacher at each school site.

- An AIG Lead Teacher who assists with districtwide planning and school-level coaching.

- The AIG Coordinator is an active member of the MTSS Leadership Team, ensuring advocacy for gifted learners is embedded into broader academic and behavioral intervention models.

The district recognizes that the AIG Coordinator holds multiple district-level roles. To mitigate challenges associated with workload, the district has built a distributed leadership framework, empowering site-level AIG staff with leadership roles, formal planning periods, and access to shared resources.

To foster collaboration, the district hosts quarterly AIG PLC meetings where teachers engage in:

- Data analysis of AIG student performance.
- Case study discussions focused on diverse learners.
- Calibration on DEP development, service delivery, and differentiation.

PLC agendas are aligned with district instructional goals and provide differentiated professional learning tailored to the experience level and role of participants.

Recruitment, Retention, and Professional Development

Recruitment of AIG-Qualified Staff

TCS is actively building a pipeline of future AIG leaders by:

- Offering an annual AIG Praxis Cohort to support teachers pursuing licensure.
- Providing stipends and tuition assistance for licensure coursework.
- Embedding AIG competencies into new teacher orientation and onboarding sessions.
Recruitment also involves collaborating with Human Resources to prioritize candidates with gifted education experience and cultural competence, especially in schools with underrepresented gifted populations.

Retention and Talent Development

To retain highly qualified professionals, the district offers:

- Leadership pathways, such as the AIG Lead Teacher role.
- Recognition programs at district events.
- Strategic inclusion of AIG staff in school improvement teams, district planning sessions, and curriculum committees.

Mentorship and coaching support are provided for newly licensed AIG teachers. The district also provides release time and structured professional work days for DEP reviews, service planning, and talent development initiatives.

Professional Development Alignment

TCS has implemented a multi-tiered professional development model:

- Foundational PD for all instructional staff: This includes sessions on characteristics of gifted learners, frontloading strategies, and culturally responsive teaching to support underrepresented populations in gifted education.
- Ongoing, differentiated PD for AIG staff: Quarterly sessions and access to a curated Google Drive of AIG-specific resources support instructional planning and deepen understanding of gifted pedagogy.
- Leadership PD for AIG coordinators and leads: Topics include program evaluation, student advocacy, and coaching skills to support the social-emotional needs of gifted learners.

Professional development is aligned with data from the AIG self-assessment, teacher feedback surveys, and student performance metrics, ensuring it remains targeted and responsive.

Communication and Resources

TCS is in the final stages of developing a comprehensive AIG Handbook that outlines:

- Roles and responsibilities at all levels.
- Procedures for identification, service delivery, and progress monitoring.
- Communication protocols for families and staff.

This document will be published on the TCS AIG webpage and used during onboarding, parent meetings, and school-level training. All AIG publications are accessible via the TCS website and shared through district newsletters and school communications.

Research-Based and Equity-Aligned Practices

In alignment with best practices:

- Frontloading and talent development strategies are used in K–2 classrooms, supported by a district-created checklist to identify early signs of gifted potential.
- Flexible grouping practices are embedded into service models, allowing students to move fluidly between settings based on data.
- Equity is prioritized in recruitment, service delivery, and identification by disaggregating data and embedding training on bias-free practices.

Thomasville City Schools has built a strong foundation to ensure that AIG personnel are well-equipped, supported, and valued. The AIG Coordinator's leadership, the comprehensive professional development model, and the district's commitment to collaboration across departments ensure that the academic, intellectual, and social-emotional needs of gifted learners are met in meaningful and consistent ways.

* 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.

Thomasville City Schools (TCS) is committed to ensuring that all gifted learners have access to rigorous, differentiated, and comprehensive services delivered by well-prepared, highly qualified educators. Recognizing that the strength of its AIG program lies in the expertise of its staff, the district has invested in a multi-tiered system of support for AIG personnel, rooted in research-based practices and aligned to the district's vision for equity, excellence, and opportunity.

Support for AIG Program Leadership

The AIG program in TCS is led by a district-level AIG Coordinator who holds a valid North Carolina AIG add-on license. To ensure effective leadership, especially given that this individual also holds district-wide responsibilities, TCS has implemented several intentional structures:

- A district AIG Leadership Team includes the Coordinator, an AIG Specialist, and designated AIG teachers at each school. This team meets monthly to analyze service data, plan professional learning, and ensure fidelity of AIG service implementation across the K–12 continuum.
- A roles and responsibilities framework delineates leadership tasks by role and school level and is reviewed annually. This document ensures shared understanding of expectations and builds a system of distributed leadership.
- The AIG Coordinator serves on the district MTSS Team, advocating for the integration of gifted services within the larger support framework and ensuring that advanced learners' needs are met within Tier 1 and supplemental instruction.

Personnel Structure & Role Alignment with Local AIG Plan

Thomasville City Schools has developed a clearly defined personnel structure to support the academic, intellectual, and social-emotional needs of gifted learners. This structure is strategically aligned with the Local AIG Plan's vision: to provide equitable access to high-level academic opportunities while nurturing each learner's unique strengths and potential.

Elementary Schools (Thomasville Primary & Liberty Drive)

- AIG specialists work directly with identified and high-potential students through pull-out enrichment groups, co-teaching, and push-in differentiation.
- Specialists collaborate with general education teachers to support the use of flexible grouping, talent development, and Tier 1 differentiation strategies.
- Specialists partner with counselors to implement SEL lessons focused on perfectionism, resilience, and asynchronous development.

Middle School (Thomasville Middle)

- The AIG specialist facilitates interdisciplinary project-based learning and student-led inquiry units.
- Enrichment clusters are offered based on student interests and readiness, ensuring meaningful engagement and challenge.
- The specialist participates in course placement decisions, ensures appropriate content compacting, and offers SEL support in collaboration with the school's support staff.

High School (Thomasville High School)

- AIG and honors-level instructors work in coordination with the AIG team to support advanced learners through AP, dual enrollment, and honors courses.

- Staff provides guidance on course selection, goal-setting, and college readiness.

- SEL topics such as stress management, impostor syndrome, and self-advocacy are integrated into academic counseling and enrichment sessions.

All AIG staff operate under the supervision of the AIG Coordinator, ensuring consistent alignment with the Local AIG Plan and strategic district initiatives.

Recruitment and Retention of AIG–Licensed Educators

To expand and strengthen its pool of AIG-qualified professionals, TCS has developed a pipeline approach focused on recruitment, development, and retention:

Recruitment

- The district collaborates with local universities to identify prospective AIG educators and provides mentoring support for teachers pursuing their AIG licensure.
- TCS offers a Praxis support cohort with study resources, mentorship, and test fee reimbursement to incentivize licensure completion.
- Hiring preferences are given to candidates with AIG credentials and a strong track record of differentiation, particularly for Title I and high-needs schools.

Retention

- TCS has developed leadership opportunities for AIG teachers, including participation in AIG Advisory Council meetings and the facilitation of district PD.
- AIG educators are recognized at district events and receive stipends for additional leadership responsibilities.
- A district-level coaching model provides support for early-career AIG educators and ensures sustainability of high-quality practices.

Professional Development Aligned to Gifted Learner Needs

TCS provides comprehensive, ongoing professional development that addresses the academic, intellectual, and social-emotional needs of gifted learners at all levels of the workforce:

Tiered PD Model

1. Foundational PD for All Teachers
2. Specialized PD for AIG Specialists
3. Leadership PD for AIG Coordinators and Leads

Tools for Implementation and Communication

TCS has developed and distributed the following tools to enhance program coherence and communication:

- AIG Roles & Responsibilities Manual: Details duties by role and grade span, aligned to Local Plan goals.

- AIG Services Handbook for Families: Explains identification criteria, service options, and parent rights. Distributed annually and available on the district website.
- AIG PLC Agenda Templates & Reflection Tools: Used to guide monthly meetings and track implementation progress.
- Annual AIG Work Days: Provide structured time for DEP development, data analysis, and program planning.

Research-Based Practices and Program Alignment

The AIG program is grounded in research and best practices, such as:

- Frontloading strategies (e.g., early K–2 enrichment and talent development through pull-out groups).
- Flexible grouping to provide access to accelerated or compacted content across grade levels.
- Cross-grade subject grouping and academic clubs to extend challenge and collaboration opportunities.
- SEL Integration, supported by collaboration with counselors and training in an effective curriculum.
- MTSS Integration, ensuring gifted learners are considered in problem-solving processes and benefit from Tier 1+ supports.

These practices align with the NAGC Programming Standards and support a comprehensive approach to meeting the needs of the “whole gifted child.”

Thomasville City Schools has developed a robust infrastructure to ensure that gifted learners are served by knowledgeable and dedicated professionals. The district’s personnel structure, professional learning system, and leadership supports are all tightly aligned with the vision, mission, and goals of the Local AIG Plan. Through intentional collaboration, strategic planning, and a focus on talent development, TCS is creating a sustainable and equitable AIG program that is responsive to the academic, intellectual, and social-emotional needs of gifted learners.

* Practice C

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

Thomasville City Schools (TCS) recognizes that the effectiveness of gifted services is directly tied to the quality and preparedness of the professionals who design and deliver them. Aligned with the North Carolina AIG Program Standards and the district’s Local AIG Plan, TCS maintains a comprehensive, role-specific, and research-informed system of personnel development. This system ensures that all stakeholders are equipped to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners.

Support for AIG Program Leadership

The AIG Coordinator holds a valid AIG add-on license and serves as both a program leader and mentor for school-based AIG personnel. TCS supports this leadership role through:

- Ongoing coaching and collaboration with the Executive Director of Curriculum & Instruction.
- Monthly AIG Leadership Team meetings that include school-based AIG specialists and lead teachers, promoting shared decision-making and vertical alignment of services.
- Release time and funding for attendance at state and regional AIG conferences (e.g., NCAAGT, NCDPI Institutes).
- Integration into the district’s MTSS and Equity Teams to ensure AIG is considered in systemwide planning and problem-solving.

This collaborative structure empowers the AIG Coordinator to implement the Local AIG Plan effectively and to build capacity among site-based educators.

Collaboration Across Instructional Staff

TCS fosters intentional collaboration between AIG specialists and general education staff to ensure consistent and meaningful support for advanced learners. Structures include:

- Co-planning and co-teaching models, where AIG specialists model differentiation strategies and support flexible grouping and curriculum compacting within core instruction.
- Participation in school-level Instructional Leadership Teams to analyze data and identify students for enrichment and talent development.
- Scheduled vertical articulation meetings to support cross-grade subject grouping and continuity of services across school transitions.
- Collaborative SEL planning with counselors to meet the affective needs of gifted learners, especially those who are twice-exceptional or from underrepresented populations.

This collaborative approach ensures that gifted services are not isolated but embedded into the instructional framework of each school.

Professional Development Aligned to Gifted Needs

TCS utilizes a multi-tiered professional development framework aligned to the roles and competencies required for effective AIG service delivery. This framework integrates face-to-face training, asynchronous modules, coaching, and external partnerships.

Outlined Professional Development Requirements by Role:

1. Classroom Teachers

- Required annual PD on differentiation strategies for gifted learners, including tiered tasks, flexible grouping, curriculum compacting, and questioning strategies aligned to Webb's DOK and Bloom's Taxonomy.
- PD modules on AIG within MTSS, ensuring core instruction is responsive to advanced learners.
- At least one external AIG-focused learning opportunity per year (e.g., PTEC offerings, NCDPI webinars, NCAAGT).
- Training on talent development and frontloading strategies for high-potential students, particularly in K–2 settings.

2. Instructional Specialists & Coaches

- Monthly collaboration with AIG staff to embed enrichment and acceleration into content-area instruction.
- Training in the use of formative assessment tools to identify readiness and support advanced pacing.
- PD focused on identifying and serving gifted multilingual learners (GMLs) and twice-exceptional (2e) students.
- Modeling and coaching teachers on data-informed instructional grouping practices (within-class, between-class, and cross-grade subject grouping).

3. Student Services Personnel (Counselors, Social Workers, Psychologists)

- Annual SEL training on topics including asynchronous development, perfectionism, anxiety, and impostor syndrome.

- Use of the NAGC Affective Curriculum Framework to develop small-group and individualized supports.
 - Joint planning with AIG and MTSS teams to ensure wraparound services for 2e and underrepresented gifted students.
 - Involvement in early talent development initiatives to support culturally and linguistically diverse learners.
4. School Administrators
- Yearly PD on the Local AIG Plan, legal compliance, identification protocols, and service delivery models.
 - Leadership sessions on promoting a schoolwide culture of rigor, differentiation, and equity in gifted education.
 - Strategic planning training on staffing, scheduling, and resource allocation to support gifted services.
 - Ongoing data reviews and coaching from the AIG Coordinator to monitor implementation fidelity and address school-specific gaps.

Strategic Implementation of Professional Learning

Key Implementation Strategies Include:

- Defined Competencies by Role: All personnel roles have documented knowledge, skills, and dispositions expected for effective gifted service support, reviewed annually.
- Blended Delivery: Professional learning is delivered in-person, online (via Canvas), and through regional partnerships with PTEC, neighboring LEAs, and NCDPI.
- Use of AIG Specialists and Licensed Staff as PD Leaders: In-house experts lead PD sessions, model instructional strategies, and provide coaching to peers.
- Needs-Based Surveying: PD needs are gathered annually through an educator survey aligned to district instructional goals and the Local AIG Plan.
- Integration with MTSS and Equity Work: AIG PD is embedded in broader systemic efforts such as inclusive practices, data-based decision-making, and instructional equity.

Recruitment and Retention of AIG-Licensed Teachers

TCS is committed to building a pipeline of AIG-qualified educators and ensuring their long-term engagement.

Recruitment Strategies:

- Collaborations with local IHEs to recruit preservice teachers into AIG internship programs.
- Incentivizing in-district licensure with assessment reimbursement, stipends, and PD leave time.
- Recruitment preference for teachers with proven differentiation experience or AIG licensure in staffing hard-to-fill positions.

Retention Strategies:

- Recognition through district spotlights, stipends for AIG PLC leadership, and opportunities to present at regional and state conferences.

- Mentoring and coaching from AIG-certified staff for new AIG teachers and those enrolled in licensure programs.
- Participation in a districtwide AIG PLC, which fosters collaboration, innovation, and reflective practice among licensed educators.

Thomasville City Schools has developed a comprehensive and sustainable professional development system that equips all personnel involved in gifted programming with the tools and support they need to meet the academic, intellectual, social, and emotional needs of gifted learners. Grounded in research-based practices and aligned to both state standards and the district's Local AIG Plan, this framework ensures that professional learning is role-specific, strategically implemented, and aligned to equity-driven goals.

*** 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.

Thomasville City Schools (TCS) recognizes that gifted students require instruction from educators who understand their cognitive, academic, and social-emotional needs. Following North Carolina's AIG Program Standards, the district has developed and implemented clear, research-based procedures to ensure that teachers responsible for providing direct services to AIG students, regardless of educational setting, either hold an AIG add-on license or have completed rigorous, district-approved training aligned with best practices in gifted education.

Qualified Personnel for AIG Service Delivery

To promote equity and excellence in service delivery, TCS ensures that AIG-identified students are placed in classrooms led by AIG-licensed educators or by those who have completed targeted professional learning as defined in the Local AIG Plan. The district supports this priority by:

- Maintaining a roster of AIG-licensed teachers and those who have met TCS's internal training requirements.
- Collaborating with school administrators during the master scheduling process to intentionally cluster AIG students with appropriately prepared educators.
- Monitoring and documenting AIG student placements annually through a centralized system, reviewed by the AIG Coordinator and school principals to ensure alignment with local policy and student needs.

District-Endorsed Professional Development Pathway

While striving for all AIG service providers to ultimately hold the AIG add-on licensure, TCS has developed a local endorsement process that reflects state competencies. This pathway prepares teachers for licensure by aligning with the NC AIG Standards and the Praxis 5358 examination. Teachers participating in this pathway must complete district-created modules on the following core topics:

1. Development and Characteristics of Gifted Learners
2. Creating Responsive Learning Environments
3. Differentiated Instruction for Gifted Students
4. Identification and Assessment of Gifted Learners
5. Professionalism, Advocacy, and Equity in Gifted Education

Each module includes embedded job-embedded assignments, reflection, peer collaboration, and administrator feedback, and is aligned to the competencies assessed on the Gifted Education Praxis exam.

TCS provides incentives for teachers to pursue the formal AIG add-on license by:

- Offering cohort-based Praxis preparation,
- Providing tuition assistance for coursework when feasible,
- Recognizing and utilizing licensed teachers as school-based leaders and mentors.

Grade-Level and Setting-Specific Service Models

TCS has tailored its AIG staffing and placement model to meet the unique needs of each grade band:

- K–5: Students are cluster grouped with teachers who either hold an AIG license or are enrolled in approved training. Additional supports include training in STEM enrichment, SIOP strategies for gifted multilingual learners, and differentiation coaching from AIG specialists.
- 6–8: Teachers delivering instruction to AIG-identified students must have either completed the local endorsement or be actively participating in the Praxis Cohort. Middle school teachers receive PD in curriculum compacting, tiered assignments, and affective curriculum integration to better address the asynchronous development of early adolescents.
- 9–12: Teachers of advanced courses, including Advanced Placement (AP), must complete the College Board AP Summer Institute before instruction and participate in follow-up workshops through the NC AP Partnership. Additional support is provided for vertical articulation between honors and AP course teachers to ensure continuity for AIG learners.

Cluster Grouping and Placement Process

TCS uses a clearly defined, equitable cluster grouping strategy to ensure effective service delivery. Key components include:

- Placement Guidelines: AIG students are placed in classrooms where a minimum of 5–8 gifted peers are present (as available), to form a meaningful cluster, aligned with NAGC recommendations.
- Teacher Matching Criteria: Teachers of these clusters must hold an AIG add-on license or meet local endorsement standards. Placement considers teacher strengths, experience with differentiation, and evidence of success with high-achieving learners.
- Scheduling Collaboration: School administrators work in partnership with the AIG Coordinator to ensure effective placement of students. This collaboration begins in the spring of each school year and is revisited in early fall after final enrollment data is available.

Monitoring and Accountability

To ensure that AIG students receive services from qualified personnel, TCS has implemented the following oversight practices:

- The AIG Coordinator audits class rosters each semester to confirm that students are placed with licensed or endorsed educators.
- A centralized database tracks AIG teacher credentials, professional development completion, and licensure status.

- Annual reports are shared with school leadership and the Board of Education, reflecting the percentage of AIG students served by licensed or trained personnel and identifying needs for recruitment or additional PD.

Support for Recruitment and Retention

Thomasville City Schools is committed to building a sustainable, highly qualified AIG teaching force through:

- Recruitment Initiatives: TCS actively recruits teachers into the AIG add-on licensure process through information sessions, mentoring from existing AIG teachers, and by embedding AIG competencies into district-level instructional frameworks.
- Retention Supports: Teachers with the AIG add-on license are given access to specialized leadership roles, such as AIG Lead Teachers, PD facilitators, and mentorship of teachers entering the licensure pathway. Recognition and celebration of these educators occur at the school and district levels.

Through strategic clustering, intentional placement, and comprehensive training pathways, Thomasville City Schools ensures that AIG-identified students are served by educators with the knowledge and skills necessary to meet their needs. Thomasville City Schools (TCS) recognizes that the strength and sustainability of its AIG services depend on the capacity and expertise of the educators who deliver them. In alignment with NC DPI's AIG Program Standards, TCS ensures that all personnel responsible for AIG service delivery are either licensed in gifted education or have completed a rigorous district-approved professional development pathway.

The district's approach is comprehensive, meaning it addresses the full spectrum of gifted learners' needs academic, intellectual, social, and emotional, across K–12 settings. This includes attention to early talent development, strategic grouping, ongoing coaching, and a formalized system for placement and accountability.

Qualified Personnel for AIG Service Delivery

TCS ensures that direct services to AIG students are delivered by teachers who hold an AIG add-on license or meet local training criteria aligned to the competencies outlined in the NC Gifted Education Praxis (5358).

Procedures to Ensure Teacher Qualifications:

- A central AIG Educator Credentialing Roster is maintained and updated annually to track which educators are AIG-licensed or locally endorsed.
- School administrators are provided this roster and partner with the AIG Coordinator during scheduling to cluster AIG students with appropriately qualified staff.
- An AIG Student Placement Monitoring System tracks student schedules and teacher assignments across K–12, ensuring that placement meets the expectations of the Local AIG Plan.
- Principals receive an annual placement audit report, and concerns or discrepancies are addressed collaboratively with the AIG Coordinator.

Cluster Grouping and Effective Service Delivery

To ensure consistency in placement and equity in access, TCS uses intentional cluster grouping practices based on national best practices (e.g., Gentry, 2014; NAGC):

- Cluster Group Definition: A minimum of 5–8 AIG students (when available) placed together in a general education setting with an AIG-licensed or endorsed teacher.
- Placement Criteria: Teacher selection is based on AIG licensure, past PD completion, demonstrated effectiveness with advanced learners, and principal recommendation.

- Cross-Grade and Between-Class Grouping: Where appropriate, especially in small schools, cross-grade or between-class subject grouping is used to align student needs with instructional readiness.

This approach ensures that AIG learners are placed in settings that best support their cognitive development and peer interaction.

Differentiated Professional Development for All Roles

TCS provides role-specific professional learning that is ongoing, evidence-based, and aligned to the NC AIG Standards. Each staff group receives targeted training, addressing their distinct responsibilities within the AIG program.

General Education Teachers:

- Annual PD sessions on differentiation strategies, such as curriculum compacting, tiered assignments, and depth of knowledge frameworks.
- Modules on frontloading, talent development, and supporting gifted multilingual learners and twice-exceptional (2e) students.
- Regular coaching from AIG specialists to model strategies for questioning, acceleration, and scaffolded enrichment.

AIG Specialists and Coordinators:

- Monthly professional learning focused on identification trends, affective curriculum, and equity-based practices.
- Release time and financial support to attend statewide conferences (e.g., NCAAGT, NCDPI Institutes).
- Participation in district instructional leadership teams and collaboration with MTSS, EC, and EL departments.

School Administrators:

- Annual AIG overview training aligned to the Local AIG Plan, with emphasis on scheduling, student placement, and clustering.
- Data literacy sessions to analyze student growth, equity gaps in identification, and program fidelity.
- Ongoing support from the AIG Coordinator for recruitment, coaching cycles, and PD planning.

Student Services Staff:

- SEL PD addressing the unique affective needs of gifted learners (e.g., anxiety, underachievement, asynchronous development).
- Collaboration with school teams to provide small-group or individualized SEL support, based on student needs and universal screeners.
- Training in due process procedures, parent communication, and talent development interventions.

Recruitment and Local Endorsement for AIG Add-on Licensure

Recognizing the need to expand its pool of qualified AIG educators, TCS employs multi-pronged recruitment strategies and provides a district-approved endorsement pathway for licensure preparation.

Recruitment Strategies:

- Annual outreach to new teachers via district onboarding and information sessions about the AIG add-on license.
- Recruitment of experienced educators into the TCS AIG Endorsement Pathway, with support from mentors and PD leaders.
- Collaboration with regional universities and Educator Preparation Programs to provide intern placements and licensure cohorts.

District Endorsement Pathway Includes:

- Five professional learning modules aligned with the NC AIG Standards and Praxis competencies:
- Embedded job-embedded projects, administrator feedback, and coaching support.
- Stipends or tuition support for educators who commit to completing licensure.

Retention of AIG-Licensed Educators

TCS works intentionally to retain educators who have earned the AIG add-on license by investing in their leadership and professional growth.

Retention Supports:

- AIG-licensed educators serve as site-based AIG Leads, coaching their peers and facilitating PD.
- Opportunities to present at regional/state conferences and lead district AIG initiatives.
- Recognition events, annual district showcases, and public acknowledgment through newsletters and Board of Education spotlights.

Monitoring and Accountability

AIG program fidelity is regularly assessed to ensure students are placed in appropriate settings and taught by qualified personnel.

- A bi-annual credential audit is conducted by the AIG Coordinator and submitted to the Executive Director of Teaching and Learning.
- Principals receive site-specific reports identifying any mismatches in placement or staffing and are required to submit a corrective plan if needed.
- Board of Education updates are provided annually, including teacher licensure data, student placement summaries, and progress toward recruitment goals.

Thomasville City Schools has established a comprehensive, systematic, and sustainable model for staffing and developing AIG service providers. Through intentional cluster grouping, clearly defined endorsement pathways, and ongoing professional learning, the district ensures that AIG-identified students are consistently served by professionals who are both

knowledgeable and skilled in meeting their diverse needs. By aligning its efforts with best practices in gifted education, as well as North Carolina's AIG Program Standards, TCS positions itself to cultivate equity, excellence, and access for every advanced learner it serves.

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

Thomasville City Schools (TCS) recognizes that the foundation of a high-quality AIG program lies in its personnel. Highly qualified educators especially those with AIG licensure serve as both instructional leaders and advocates for the academic, intellectual, and social-emotional development of gifted learners. In accordance with North Carolina's AIG Program Standards, TCS has developed a comprehensive, equity-informed plan for recruiting, developing, and retaining AIG-licensed professionals, including those from underrepresented backgrounds.

I. Organizational Support and Infrastructure

TCS has established a structured AIG leadership pipeline that supports sustainability, professional development, and upward mobility:

- Centralized Coordination: The Department of Advanced Learning includes a district-level AIG Coordinator and an AIG Specialist who collaborate with school-based AIG leads.
- Site-Based Leadership: AIG Lead Teachers at each school serve as instructional liaisons and support building-level clustering, identification, and differentiation practices.
- Incentive Structure: Teachers providing AIG services are supported through stipends, reduced non-instructional duties, or planning time all contributing to stronger retention.

This organizational clarity fosters collaboration, strengthens program fidelity, and ensures aligned messaging across the district.

II. Recruitment of AIG-Licensed and Endorsed Educators

A. Internal Recruitment: Building Capacity from Within

TCS believes in growing its own talent and provides structured opportunities for current teachers to earn AIG licensure:

- Praxis Cohorts: The district offers cohort-based preparation aligned to the Praxis 5358 exam, supported by district-developed modules in areas such as:
 - Financial Incentives:
 - Professional Pathways: Completion of the local endorsement or Praxis preparation opens opportunities for leadership roles, mentorship, and eligibility for specialized positions in AIG service delivery.

B. External Recruitment: Attracting AIG-Prepared Candidates

TCS collaborates with Human Resources to recruit and attract AIG-licensed professionals through:

- Job Postings that emphasize the district's emphasis on gifted education and professional growth.

- Interview Protocols that include scenario-based questions related to AIG identification, differentiation, and equity.
- Applicant Screening Tools to filter candidates with NC AIG licensure or out-of-state gifted certification.

Additionally, the district seeks to strengthen its pipeline by:

- Partnering with IHEs, including those with strong programs in gifted education, to host student teachers in AIG cluster classrooms.
- Engaging with diverse educator preparation programs, including HBCUs and Hispanic-serving institutions, to attract candidates from a range of backgrounds.

III. Retention of AIG-Licensed Professionals

TCS recognizes that retaining AIG educators requires more than credentialing; it requires a climate of support, recognition, and meaningful engagement:

A. Leadership Opportunities and Career Development

- AIG-licensed educators can serve as:
- This distributed leadership model builds collective efficacy and enhances professional satisfaction.

B. Recognition and Celebration

- Teachers are publicly recognized for earning licensure or completing local endorsements through:

These celebrations build morale and reinforce the value of gifted education in the district's culture.

C. Ongoing Support and Professional Growth

TCS provides job-embedded, differentiated professional development on:

- Curriculum compacting and tiered instruction
- Social-emotional needs of gifted and twice-exceptional learner
- Equity and access in gifted identification
- Frontloading strategies to nurture potential in underrepresented populations

PD is often facilitated by local AIG experts, supported by collaborative learning communities and coaching from the district AIG team.

IV. Diversity Recruitment and Equity Initiatives

TCS is committed to recruiting and retaining AIG educators who reflect the cultural, linguistic, and socioeconomic diversity of its student population.

A. Diverse Talent Pipelines

- Partnerships with HBCUs are being developed to recruit pre-service teachers with a focus on gifted education.
- The district supports diverse candidate mentoring, particularly early-career educators navigating AIG licensure pathways.

B. Equity in Leadership and Decision-Making

- AIG PD and planning committees intentionally include educators of color and multilingual educators to bring diverse perspectives to policy, planning, and practice.
- TCS is actively working to disaggregate AIG teacher demographics to monitor progress toward workforce equity.

V. Monitoring, Evaluation, and Continuous Improvement

To ensure strategic alignment and accountability, the district:

- Maintains a real-time database of AIG licensure, professional development progress, and Praxis cohort participation.
- Conducts annual surveys to gauge retention motivators, role satisfaction, and barriers to continued service.
- Reviews staffing and placement data disaggregated by school, subject, and demographic background, to inform hiring practices and support planning.

Findings are reported annually to:

- The District AIG Advisory Council
- School principals and instructional coaches
- The Board of Education, as part of a broader advanced learning strategic report

Thomasville City Schools has developed a forward-thinking, research-based framework to recruit, prepare, and retain AIG-licensed professionals who reflect the district's values of excellence, equity, and inclusion. Through strategic partnerships, ongoing professional development, and a data-driven culture, TCS is not only sustaining its AIG workforce but ensuring that gifted learners across all demographics are supported by culturally competent, highly trained educators. This approach positions TCS as a model of innovation and responsiveness in gifted education across North Carolina.

* Practice F

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

Thomasville City Schools is committed to ensuring that all AIG-identified and advanced learners are served by highly qualified, equity-driven professionals. TCS recognizes that effective gifted education is contingent on a knowledgeable and reflective workforce that understands and responds to the intellectual, academic, social, and emotional needs of gifted learners. Through comprehensive support structures, targeted professional development, and intentional recruitment and retention strategies, TCS aligns its AIG personnel initiatives with its broader goals of equity, excellence, and access for all students.

I. Support for AIG Leadership and Personnel

TCS ensures that personnel assigned to lead AIG services are provided with the tools, authority, and professional autonomy necessary to support district-wide gifted education initiatives. These supports include:

- Designated Roles and Protected Time: Each school is assigned a certified AIG teacher or lead with designated time to serve identified students, support staff, and maintain compliance.
- Centralized Oversight and Coaching: The District AIG Coordinator and AIG Specialist provide coaching, compliance monitoring, and professional learning to ensure fidelity of service delivery across all schools.
- Professional Learning Communities (PLCs): AIG Leads meet monthly in a district-wide PLC to collaborate, share strategies, and receive job-embedded professional development.
- Mentorship and Growth: New AIG Leads are paired with experienced mentors and supported through onboarding sessions that address compliance, enrichment models, and instructional strategies.

II. Collaboration Across Instructional Roles

To meet the holistic needs of gifted learners, AIG personnel regularly collaborate with general education teachers, EC staff, EL teachers, and school counselors. TCS fosters this collaboration by:

- Embedding AIG leads within school MTSS and student support teams.
- Conducting vertical articulation meetings between grade levels to review DEP data, discuss service models, and refine placement practices.
- Using a shared student data dashboard to enable co-planning and progress monitoring across all support teams.
- Offering joint PD sessions for EC, EL, and general education teachers on strategies for twice-exceptional learners and multilingual gifted students.

III. Professional Development That is Relevant, Ongoing, and Comprehensive

TCS's professional learning framework for AIG educators and general instructional staff addresses both foundational knowledge and innovative practices. This multi-tiered system includes:

1. Initial and Ongoing PD for AIG Teachers:
 - Praxis 5358 Cohort for AIG Licensure
 - Annual district AIG retreats focused on curriculum compacting, cluster grouping, and SEL
 - Use of DPI resources such as the Call to Action, Guidebook 2.0, and Critical Actions for 2e Learners
2. Embedded PD for All Staff:
 - Book studies on equity and gifted education (Culturally Responsive Teaching and the Brain, Unlocking Potential)

- Cross-departmental PD days that integrate AIG, MTSS, and literacy priorities
- “Differentiation in the Core Classroom” workshops led by district AIG coaches
- Use of virtual modules and asynchronous content to support flexible access

3. Special Focus on Equity and Excellence:

TCS has integrated the “Critical Actions” for multilingual learners and twice-exceptional students into its PD plans. This includes:

- Equity audits of nomination and placement practices
- Bias training for school counselors and referral teams
- Strategies for developing talent in underrepresented populations through frontloading and flexible service models

IV. Recruitment of AIG-Endorsed Teachers

TCS uses a combination of internal cultivation and external recruitment to build a strong AIG teaching force:

- AIG Licensure Cohorts: Teachers are supported in obtaining their AIG license through locally designed coursework aligned to DPI standards.
- Financial Incentives: Teachers pursuing licensure may access Title II funds for Praxis testing and course materials.
- Spring Recruitment Events: Focused on showcasing the benefits of AIG endorsement and the supports in place for new AIG teachers.
- Partnerships with IHEs: Support for student teaching placements and micro-credentialing for gifted education.

V. Retention of High-Quality AIG Professionals

TCS recognizes that retaining strong AIG educators requires a supportive culture, leadership opportunities, and recognition. To this end, the district:

- Offers leadership roles for AIG teachers as PD facilitators, curriculum designers, and Praxis cohort mentors.
- Recognizes AIG professionals during Board of Education meetings, staff features, and in the district newsletter.
- Provides stipends or schedule flexibility for AIG Leads to manage caseloads and participate in coaching
- Surveys AIG staff annually to identify improvement areas in PD, scheduling, and morale.

VI. Alignment with Strategic Equity Goals

All AIG professional development initiatives are embedded within TCS’s larger commitment to equity and access:

- The AIG plan is aligned with the district’s Strategic Plan, Equity Policy, and School Improvement Plans.
- AIG personnel are key contributors to district equity work, including task forces focused on disproportionality and access

- Data on service equity and teacher demographics is reviewed annually to inform HR planning, budget allocations, and leadership development.

VII. Monitoring and Continuous Improvement

The District AIG Coordinator collaborates with HR and Curriculum & Instruction to:

- Maintain a comprehensive database of teacher licensure and PD participation.
- Use teacher retention data, stakeholder feedback, and walkthroughs to evaluate AIG workforce effectiveness.
- Adjust PD offerings and recruitment strategies annually based on data and best practices.

Thomasville City Schools has created a responsive and comprehensive system to support, develop, and retain high-quality AIG professionals. Through data-informed planning, embedded professional learning, and a deep commitment to equity, the district ensures that its gifted learners are taught and supported by educators who understand and advocate for their advanced learning needs. By aligning recruitment, PD, and collaboration with systemic equity goals, TCS is building a future-ready gifted education program that empowers students and educators alike.

* 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.

Thomasville City Schools (TCS) is deeply committed to building a culture of excellence, equity, and inclusivity in gifted education. Central to this commitment is the recruitment, development, and retention of highly qualified educators who are equipped to support the academic, intellectual, social, and emotional needs of gifted and advanced learners. TCS views professional development as a strategic investment not a compliance exercise and as such, integrates gifted education practices within the district's instructional ecosystem.

I. Supporting AIG Personnel Leadership and Growth

TCS ensures that AIG Coordinators and school-based AIG Leads are supported through a clearly defined infrastructure that includes:

- Protected Roles & Schedules: Each school has a designated AIG Lead with defined responsibilities and protected planning time to ensure they can carry out service delivery and data monitoring with fidelity.
- Coaching and Mentoring: The District AIG Coordinator meets bi-monthly with AIG Leads for PLCs focused on compliance, instructional strategies, and advocacy. New AIG Leads receive mentoring and onboarding supports in alignment with DPI's AIG Guidebook 2.0.
- Access to Leadership Pathways: AIG personnel serve as PD facilitators, instructional coaches, and members of the District Instructional Leadership Team (DILT), allowing them to grow into broader leadership roles while influencing systemic change.

II. Facilitating Cross-Role Collaboration to Serve Gifted Learners Holistically

Recognizing that gifted students often present with asynchronous development, twice-exceptional needs, or are historically underrepresented, TCS prioritizes multi-disciplinary collaboration to meet the comprehensive needs of advanced learners. Structures include:

- Integration into MTSS and Equity Teams: AIG Leads serve on MTSS and school improvement teams to help develop targeted interventions and universal screening supports that align with both gifted and inclusive practices.

- Cross-functional PD Teams: Co-designed PD sessions between AIG staff, EC teachers, EL specialists, counselors, and instructional coaches ensure that support plans are inclusive and reflect whole-child needs.

- Vertical Articulation: Regular meetings across grade bands and between feeder schools ensure that acceleration opportunities and talent development services remain continuous and aligned K–12.

III. Professional Development Aligned to Local AIG Program Goals

The Local AIG Plan outlines five core goals, each supported through strategic professional development:

1. Equitable Identification Across Subgroups
2. High-Quality, Differentiated Instruction
3. Social and Emotional Learning (SEL) Supports
4. Pipeline Development and Leadership Opportunities
5. Collaborative Capacity Building

IV. Integration with District-Wide Initiatives

TCS ensures that the AIG perspective is embedded in all district-wide instructional and professional development priorities by:

- Co-Planning with District PD Office: AIG staff co-design district-wide PD days to ensure alignment with AIG standards and DPI's Call to Action and Critical Actions for 2e and CLD Learners.
- Participation on Strategic Teams: AIG staff serve on curriculum adoption committees, MTSS design teams, and equity-focused task forces to advocate for gifted learners at every planning level.
- Alignment with SIP Goals: All school PD agendas must include strategies for differentiation and advanced learning opportunities tied to subgroup growth and academic rigor.

V. Structured Collaboration for Refinement and Capacity Building

Collaboration is a cornerstone of the district's professional development strategy for gifted education. TCS ensures that best practices are continuously refined and disseminated through:

- Quarterly AIG PLCs: Structured sessions for data analysis, strategy sharing, and collaborative lesson planning.
- Peer Coaching and Modeling: AIG Leads co-teach and model best practices in regular education settings, supporting scale and fidelity.
- Digital Collaboration Hubs: Google Drive folders and LMS spaces house PD materials, exemplar lessons, and enrichment tools for all staff.

- Reflection and Feedback Cycles: After major PD sessions, AIG teachers submit implementation logs and participate in debriefs with their administrators and district staff.

VI. Recruitment and Retention of AIG-Certified Educators

TCS actively recruits, develops, and retains high-quality AIG educators through:

- Local Licensure Pathways: A cohort-based model with support for Praxis 5358 preparation and coursework.
- Financial Incentives: Tuition reimbursement, licensure testing fee coverage, and stipends for AIG responsibilities.
- Recognition and Career Growth: Opportunities for leadership, PD facilitation, and curriculum development keep teachers invested and valued.
- Intentional Succession Planning: TCS works with HR and principals to identify teacher-leaders for future AIG roles and leadership positions.

VII. Ongoing Implementation and Continuous Improvement

TCS treats professional development as a cycle of inquiry from delivery to implementation to reflection. Mechanisms for improvement include:

- Post-PD Surveys and Logs: Used to refine future sessions and track implementation challenges.
- Administrative Walkthroughs: Focused on indicators like depth of questioning, content modifications, and student engagement.
- Data Reviews: Student growth, AIG representation, and service equity metrics inform the district's ongoing PD priorities.

Thomasville City Schools recognizes that building and sustaining a responsive, equitable, and effective AIG program depends on the strength of its people. By aligning professional development with AIG program goals, infusing gifted education practices into broader district initiatives, and empowering educators through strategic collaboration and leadership pathways, TCS ensures that every student especially those with advanced learning potential receives high-quality, comprehensive services. This commitment positions the district as a model for inclusive excellence in gifted education.

* Ideas for Strengthening the Standard

1. Establish AIG Site-Based Teams at Each School
2. Embed AIG Strategies in the School Improvement Plan
3. Expand Co-Teaching and Push-In Models
4. Develop and Monitor Talent Development Opportunities
5. Implement a K-12 AIG Student Services Matrix
6. Increase Access to Community-Based Enrichment
7. Incorporate Student Voice in Program Design

Planned Sources of Evidence

* Class Rosters Showing AIG Students and Cluster Groupings	
* List of AIG Lead Teachers by School	
* List of Teachers Currently Serving AIG Students	
* AP Summer Institute Certificates for AP Teachers	
* AIG Praxis Cohort Rosters and Completion Status	
* Professional Development Calendar with Gifted Education Topics	
* Documentation of Teachers with AIG Add-On Licensure	
* Professional Development Calendar with Gifted Education Topics	
* Mentor/Mentee Logs Including AIG-Specific Coaching for Beginning Teachers	

Documents

Document Template

N/A

Type
AIG Standard 4 Additional Resources

Document/Link
 [Aviso y consentimiento de las Escuelas de la Ciudad de Thomasville para la evaluación AIG](#)

Standard 5: Partnerships

Thomasville City Schools (292) 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.

Thomasville City Schools (TCS) is committed to fostering authentic, two-way partnerships with parents and guardians to support the holistic development of gifted learners. These partnerships are intentionally designed to address both the academic/intellectual and social/emotional needs of AIG students and are built upon reciprocal communication, shared ownership, and mutual respect.

Collaborative Planning and Feedback Integration

TCS ensures active parental participation in the development and monitoring of each student's Differentiated Education Plan (DEP), which outlines individualized services and goals. Parents are invited to contribute insights about their child's learning preferences, interests, and social-emotional needs during DEP conferences, which occur at least annually. These meetings allow for joint decision-making, where school staff and families co-construct services that reflect the child's current development and aspirations. Parent feedback gathered during DEP reviews is documented in Infinite Campus, ensuring transparency and informing future program adjustments.

To extend beyond compliance-based engagement, TCS offers parents opportunities to co-develop enrichment programming, support academic competitions, and serve as guest speakers aligned with students' interests and career exploration goals. These roles not only support academic growth but also validate student identity and curiosity, especially when parents share cultural traditions or expertise.

Intentional Structures for Two-Way Engagement

To institutionalize two-way partnerships, TCS has created multiple levels of parent involvement:

- District AIG Advisory Council: Comprised of family members from diverse linguistic, racial, and socioeconomic backgrounds, the council meets quarterly to review AIG services, provide feedback on implementation of the AIG Plan, and help identify barriers to equitable access. Members collaborate with the AIG Coordinator to refine procedures and recommend new initiatives based on community input.
- School-Based AIG Committees: Each school maintains an AIG committee that includes parent representatives. These groups help implement school-specific initiatives, such as mentoring programs, family learning nights, and enrichment clubs. Parents also assist in organizing or supporting events such as Science Olympiad, Battle of the Books, or creative arts showcases.

- Open Forums and Parent Listening Sessions: TCS hosts seasonal family forums that provide structured yet informal opportunities for parents to ask questions, share concerns, and contribute to ongoing program improvement. Bilingual staff and interpreters are present to ensure equitable access to non-English-speaking families.

Meeting Social-Emotional Needs Through Family Partnerships

TCS recognizes that gifted students often experience asynchronous development, perfectionism, and heightened sensitivity. In response, the district partners with families to implement whole-child strategies:

- Parents receive information during DEP reviews and family engagement nights about common social-emotional challenges faced by gifted learners, with tools to support their children at home.
- Counselors and AIG teachers co-host family sessions on resilience, growth mindset, and navigating peer relationships.
- The district provides referrals to external mental health providers, when appropriate, and maintains communication with parents to ensure coordinated support.

Inclusive Communication Practices

Recognizing the linguistic and cultural diversity within the district, TCS ensures that all communication, whether related to services, events, or progress, is shared in families' home languages. AIG documentation, including DEPs, consent forms, and family guides, is available in both English and Spanish. In addition, interpreters are present at DEP meetings, parent-teacher conferences, and community forums to eliminate language-based barriers.

Parents are engaged through multiple communication channels to increase accessibility, including newsletters, text alerts, Remind 101, ClassDojo, Infinite Campus messages, and face-to-face or virtual meetings. The AIG website and school newsletters include family-friendly explanations of services, timelines, and contact information for the AIG team. This approach ensures families are informed and empowered to advocate for and support their child's needs.

Sustaining and Growing Parent Partnerships

To expand the scope of partnerships, TCS works closely with the Executive Director of School Relations to coordinate family engagement efforts. This includes:

- Joint family nights for AIG and the district Parent/Guardian Academy,
- Parent volunteer recruitment for service-learning projects and interest-based clubs,
- A community mentor database developed with the help of parents who can offer real-world connections in fields such as STEM, the arts, and entrepreneurship.

In addition, the district identifies family leaders willing to serve as liaisons or co-presenters during family engagement events, helping to build a sense of belonging and shared responsibility within the AIG program.

Thomasville City Schools ensures that families are not only informed stakeholders but are true partners in shaping, supporting, and refining services for gifted learners. Through intentional, two-way communication structures, culturally responsive practices, and collaborative programming, TCS creates an inclusive and dynamic partnership model that meets both the academic/intellectual and social/emotional needs of AIG students. These partnerships foster trust, increase equity, and create a stronger, more supportive learning ecosystem for gifted students across the district.

*** 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.

Thomasville City Schools (TCS) recognizes that strong, intentional partnerships with external stakeholders are essential to ensuring a robust and equitable AIG program that meets the diverse academic and social-emotional needs of gifted and advanced learners. These partnerships are carefully cultivated and maintained with a dual purpose: to provide students with enrichment, extension, and acceleration opportunities, and to offer professional growth and programmatic support for educators. Through a systems-based and equity-focused approach, TCS leverages the resources and expertise of institutions of higher education, local businesses, industry leaders, and community agencies.

Inclusive Advisory and Focus Group Involvement

To ensure that these partnerships are meaningfully integrated into program planning and improvement, representatives from several of these organizations are included in the TCS AIG Advisory Committee. This committee is composed of diverse stakeholders, including parents, AIG teachers, school administrators, local business leaders, and community members. In response to prior NCDPI feedback, TCS confirms that partners such as Communities in Schools, The Finch Foundation, North Carolina Agricultural and Technical State University (NC A&T), and High Point University have actively participated as advisory members or have been involved in stakeholder input sessions to provide feedback on gifted services. These sessions informed the current Local AIG Plan and offered valuable insight into enrichment gaps, industry trends, and post-secondary alignment. The Advisory Committee convenes at least quarterly and plays an integral role in monitoring program implementation, advocating for extended services, and co-developing solutions for identified student needs.

Enrichment, Extension, and Acceleration Opportunities for Students

TCS's AIG program is strengthened by diverse partnerships that support differentiated learning pathways, including:

- Enrichment is supported through grants provided by Communities in Schools and The Finch Foundation, which allow educators to implement innovative projects and interest-based learning. AIG students benefit from STEM-focused camps (e.g., BrickEd, Robotics Club, and Girls Who Code) in collaboration with High Point University and NC A&T.
- Extension is realized through dual enrollment programs at Davidson-Davie Community College and Yadkin Valley Career Academy, where students engage in specialized coursework in fields such as business, healthcare, and engineering. Career and Technical Education (CTE) pathways, including youth apprenticeships, are developed with Toyota, Novant Health, and local law offices, offering students hands-on experience aligned with career interests.
- Acceleration is offered through access to Advanced Placement (AP) courses and NCVPS, where students may take advanced or subject-accelerated coursework. Additionally, Governor's School, Early College, and credit-by-demonstrated-mastery pathways offer students the ability to progress through the curriculum at an accelerated pace.

These opportunities are embedded within the district's Multi-Tiered System of Support (MTSS) and are strategically designed to meet both the academic readiness and personal interests of AIG students.

Partnerships That Support Staff Development and Program Enhancement

TCS is committed to enhancing teacher capacity through partnerships that extend beyond student opportunities:

- Collaborations with NCAGT, NAGC, and RESA provide high-impact professional learning, such as scholarships to AP Summer Institutes, access to national conferences, and webinars on differentiated instruction for gifted learners.
- High Point University and NC A&T provide access to research-based instructional strategies, mentorship for new AIG teachers, and co-hosted professional learning communities.
- Local businesses and nonprofit partners host workshops and career exploration days for both students and educators, ensuring exposure to real-world applications of academic content.

These professional growth opportunities ensure that teachers and support staff are well-equipped to provide rigorous, relevant, and equitable instruction for all gifted students.

Strategic Community Integration and Advocacy

TCS intentionally engages with existing community structures to broaden the reach and impact of the AIG program. The Thomasville Chamber of Commerce and local economic development boards serve as advocacy platforms for program expansion and help identify workforce trends that can inform academic programming. TCS has begun collaborating with the Workforce Development Council to explore internships and post-secondary transition supports for gifted learners interested in entrepreneurship, trade skills, and technology. In addition to system-wide efforts, school-level AIG leadership teams host community forums and family engagement nights that showcase student learning (e.g., robotics competitions, Math and Science Olympiad, and others). These events not only spotlight student achievement but also build investment from potential sponsors and volunteers.

Sustainability and Equity-Focused Growth

To ensure long-term sustainability and equitable access to these partnership benefits, TCS uses stakeholder surveys, disaggregated participation data, and Advisory Committee feedback to monitor outcomes and identify underrepresented student groups. As part of the Local AIG Plan implementation cycle, data is reviewed to ensure alignment between program goals and partnership contributions, particularly around increasing representation of underserved populations in advanced coursework and enrichment opportunities. Additionally, all partnership communications and event outreach are shared in English and Spanish, using multiple communication platforms (email, social media, printed flyers, and automated calls), in recognition of the linguistic diversity within the Thomasville community.

Thomasville City Schools continues to expand and deepen partnerships with higher education, local businesses, and community agencies to ensure that all AIG students have access to challenging, engaging, and future-ready learning experiences. Through strategic planning, stakeholder collaboration, and equity-focused program development, TCS is building a dynamic AIG program that empowers gifted learners and equips educators to meet their unique needs.

*** Practice C**

Establishes and utilizes an advisory group to develop, 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.

Thomasville City Schools (TCS) is committed to ensuring ongoing, meaningful engagement of internal and external stakeholders in the development, implementation, and continual refinement of its AIG program. To achieve this, TCS has established a well-structured, inclusive, and representative AIG Advisory Committee. The Advisory Committee functions as a collaborative leadership body, supporting a responsive AIG program that aligns with local needs, honors cultural and linguistic diversity, and adheres to the NC AIG Program Standards.

Membership and Structure of the AIG Advisory Committee

The AIG Advisory Committee is intentionally composed to reflect the diverse demographics of Thomasville City Schools and to include a broad spectrum of perspectives that contribute to the holistic development of the AIG program. The committee includes:

- AIG Parents/Guardians from across all grade spans (K–12), intentionally selected to reflect racial, ethnic, linguistic, and socioeconomic diversity.
- AIG Specialists and Classroom Teachers from elementary, middle, and high school levels to provide instructional insight and share implementation experiences.
- Other Instructional and Support Staff, including school counselors, EC representatives, MTSS interventionists, and district-level instructional leaders.
- Community Members, such as:

The district ensures representation is balanced by reviewing demographic data annually and making targeted outreach to underrepresented communities. Stakeholders are recruited through direct invitations, school newsletters, principal recommendations, and at community events. Outreach is conducted in multiple languages, as needed.

Structure and Terms of Service

The AIG Advisory Committee meets four times per academic year (quarterly), with additional workgroups convening as needed to address specific tasks such as plan revision or feedback analysis.

- Term Length: Members serve staggered two-year terms, ensuring continuity while also allowing for new voices and fresh perspectives. Members may serve consecutive terms if mutually agreed upon.
- Meeting Format: Hybrid meeting options (in-person and virtual) are offered to accommodate family and community schedules.
- Support Structures:

Committee Roles and Responsibilities

Grounded in research emphasizing shared leadership and stakeholder collaboration (Tomlinson, 2009; National Association for Gifted Children, 2021), the committee engages in the following structured activities:

1. Development of the AIG Plan:
2. Monitoring Implementation:
3. Evaluation and Revision:
4. Action Planning and Goal Setting:

Sustaining Community Partnerships and Two-Way Communication

TCS fosters synergistic partnerships with stakeholders that extend beyond consultation:

- Family Partnerships:
- Community Engagement:
- Feedback Loops:

Through its inclusive and action-oriented AIG Advisory Committee, Thomasville City Schools ensures that the voices of families, educators, and community partners are central to the development and ongoing improvement of the AIG program. This structured and sustainable approach aligns with national and state best practices and promotes equitable access, responsive services, and strong family-school-community partnerships. The committee's recurring meetings, structured goals, and diverse representation ensure the AIG Plan remains a living document, one that evolves with student needs and community input.

*** 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.

Thomasville City Schools (TCS) recognizes that the foundation of an equitable, responsive, and high-quality AIG program lies in active, ongoing, and meaningful stakeholder engagement. To this end, TCS has established and sustains an AIG Advisory Committee that functions as a collaborative, representative, and structured body responsible for guiding the development, implementation, monitoring, and revision of the Local AIG Plan. This committee ensures that the perspectives and needs of diverse populations across the TCS community are not only included but also drive program design and improvement.

Structure and Membership

The TCS AIG Advisory Committee is composed of diverse internal and external stakeholders, including:

- Parents/Guardians of AIG students from all school levels (elementary, middle, and high), intentionally recruited from various cultural, linguistic, and socioeconomic backgrounds.
 - AIG and General Education Teachers with demonstrated expertise in differentiated instruction and the education of advanced learners.
 - School and District Administrators, including curriculum specialists, school counselors, EC/ML liaisons, and student support staff.
 - Community Members, such as representatives from local businesses, civic organizations, higher education institutions, and service-based organizations.
 - High School AIG students serve in advisory or subcommittee roles to elevate student voice and firsthand experience.
- To ensure accountability and continuity of practice, the committee follows a structured governance model:
- Annual Orientation: All members receive training on the NC AIG Program Standards, Article 9B, the Local AIG Plan, and their advisory responsibilities.
 - Meeting Frequency: The full committee convenes quarterly. Subcommittees, focused on communication, equity, programming, and partnerships, meet monthly or as needed.
 - Annual Planning Cycle: The committee adheres to a year-long planning and reflection process that uses disaggregated data, feedback, and research to guide improvements.

Advisory Responsibilities and Collaborative Engagement

The AIG Advisory Committee plays a central role in ensuring that the AIG program remains relevant, equitable, and research-informed through:

- Collaborative Plan Development and Revision: Each year, the committee reviews and updates the Local AIG Plan based on data analysis, emerging trends in gifted education, and feedback from families and staff. This includes reviewing disaggregated participation and performance data and identifying strategies to close equity gaps.
- Ongoing Monitoring: The committee uses a shared data dashboard to review trends in identification, service participation, and achievement outcomes across all student subgroups, with a focus on underrepresented populations.
- Strategic Goal Setting: At the start of each school year, the committee establishes 1–3 strategic goals tied to program improvement (e.g., expanding equitable access, improving SEL integration, increasing family outreach). Action steps include clear timelines, measurable outcomes, and responsible parties.
- Annual Program Evaluation: The committee facilitates an annual public review of the AIG program, including successes, challenges, and stakeholder feedback. This review informs revisions to the Local AIG Plan in preparation for the state-required three-year submission.

Accessibility, Language Equity, and Understanding

TCS is committed to ensuring that all families, regardless of language, culture, or background, can access and understand their rights, responsibilities, and available services within the AIG program. The district implements the following strategies:

- **Multilingual Documentation:** All documents related to identification, placement, services, reassessment, and appeals are translated into the primary languages spoken in the district (e.g., Spanish), upon request. These are made available both online and in print.
- **Family-Friendly Online Access:** A dedicated section of the TCS AIG website provides accessible and translated resources, including:
- **School-Level Parent Meetings:** At least once annually, schools host AIG-focused meetings for families. These sessions explain student services, parent rights, reassessment options, and how to navigate the appeals process. Interpreters and translated materials are provided upon request.
- **Family Rights and Support in the AIG Handbook:** A designated section in the AIG Family Handbook, distributed during initial placement and transition meetings, clearly outlines family rights, appeals procedures, and contact information for AIG support personnel.

Inclusive Engagement and Equity Strategies

TCS integrates equity-centered strategies to ensure that underrepresented and underserved families are authentically included in decision-making:

- **Intentional Recruitment:** Multilingual outreach through family liaisons, school administrators, and community partners seeks to elevate diverse voices, particularly Black, Hispanic/Latino, multilingual, and low-income families, within the advisory process.
- **Language Access and Interpreter Services:** All advisory committee communications and meeting materials are translated, and interpreters are made available during both in-person and virtual sessions.
- **Accessibility Supports:** In-person committee meetings offer supervised childcare, with support from high school student volunteers in service organizations (e.g., Beta Club, Debate Club, NHS). Virtual meeting formats (e.g., Zoom, Google Meet) are used to remove logistical barriers.
- **Ongoing Feedback Loops:** Stakeholder input is continuously collected through QR-coded exit tickets, digital feedback forms, and structured surveys. Suggestions are reviewed during meetings and used to inform program revisions.

Communication Strategies and Multi-Modal Outreach

TCS maintains a layered, multilingual communication system to ensure transparency and broad community awareness of AIG policies and opportunities:

- **Public Access to Information:** The Local AIG Plan is published in English and Spanish on the district and school websites. Physical copies are available at school front offices, public libraries, and community centers.
- **Information Sessions:** Biannual family sessions are held to explain AIG identification, programming, and advanced learning opportunities.
- **Digital Platforms:**
- **Print and Local Media:**

Community Collaborations and Student Opportunities

The AIG Advisory Committee works closely with external partners to enrich learning and real-world experiences for gifted students:

- Partnerships with Davidson-Davie Community College, local businesses, and civic organizations provide mentorships, internships, career exploration, and service-learning opportunities.
- An Annual AIG Showcase celebrates student work and connects families with local organizations offering enrichment and academic resources. All materials are translated and shared digitally.

The AIG Advisory Committee in Thomasville City Schools exemplifies the district's dedication to equitable, inclusive, and data-driven programming for gifted learners. Through intentional recruitment, transparent communication, language accessibility, and continuous stakeholder collaboration, TCS ensures its AIG services meet the diverse needs of all students and families. The committee's structured governance, multilingual outreach, and community partnerships foster shared ownership, drive continuous improvement, and sustain a gifted education program that is both responsive and future-focused.

*** Ideas for Strengthening the Standard**

- Update and Maintain the AIG Section of the TCS District Website
- Request a Regular AIG Feature in the TCS District Newsletter
- Host Parent/Teacher Information Sessions at Each School Annually
- Develop a Quarterly AIG Family Engagement Newsletter
- Implement Student-Led AIG Showcases
- Facilitate AIG Awareness During Open House and Curriculum Nights
- Conduct Annual AIG Parent and Teacher Feedback Surveys
- Collaborate with ML and EC Departments for Joint Parent Nights
- Create AIG Student Welcome Packets
- Grow District AIG Parent Advisory Committee

Planned Sources of Evidence

* Copies of AIG Sections in District Newsletters

* Photos and videos of Programs from Student AIG Showcases or Events posted on Social Media and the District Website

* Collaboration Logs with ML, EC, and Community Partners for Joint Events

* Parent and Teacher AIG Feedback Survey Results	
* Sign-in Sheets from AIG Parent/Teacher Information Sessions	
* Parent Brochures and Multilingual Communication Materials	
* Records of Partnership Activities and Participation Numbers	
* District AIG Webpage with Updated Information	
* Gifted Advisory Council Meeting Minutes and Agendas	

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

Standard 6: Program Accountability

Thomasville City Schools (292) 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.

Thomasville City Schools (TCS) is committed to developing, evaluating, and refining a robust local AIG Plan that ensures equitable access and high-quality services for academically and intellectually gifted students. In alignment with Article 9B (§ 115C-150.5-.8) and the North Carolina AIG Program Standards, TCS utilizes a systematic, data-informed, and inclusive process to create, implement, and continuously revise its AIG Plan.

1. Comprehensive, Multi-Perspective Program Evaluation

TCS employs a multi-tiered evaluation framework that reflects the district's commitment to continuous improvement, equity, and responsiveness to diverse student needs. Evaluation occurs through a coordinated structure of stakeholder engagement, data analysis, and feedback loops.

A. Data Sources Used to Evaluate Implementation and Effectiveness

- Student Performance Data: Disaggregated i-Ready diagnostics, benchmark assessments, and EOG/EOC data are reviewed quarterly to assess AIG student growth and challenge levels.
- DEP Monitoring: DEPs are reviewed three times annually (Dec, Mar, June) to ensure alignment with individual student growth, interest shifts, and social-emotional development.
- Referral and Identification Trends: Annual review of referral and identification data, disaggregated by race, language status, gender, socioeconomic status, and disability, guides equitable identification efforts.
- Stakeholder Surveys: Annual surveys in English and Spanish are administered to students, families, teachers, counselors, and administrators to evaluate satisfaction with services, communication clarity, SEL supports, and instructional quality.
- Professional Learning Data: AIG PD module completion rates, coaching logs, and teacher reflections are reviewed biannually to ensure effective staff development and instructional fidelity.
- SEL Needs Assessment: Students complete an age-appropriate SEL self-assessment twice per year. Results are triangulated with academic data and teacher input to address the social-emotional needs of gifted learners.

B. Evaluation Structures

- AIG Advisory Committee: Comprised of parents, students, teachers, administrators, counselors, EC/ML staff, and community partners. Meets quarterly to analyze trends, discuss program impact, and recommend adjustments.
- AIG Leadership Team: District coordinators and school-based AIG leads meet quarterly to review fidelity of implementation, analyze trends, and initiate timely interventions.
- Vertical PLCs: Elementary, middle, and high school gifted educators convene twice annually to ensure vertical articulation, refine transitions, and eliminate service gaps.

2. Systematic Data Analysis to Identify Trends and Inform Decisions

TCS prioritizes longitudinal data analysis to make meaningful and sustained improvements to AIG programming:

- Identify Trends Over Time:
- Uncover Disparities:
- Drive Data-Informed Decisions:
- Revise the Local AIG Plan:

3. Inclusive Process for Revising the AIG Plan

TCS uses a three-year continuous improvement cycle to revise the AIG Plan, grounded in the research of Guskey (2000) and Tomlinson (2017), emphasizing stakeholder input and systemic reflection.

A. Revision Timeline and Structure

- Year 1 (Implementation):
- Year 2 (Midpoint Review):
- Year 3 (Full Revision):

B. Responsive Plan Revisions Based on Data and Feedback

- Based on the most recent evaluation:

4. Plan Submission and State Alignment

- The revised AIG Plan is aligned with the NC AIG Program Standards and developed using the NCDPI AIG Self-Assessment Tool.
- Revisions incorporate recommendations from the prior state review, including:
- The final plan was approved by the TCS Board of Education on June 3, 2025, and submitted to DPI and the State Board of Education in accordance with § 115C-150.5-.8.

5. Sustainability, Transparency, and Legislative Alignment

- The AIG Plan is reviewed annually as part of district strategic planning and School Improvement Team (SIT) meetings.
- Plan updates, meeting minutes, and resources are posted on the district AIG webpage to maintain transparency.
- TCS maintains ongoing collaboration with NCDPI consultants, attends state AIG coordinator meetings, and utilizes resources from NCAGT and NAGC to stay informed on local and national trends.
- Parent and student rights are protected through:

Thomasville City Schools demonstrates a strong, inclusive, and data-driven approach to developing and refining its AIG Plan. By implementing a layered evaluation framework, disaggregating and analyzing data to identify trends and disparities, and grounding revisions in research and stakeholder input, TCS ensures that its gifted education programming is equitable, responsive, and aligned with both local and state priorities. The district's commitment to transparency and continuous improvement ensures that all AIG students receive services that meet their academic, intellectual, and social-emotional needs.

* 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.

Thomasville City Schools (TCS) is committed to ensuring full, consistent, and equitable implementation of its AIG plan across all school sites, in alignment with N.C.G.S. § 115C-150.5-.8, State Board of Education (SBE) policies, and the NC AIG Program Standards. Fidelity of implementation is not only a compliance measure but a cornerstone of our efforts to provide meaningful, rigorous, and supportive services that nurture the academic, intellectual, and social-emotional growth of gifted learners.

Comprehensive Monitoring Infrastructure

TCS has built a tiered and collaborative infrastructure to monitor the fidelity of AIG program implementation. Oversight is led by the District AIG Coordinator, who facilitates all monitoring systems in collaboration with the AIG Advisory Committee, school-based AIG Leads, and district leadership teams. Roles are clearly defined to avoid implementation gaps and promote collective responsibility.

Key Responsibilities:

- AIG Coordinator: Oversees program fidelity, manages data systems, facilitates plan updates, and ensures alignment with legislation and SBE policy.
- AIG Leads (School Level): Complete implementation checklists, guide DEP development, and serve as liaisons between the school and district.
- Advisory Committee: Reviews fidelity data and stakeholder input; recommends mid-cycle adjustments and professional learning priorities.
- District Leadership Team: Collaborates with the AIG Coordinator to monitor alignment of gifted services with overall district improvement plans and federal/state accountability frameworks.

Monitoring Tools and Procedures

To ensure alignment between policy and practice, TCS uses a multi-tiered system of research-informed tools and protocols:

1. AIG Implementation Checklists (Quarterly)

School-based AIG Leads and principals complete checklists that document:

- Timely and complete DEP development
- Service delivery models in use
- Student goal tracking and progress
- Communication with families
- Professional development participation

Completed checklists are reviewed centrally to ensure consistency across campuses.

2. Fidelity Walkthroughs (Biannually)

District AIG staff conduct two formal walkthroughs at each school annually to observe AIG instruction, audit DEP files, and hold interviews with teachers, students, and families. These walkthroughs follow a fidelity rubric grounded in SBE policy and NAGC standards.

3. Triannual Progress Monitoring

At three key points (December 1, March 1, and June 1), data is collected and analyzed to assess:

- Academic growth (using EVAAS, benchmark scores, and classroom data)
 - DEP goal completion
 - SEL development based on counselor reports and school-based screeners
- Data is disaggregated by subgroup (race/ethnicity, SES, ML, EC) to monitor equity.

4. Staff Wellness and Capacity Checks

AIG teachers and staff complete wellness checks that document professional development hours, needs for coaching, and access to instructional resources. This ensures professional learning aligns with both state mandates and actual practice needs.

5. AIG Data Dashboard

The District AIG Coordinator maintains a live dashboard tracking:

- Identification trends by subgroup

- Service delivery type and frequency

- DEP status by student

- Survey and focus group findings

This dashboard is used in both advisory meetings and district leadership team reviews.

Program Effectiveness and Stakeholder Communication

To ensure stakeholders have a voice in program improvement and monitoring:

- Annual Stakeholder Surveys (parents, teachers, students) assess perceptions of service quality, access, and responsiveness to academic and SEL needs.
- Parent, staff, and student surveys will be administered each spring to underrepresented families, educators, and community partners to explore trends in the data and recommend program improvements.
- Results from both sources are reviewed with the AIG Advisory Committee and used to shape professional development, revise implementation protocols, and inform potential mid-cycle adjustments to the Local AIG Plan.
- Annual BOE Updates: AIG monitoring results are summarized and shared with the Board of Education to ensure transparency and alignment with strategic goals.

Fidelity to SEL, Equity, and Whole Child Development

Monitoring goes beyond academics. TCS ensures fidelity to SEL integration through:

- Required SEL goals in every DEP
- SEL programming, such as TCS T.H.R.I.V.E., peer mentoring, and counseling partnerships
- Documentation of referrals and support provided through school-based teams
- Review of SEL survey data as part of overall monitoring efforts

These efforts align with CASEL's framework and the NAGC's Whole Gifted Child approach.

Mid-Cycle Adjustments and Continuous Learning

TCS embraces a culture of continuous improvement and remains vigilant to shifts in policy, legislation, and research. The AIG Coordinator:

- Participates in regional and state AIG leader meetings
- Reviews DPI updates and national research (e.g., Javits-funded studies, NAGC publications)
- Proposes changes to the AIG Advisory Committee and leadership teams when new mandates or best practices arise

- Leads the Mid-Cycle AIG Plan Review Process, which includes data analysis, stakeholder input, and crosswalks with current legislation and state guidance

If plan revisions are recommended mid-cycle, they are drafted, reviewed by the advisory committee, presented to the Board of Education, and resubmitted to DPI, per SBE guidelines.

Safeguarding Rights and Communicating Progress

Clear communication with families is critical to fidelity. TCS safeguards rights and builds trust through:

- Biannual DEP review meetings that include academic and SEL updates
- Multilingual brochures and web-based resources explaining AIG procedures and services
- A formal appeals process and equitable screening protocol
- Targeted outreach to families of underrepresented populations
- Regular updates via newsletters, school websites, and the district AIG portal

These practices are designed to reflect the values of equity, transparency, and family partnership outlined in both NC policy and national gifted standards. Thomasville City Schools maintains a rigorous and reflective monitoring process to ensure that what is written in the AIG Plan is truly happening in classrooms and communities. Through research-based practices, data-driven review cycles, inclusive stakeholder engagement, and responsive policy alignment, TCS ensures full fidelity to its AIG Plan while supporting the holistic development of gifted learners. This commitment enables the district to continually strengthen its AIG programming and equitably serve all identified students.

*** 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.

Thomasville City Schools (TCS) recognizes that a well-managed and intentionally aligned budget is foundational to ensuring that gifted learners receive high-quality academic, intellectual, and social-emotional services. As such, TCS employs a comprehensive and transparent approach to AIG budget development and monitoring, anchored in stakeholder engagement, data-driven decision-making, and alignment with the goals of the Local AIG Plan and the NC State Allotment Policy Manual.

Strategic Budget Development and Alignment with the Local AIG Plan

Each spring, TCS launches a collaborative budget development cycle that aligns resources with the goals, strategies, and needs outlined in the current Local AIG Plan. The process is facilitated by the AIG Coordinator in partnership with the Director of Advanced Learning and the district's Finance Officer, using a backward design model to ensure fiscal decisions are grounded in program outcomes and student benefit.

The district employs the following research-based strategies for strategic budget alignment:

- Annual Needs Assessment: Informed by stakeholder feedback (e.g., surveys and focus groups), student performance data, implementation monitoring tools, and program evaluation reports, this assessment guides prioritization of funds.
- Program Logic Modeling: TCS aligns budget items with short-, mid-, and long-term AIG program goals, ensuring logical alignment between inputs (e.g., PD, curriculum tools) and outcomes (e.g., equitable identification, improved student performance).
- Stakeholder Input: Recommendations from the AIG Advisory Committee, parents, AIG specialist, and school-based AIG teachers inform funding priorities across all grade bands.

Core Budget Priorities

The TCS AIG Budget is structured to support the following essential program components:

- Personnel: Salary for AIG specialist and stipends for AIG-licensed teachers to ensure leadership, implementation, and compliance.
- Instructional and Identification Tools: Curriculum materials, assessments (including nonverbal and culturally responsive screeners), and technology to support equitable access.
- Professional Learning: Ongoing, research-based PD on differentiation, cultural competence, and SEL, aligned to NAGC's Standards for Professional Development.
- Social-Emotional Learning: Funding for student supports such as the TCS T.H.R.I.V.E. curriculum, counseling, and mentorship programs.
- Family Engagement and Outreach: Multilingual communication tools, family workshops, and showcase events that promote visibility and advocacy.

TCS also actively seeks to supplement state funds with local funds, Title II and IV federal grants, and competitive grant funding for enrichment and outreach initiatives, particularly those targeting underrepresented and underserved gifted populations.

Monitoring and Accountability for Expenditures

TCS ensures fiscal integrity and alignment with the AIG Plan through a systematic monitoring process led by the AIG Coordinator and the Chief Finance Officer. This includes:

- Monthly review of the 034 budget code report to ensure expenditures align with allowable costs and intended purposes as detailed in the NC State Allotment Policy Manual.
- Quarterly budget alignment meetings with the AIG team, school-based AIG leads, and finance staff to review, adjust, and document expenditure progress and shifts.
- Annual budget evaluation as part of the AIG Plan implementation review process. Expenditures are examined for alignment to plan goals, equity of service delivery, and stakeholder impact.
- Documentation and Transparency: All financial decisions are documented through internal budget tracking tools, purchase order logs, and a shared AIG Budget Alignment Report that clearly maps spending to Local AIG Plan objectives and Standards.

Making Clear Connections Between Budget and Program Implementation

TCS uses a line-item crosswalk that explicitly connects each budget allocation to the corresponding NC AIG Program Standard and Local AIG Plan section. This crosswalk, embedded within the annual Budget Alignment Report, is reviewed by the AIG Advisory Committee and available to the Board of Education upon request.

Examples of alignment include:

- Standard 1 (Identification): Funding for culturally responsive screening tools and professional training on bias mitigation.
- Standard 3 (Differentiated Services): Resources for content enrichment, STEM programming, and extension activities.
- Standard 4 (Personnel and PD): Investment in regional and national gifted education conferences and microcredentialing for teachers.
- Standard 5 (Partnerships): Budget support for family nights, stakeholder engagement materials, and bilingual communications.

Equity-Centered Fiscal Planning

TCS embeds equity into all budget decisions, with a focus on closing opportunity gaps. Budgetary considerations prioritize:

- Materials and services for students from historically underrepresented groups in gifted education.
- Family engagement tools in multiple languages.
- Technology access and enrichment opportunities for economically disadvantaged students.
- Professional development on culturally responsive pedagogy.

This equity lens ensures that budgeting decisions are both legally compliant and morally responsible, aligned with state policy and national best practices.

Staying Current with Policy and Budgetary Guidelines

To ensure compliance and responsiveness:

- The AIG Coordinator reviews updates to the NC State Allotment Policy Manual annually and adjusts budget planning accordingly.
- Participation in statewide AIG Coordinator convenings and NCAAGT conferences ensures TCS remains abreast of policy shifts, funding trends, and innovative resource strategies.
- Mid-cycle adjustments to the budget are made as needed in response to legislative updates, LEA strategic priorities, or emergent student needs.

Stakeholder Collaboration and Communication

Financial transparency is fostered through structured communication strategies:

- The annual budget summary was presented to the AIG Advisory Committee and shared on the district website.
- Input surveys were issued to families and educators on budget priorities and perceived impact.
- Board of Education updates at least annually to demonstrate alignment between expenditures, plan implementation, and student outcomes.

This communication approach aligns with NCDPI's recommendation to mitigate confusion or concern stemming from a lack of clarity and ensures stakeholder investment in budgetary decisions. Thomasville City Schools demonstrates a proactive, equitable, and transparent approach to AIG budget development and monitoring. Through the strategic alignment of resources to Local AIG Plan goals, regular evaluation of expenditures, and ongoing stakeholder communication, the district ensures that state and local funds are used with fidelity and impact. This budgeting structure enables TCS to sustain a comprehensive, equitable, and student-centered AIG program that meets the diverse needs of gifted learners in accordance with state policy and national best practices.

*** 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.

Thomasville City Schools (TCS) is committed to using a comprehensive, data-informed approach to continuously evaluate and improve the effectiveness and equity of its AIG services. Through purposeful monitoring of achievement and growth data, as well as annual dropout data for AIG students, TCS uses disaggregated trends to inform instructional practices, systemic supports, and policy decisions, ensuring that gifted learners receive programming that meets their academic and social-emotional needs.

System for Monitoring and Analyzing Student Achievement and Growth Data

TCS has established an integrated data system in collaboration with the Departments of Advanced Learning, Testing & Accountability, Curriculum & Instruction, and Student Services to systematically collect and analyze AIG student data. This system supports the district's goals for excellence, equity, and early intervention.

The following quantitative and qualitative data sources are collected and reviewed at regular intervals:

- Achievement Data:
 - State End-of-Grade (EOG) and End-of-Course (EOC) assessments
 - NC Check-Ins and district-wide benchmarks
 - AP, Pre-ACT, ACT, SAT, and PSAT performance
 - Dual enrollment success and Career and Technical Education (CTE) credentialing
 - Local progress monitoring (e.g., i-Ready, NC Check-Ins, DIBELS)
 - AIG student portfolio assessments for enrichment and advanced work
- Growth Metrics:
 - EVAAS student growth reports disaggregated by grade level, content area, and subgroup
 - Year-over-year progress across local and state assessments
 - Pre-/post-growth data from enrichment interventions or supplemental programming
- Affective and Holistic Indicators:
 - SEL screeners (Panorama, DESSA, or comparable tools)
 - Attendance, behavior, and discipline trends
 - Student goal-setting and self-reflection surveys
 - Enrichment participation and engagement logs

TCS disaggregates all data by race/ethnicity, gender, socioeconomic status, English Learner status, and disability identification. This allows for deep examination of access, identification equity, and outcome disparities, especially for traditionally underrepresented populations in gifted education. Data reviews are embedded within the district's quarterly AIG Program Monitoring Cycle and annual AIG Equity Audit, supporting continuous improvement.

Monitoring and Analyzing Annual Dropout Data for AIG Students

In partnership with school counselors and Student Services, TCS has implemented a systematic dropout prevention protocol that includes real-time data tracking and root cause analysis of AIG student disengagement.

- Monthly monitoring of attendance, course grades, disciplinary infractions, and credit accumulation is used to flag AIG students for early warning intervention.
- The district utilizes Infinite Campus analytics and Power BI dashboards to generate student-level alerts and AIG subgroup reports.
- For any AIG student identified as high-risk for dropout or who exits the district prematurely, the AIG Coordinator, school counselor, or Student Services designee conducts a structured exit interview or follow-up contact to understand contributing factors.
- Exit data are coded and analyzed by theme (academic stress, mental health, SEL challenges, lack of engagement, etc.) and are used to inform targeted interventions such as:

These findings are presented annually to the AIG Advisory Committee and MTSS Leadership Team to refine dropout prevention strategies and ensure that the social-emotional needs of AIG students are equitably addressed.

Use of Disaggregated Trend Data to Inform Instruction, Services, and Policy

Data analysis in TCS is not limited to compliance or accountability. It is used to shift mindsets, improve instructional practices, and revise system-level policies that impact AIG learners. Key examples include:

- Identification Expansion: Data revealed the underrepresentation of multilingual and twice-exceptional learners. In response, TCS added nonverbal and performance-based assessments (e.g., NNAT3, portfolio scoring rubrics) to the identification matrix and provided implicit bias training for school teams.
- Instructional Response: Trend data from formative and benchmark assessments led to increased support for differentiated instruction in math through flexible grouping, compacting, and enrichment extensions.
- Professional Development Prioritization: A review of affective and academic data informed the design of PD on perfectionism, trauma-informed strategies, and culturally responsive teaching for gifted learners.
- Service Delivery Adjustments: Low engagement among AIG middle schoolers resulted in the creation of new virtual enrichment clusters and mentorship opportunities tailored to student interests.

Ongoing Communication and Annual Review Structures

TCS uses collaborative, transparent, and cyclical structures to communicate data findings and make data-driven decisions:

- The Annual State of the AIG Program Report synthesizes academic, growth, and engagement data and is shared publicly with the Board of Education, AIG Advisory Committee, school leadership teams, and families.
- Quarterly AIG leadership meetings engage principals, counselors, and AIG leads in examining current data, identifying emerging trends, and setting responsive action steps.

- Findings are disseminated through parent newsletters, school-level presentations, and student-led conferences, reinforcing the district's commitment to two-way communication and continuous feedback.

Staying Current and Centered on Equity

The AIG Coordinator and district staff participate in ongoing training with NCDPI, NCAGT, RESAs, and higher education partners to remain abreast of state policy, national research, and equity-focused best practices. This includes:

- Attending DPI AIG Coordinator convenings and policy updates
- Engaging in research on the impact of SEL, executive functioning, and giftedness
- Benchmarking data protocols with peer districts through regional cohorts

This learning informs not only the data collection system but also the interpretation and mindset shift necessary to foster equitable access and excellence in gifted education.

Thomasville City Schools maintains a robust and evolving system for collecting, disaggregating, and analyzing multiple sources of AIG student data, academic, growth, and affective data. Through strategic use of this information, the district ensures that services remain equitable, responsive, and aligned with both state expectations and local learner needs. By embedding continuous data review into a culture of collaboration and improvement, TCS ensures that all gifted learners are challenged, supported, and seen.

*** 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.

Thomasville City Schools (TCS) is committed to fostering a diverse and equitable gifted program that ensures access to advanced learning for all students, including those historically underrepresented in AIG programs. This includes students from culturally, linguistically, and economically diverse (CLED) backgrounds, students with disabilities (twice-exceptional), and Multilingual Learners (ML). To support this commitment, the district has developed a systematic process to collect, maintain, analyze, and act upon multiple data sources related to referral, identification, service delivery, and retention. The district also engages in ongoing evaluation of disproportionality and makes necessary revisions to practices and policies to cultivate potential in all learners.

System for Maintaining Referral, Identification, Services, and Retention Data

TCS uses Infinite Campus, Google Sheets, EVAAS, and district data dashboards to track the following data sets on an ongoing (quarterly) basis:

- Referral Data
 - Disaggregated by school, grade level, race/ethnicity, gender, ML status, SES, and EC status.
 - Referrals by staff, parents, and universal screening.
 - Frequency of referrals from MTSS vs. non-MTSS pathways.
- Identification Data
 - Disaggregated by subgroup.

- Number and percentage of students identified by each AIG pathway.
- Identification trends over time by demographic subgroup.
 - Service Data
- Participation in services (pull-out, cluster groups, advanced/honors classes, AP, dual enrollment).
- Fidelity and differentiation of service implementation.
- Participation in enrichment programs, mentorships, and extracurricular academic events.
- Retention Data
 - Number of students exiting the AIG program by subgroup and rationale.
 - Longitudinal tracking of students identified in grades 3–5 through middle and high school.
 - Participation in advanced coursework from middle to high school.

System for Analyzing Access, Equity, and Disproportionality

TCS has adopted an equity audit model that is conducted biannually by the Director of Advanced Learning, AIG Coordinators, MTSS Coordinators, and the Director of Student Services. This team uses disaggregated data to identify patterns of over- or under-representation and develop strategies to mitigate barriers.

Data are analyzed to answer questions such as:

- Are students from all demographic groups being referred and identified at equitable rates?
- Are AIG services being provided equitably across schools and subgroups?
- Are students retained in advanced learning pathways across K–12?
- Are we cultivating potential or merely confirming prior achievement?

These analyses are compiled in an Annual Equity in Access Report, which is presented to the AIG Advisory Committee, the Board of Education, and shared with building administrators to guide school-level action planning.

Strategies for Equity Improvement Based on Data Trends

TCS uses access and opportunity data to drive intentional improvement in policies and practices, such as:

- Universal Screening for all 2nd and 5th graders using nonverbal and culturally responsive assessments (e.g., NNAT3, Renzulli Scales).
- Expanding the Talent Development pathway and using growth mindset strategies and SEL supports in primary grades.
- Increasing professional development in identifying giftedness in underserved populations and culturally responsive pedagogy.

- Ensuring equitable access to services such as cluster grouping, push-in enrichment, and AP/honors placement, regardless of school or demographic background.

- Partnering with counselors to track and encourage participation in advanced learning pathways from grades 6–12.
- Implementing twice-exceptional supports through collaborative planning between AIG and EC staff.

Collaboration and Policy Alignment

To ensure findings are aligned with broader district efforts, the Advanced Learning team meets quarterly with:

- MTSS teams are to align Tier I and Tier II interventions with talent development efforts.
- Federal Programs and ML teams to align efforts on linguistic diversity in identification.
- EC Department to co-develop supports for twice-exceptional students.
- Counselors and Secondary Services to review course enrollments and adjust placement procedures.

Policy and practice revisions are proposed annually to the AIG Advisory Committee and embedded into the Local AIG Plan revisions every three years or as needed. Through structured data collection, analysis, and equity audits, TCS ensures that demographic factors do not reduce a student's opportunity to access and benefit from gifted education services. Our data-driven approach not only helps us identify and remove barriers but also cultivates untapped potential, particularly in students from underrepresented populations. This approach supports a more inclusive, responsive, and effective gifted education program aligned with state standards and current research.

*** 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.

Thomasville City Schools (TCS) maintains a comprehensive and collaborative system to track, analyze, and utilize licensure and professional development data related to AIG personnel. This system is designed to support the goals of the Local AIG Plan and ensure that all AIG-identified students receive instruction from educators who are highly qualified to meet their academic, intellectual, and social-emotional needs.

System for Maintaining AIG Credentialing Data

To ensure program quality and compliance, the TCS Human Resources Department, in collaboration with the Department of Advanced Learning, maintains a centralized, up-to-date credentialing database through LINQ HR and Infinite Campus. This database captures:

- Active AIG add-on licenses issued by NCDPI.
- Completion of local AIG endorsement PD aligned with NC AIG Standards.
- Educators pursuing AIG licensure through Institutes of Higher Education (IHEs).
- Participation in external and internal AIG-related PD sessions.

- Praxis 5358 scores and licensure coursework documentation.

This information is reviewed quarterly by the AIG Coordinator, who cross-references educator credentials with student rosters and AIG service delivery models at each school. This ensures that AIG-identified students are consistently taught by appropriately credentialed teachers or those working toward endorsement.

Process for Utilizing Credentialing Data

To align staffing decisions with the goals of the Local AIG Plan, TCS employs a multi-level, data-driven process that includes:

1. Annual Site-Based Reviews: The AIG Coordinator and building administrators conduct an annual review of credentialing data and student placement to ensure AIG students are served by endorsed or licensed teachers, particularly in pull-out, cluster, push-in, and secondary advanced course settings.
2. Strategic Staffing and Scheduling: Staffing decisions, including teacher assignment for cluster groups and advanced classes, are informed by the credentialing database and reviewed alongside school-level AIG enrollment trends and service models.
3. Targeted Placement: Particular attention is given to ensuring equitable access to endorsed or highly trained AIG educators for historically underrepresented populations and students in high-needs schools.
4. HR Collaboration: Human Resources works with the Department of Advanced Learning to:

This approach is rooted in research-based best practices that emphasize the importance of educator expertise in gifted education as a key lever for student success (Tomlinson & Jarvis, 2014; VanFassel-Baska & Stambaugh, 2005).

Professional Development and Certification Pathways

TCS actively supports teacher professional growth through three defined pathways, ensuring accessibility and alignment with NCDPI's expectations:

1. Local AIG Endorsement Program
2. University Coursework Support
3. Praxis 5358 Preparation

Incentives and Funding:

To encourage credentialing, TCS allocates AIG funds for:

- Praxis exam fee reimbursement.
- CEUs for completing district-endorsed PD.
- Tuition reimbursement for AIG coursework.

These supports are aligned with best practices promoting teacher retention and capacity-building in gifted education (National Association for Gifted Children, 2019).

Monitoring and Evaluation of Credentialing Data

Credentialing and PD participation data are reviewed annually by the AIG Advisory Committee and Advanced Learning team using the following indicators of effectiveness:

- % of AIG students served by AIG-licensed or endorsed teachers.
 - % of total instructional staff with AIG credentials, disaggregated by school and grade level.
 - % of AIG educators engaged in ongoing PD related to gifted education.
 - Alignment of staff qualifications with the assigned AIG service delivery model.
- This information is used to evaluate equity in staffing, plan for targeted recruitment and retention, and revise professional development offerings.

Collaboration and Continuous Improvement

To promote sustainability and shared accountability, TCS facilitates biannual cross-departmental planning meetings among:

- Human Resources
- Department of Advanced Learning
- Building Administrators
- MTSS and EC Coordinators

These meetings focus on:

- Equity in educator assignment.
- Identification of staffing gaps.
- System-wide PD needs.
- Integrating AIG staffing needs with broader MTSS and inclusion strategies.

Results from these collaborations are used to inform hiring, PD planning, and updates to the Local AIG Plan.

Safeguarding Parent Rights and Enhancing Communication

As part of credentialing transparency, families are informed through the TCS AIG Family Guide and school-based presentations about the qualifications of staff delivering AIG services. Parents may request educator credential information, and the AIG office ensures that students are placed with educators who are not only qualified but also culturally responsive and trained in supporting advanced learners across all domains, including SEL.

Thomasville City Schools demonstrates a research-based, systematized approach to maintaining and utilizing credentialing data for personnel serving K-12 AIG students. Through intentional collaboration, ongoing monitoring, and professional development investment, TCS ensures that staffing decisions align with the strategic goals of the AIG Plan and promote equitable, high-quality instruction for all gifted learners. This framework reflects a culture of continuous improvement and accountability that is aligned with NCDPI's AIG Standards and expectations for excellence in gifted education.

*** 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.

Thomasville City Schools (TCS) recognizes that meaningful stakeholder engagement is essential for the continuous improvement and effectiveness of gifted programming. Rooted in the belief that data-informed decision-making must be equitable, transparent, and participatory, TCS has developed a comprehensive system to intentionally and regularly collect feedback from all stakeholder groups, students, families, educators, and community partners. This system ensures alignment with state standards and supports a responsive, inclusive AIG program.

Intentional Feedback Structures Across the Year

TCS utilizes a multi-tiered approach to feedback collection that incorporates formal, informal, and embedded processes throughout the school year. The structure includes:

1. Annual Stakeholder Surveys (Fall and Spring)

- **Who:** AIG-identified students (grades 3–12), parents/guardians, AIG and general education teachers, school counselors, administrators.
- **When:** Distributed each October (baseline) and again in April (progress and end-of-year reflection).
- **How:** Surveys are made available in English and Spanish, both digitally and in paper format. Accommodations are made for families requiring additional language support.
- **Content:** Surveys are aligned to the NC AIG Program Standards and include items on identification practices, service delivery models, equity of access, SEL supports, communication, and family engagement. Questions include Likert-scale items and open-ended response fields for qualitative feedback.
- **Research-Based Framework:** The survey design reflects best practices from the National Association for Gifted Children (NAGC) for effective program evaluation (VanTassel-Baska & Stambaugh, 2006).

2. Stakeholder Survey (Twice Annually)

- **Who:**
- **How:** Stakeholder survey will be disseminated virtually via the district's website. Each survey will include topics including access to services, culturally responsive practices, clarity of communication, and satisfaction with programming.
- **Why:** This intentional cycle ensures continuous engagement from a wide range of voices and centers equity by explicitly including marginalized populations (Ford, 2010).

Ongoing Informal Feedback Opportunities

3. Documentation of Informal Feedback

- **When & Where:**
 - During DEP conferences (October–November)
 - Parent Nights and Curriculum Sessions (Quarterly)
 - GIT/MTSS meetings (Monthly)

- End-of-Year AIG Portfolio Reviews (May)

- How:

- Teachers, counselors, and administrators use a centralized digital Feedback Documentation Template to log feedback.
- This form includes: stakeholder type, date, event or context, summary of feedback, and follow-up or referral action taken.
- The template is submitted quarterly to the AIG Coordinator for review and aggregation.

Professional Learning Feedback

- Who: Teachers and instructional staff attending AIG-related PD sessions.
- When: Immediately following PD events.
- How: Anonymous digital evaluations are collected via Google Forms or survey tools and include scaled items and open responses measuring usefulness, alignment to AIG Standards, and impact on classroom practice.
- Why: Feedback is used to refine future PD offerings and ensure professional learning is differentiated and needs-based.

Documentation and Monitoring of Feedback

The Feedback Documentation Template is a core part of TCS's monitoring system:

- Who Completes: Teachers, counselors, AIG staff, and administrators.
- When: Completed quarterly and during or immediately after any AIG-related event.
- Reviewed by: AIG Coordinator in collaboration with the Department of Advanced Learning.
- Used For: Aggregating qualitative data across the district, identifying trends, and ensuring timely response to concerns or suggestions.

A sample of completed templates is reviewed during quarterly AIG leadership meetings and discussed during biannual AIG Advisory Committee meetings for accountability and transparency.

Feedback Analysis and Use for Continuous Program Improvement

TCS employs a cyclical evaluation model rooted in research-based program evaluation strategies (Gubbins et al., 2010):

- Data Review Cadence:
- Data Disaggregation: Responses are examined by subgroup (race, ML status, SES, school) to ensure equity in voice and experience.

- Use of Results:

Future Enhancements

- Digital Dashboard (SY 2025–26): TCS is developing an internal-facing dashboard displaying aggregated feedback trends, stakeholder participation rates, and program response actions for leadership teams.
- Parent Advisory Council (SY 2025–26): Launching a council representing each school to meet twice per year and advise on AIG programming decisions.
- Expanded Language Access: Continued translation of materials into Spanish and other top home languages; interpreter services provided during focus groups and parent sessions.

Thomasville City Schools embeds stakeholder feedback as a cornerstone of program evaluation and growth. By explicitly scheduling feedback cycles, disaggregating responses, and transparently documenting action steps, TCS ensures that all AIG students, particularly those from historically underrepresented groups, receive services that are high-quality, responsive, and equitable. These research-aligned practices create a culture of shared ownership and continuous improvement in AIG programming.

*** Practice H**

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

Thomasville City Schools (TCS) is committed to a transparent, inclusive, and research-informed approach to sharing AIG program evaluation data. Recognizing that program improvement depends on shared understanding and collaborative ownership, TCS uses intentional, audience-specific strategies to disseminate evaluation findings to school personnel, families, students, and community stakeholders. These strategies reflect current best practices in program accountability, educational leadership, and family-school-community partnerships (Epstein, 2001; Guskey, 2002).

Audience-Specific Communication Framework

TCS differentiates its communication strategies based on each stakeholder group's information needs, language access, and levels of program involvement. Program evaluation data is shared at least quarterly, with each group using formats appropriate to their roles and engagement.

1. School and District Personnel

Purpose: Ensure consistent implementation, refine instructional practices, and promote data-driven decision-making.

Methods:

- Annual AIG Staff Overview (August): AIG Coordinator presents prior-year evaluation findings, identification trends, service model data, and survey feedback at each school during opening staff development sessions.
- Quarterly PLC & MTSS Team Briefings: AIG Lead Teachers and school-based MTSS Coordinators share targeted data on service delivery, student performance, and access gaps. These meetings include time for staff reflection and feedback, documented through a digital feedback log.
- Administrative Leadership Reports (Quarterly): Principals and district leaders receive detailed disaggregated data summaries and strategic implications to guide scheduling, staffing, and service planning.

Research Alignment: Professional learning communities (DuFour, 2004) and data-based decision-making frameworks (Hamilton et al., 2009) are leveraged to ensure actionable use of data.

2. Students and Families

Purpose: Build trust, invite feedback, and ensure that services remain responsive to the lived experiences of gifted learners and their families.

Methods:

- Fall and Spring AIG Family Nights: Families receive printed and verbal summaries of evaluation data, including service participation rates, student and parent satisfaction, and academic performance indicators. Bilingual translators and translated materials (Spanish, with expansion to other languages as needed) ensure accessibility.
- Annual AIG Family Snapshot Report: A one-page infographic shares key evaluation findings, including identification demographics, service pathways, and program impact. This report is distributed through:
- Student Voice Forums (Twice Annually): AIG students in grades 4–12 participate in guided discussions facilitated by AIG staff where disaggregated evaluation findings are shared and students provide feedback on curriculum challenge, SEL support, and enrichment opportunities.

Research Alignment: Grounded in family engagement frameworks (Mapp & Henderson, 2002) and student-centered learning principles (Cook-Sather, 2009), these strategies affirm students and families as partners in program accountability.

3. Community Stakeholders

Purpose: Foster transparency and support advocacy and partnership in gifted education.

Methods:

- Annual AIG Public Report: Posted on the district website, this executive summary includes:
- Targeted Outreach:
- Media Channels:

Research Alignment: Transparent communication builds shared responsibility and is essential for sustained community support (Bryk & Schneider, 2002).

4. AIG Advisory Committee

Purpose: Serve as a feedback and accountability structure, ensuring the community has a voice in interpreting evaluation data and shaping program responses.

Structure and Process:

- The committee meets quarterly.
- Members include parents, community leaders, classroom teachers, administrators, and former AIG students.
- Each meeting reviews:
- A summary of committee feedback is posted publicly along with a “You Spoke, We Acted” report outlining responsive changes made.

Data Privacy and FERPA Compliance

To protect student and family confidentiality, all shared data is:

- Aggregated and anonymized
- Reviewed by district leadership for FERPA compliance
- Student-specific feedback is only used internally and never made public

Continuous Improvement and Future Enhancements

TCS is expanding its data sharing and stakeholder engagement efforts through:

- Interactive AIG Data Dashboard (2025 Launch): Real-time tracking of referrals, identification, and services by subgroup.
- “Data to Action” Training for School Leaders: Principals and AIG Leads will participate in professional development to better interpret and communicate program data.
- Expanded Translation Services: Materials will be offered in languages beyond Spanish as needed, based on annual demographic reviews.

Thomasville City Schools affirms that consistent, intentional, and equitable sharing of AIG program evaluation data is central to continuous program improvement. Through differentiated communication strategies, aligned to the information needs of each stakeholder group and grounded in research, TCS ensures transparency, builds trust, and honors its commitment to academic excellence and equity in gifted education.

*** 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.

Thomasville City Schools (TCS) is committed to upholding the rights of academically and intellectually gifted (AIG) students and their families through clearly defined, accessible, and research-based procedures. These safeguards reflect a strong alignment with Article 9B (§ 115C-150.5 through § 115C-150.8) of NC General Statutes and are informed by the National Association for Gifted Children (NAGC) standards on equity and advocacy.

1. Informed Consent Procedures

TCS ensures that informed, written parental/guardian consent is obtained and documented at critical decision points in the AIG identification and service process. Procedures are equitable, multilingual, and aligned with FERPA and state guidance.

A. Consent for Assessment Leading to Identification

- Written parental/guardian consent is required before any cognitive or academic testing is conducted for potential AIG identification.
- Consent forms are:
- Families receive a testing overview outlining:

B. Consent for AIG Placement and Services

- Once a student qualifies, a placement conference is scheduled with the parent/guardian, AIG specialist, and relevant staff.

- During this meeting, the following are reviewed:

- Written consent is obtained confirming that the parent:

2. Reassessment Procedures

TCS incorporates research-supported strategies (Ford, 2010; Renzulli, 2012) that provide students with multiple opportunities to demonstrate gifted potential, especially for underserved populations.

- Eligibility for reassessment is determined annually based on:
- Families are notified in writing when a student becomes eligible for reassessment.
- Written consent is again required before reassessment testing.
- The purpose of reassessment is twofold:

3. Transfers from Other LEAs (In-State and Out-of-State)

In alignment with NCDPI guidance and the Interstate Compact on Educational Opportunity for Military Children, TCS ensures continuity and equity for students transferring into the district with prior AIG identification.

Transfer Process:

1. Within 10 school days of enrollment, the receiving school:
2. Immediate temporary services are provided for the student while documentation is reviewed to avoid interruption.
3. Parent/guardian communication occurs within 10 school days:

*** Note: TCS does NOT engage in "de-gifting" practices. Each student is given full consideration, and previous identifications are honored pending appropriate placement within TCS.

4. Appeals and Dispute Resolution Procedures

In compliance with § 115C-150.8, TCS maintains a clearly defined, multi-tiered dispute resolution process for families who disagree with decisions regarding nomination, assessment, identification, or placement.

Each step in the process is grounded in due process principles and ensures timely communication, written documentation, and family advocacy.

A. Step-by-Step Appeals Process

Step	Level	Description	Timeline
1	School-Based AIG Committee Review	Parent/guardian submits a written appeal to the school principal or AIG specialist. A meeting is held with the school AIG team to review evidence and provide a written decision.	Within 10 school days
2	District AIG Team Review	If unresolved, the parent may appeal in writing to the District AIG Coordinator. The District AIG Review Team examines records, assessment data, and parent input. A written response is issued.	Within 10 school days
3	Superintendent Review	If dissatisfied, the appeal can be escalated to the Superintendent, who reviews all documentation and responds in writing.	Within 10 school days
4	Board of Education Review	Parent submits a written request to be added to the next Board of Education agenda for review. The Board issues a final local decision in writing.	At the next scheduled board meeting
5	State-Level Appeal	Per Article 9B, families may file a grievance with the NC Office of Administrative Hearings, requesting a hearing before an administrative law judge. TCS cooperates fully with the state process.	Per state policy
<ul style="list-style-type: none"> ▪ All steps ensure: 			
<p>5. Communication, Accessibility, and Parent Rights</p> <p>To promote understanding, access, and trust, TCS uses a multi-layered approach to inform parents of their rights and responsibilities throughout the AIG process.</p> <p>Resources and Strategies:</p> <ul style="list-style-type: none"> ▪ A Family Rights and Advocacy section is embedded in the: ▪ Annual AIG Parent Meetings (with interpretation as needed) are held to explain: 			
<p>6. Monitoring and Alignment with State and National Trends</p>			

TCS reviews all safeguard procedures biennially as part of the formal AIG Plan review process led by the AIG Advisory Committee. This includes:

- Use of the CCIP Table Template to ensure all safeguards are explicitly listed.
- Stakeholder input through surveys, mid-year check-ins, and annual reviews.
- Regular consultation with NCDPI consultants and participation in statewide AIG coordinator meetings to stay abreast of policy changes and trends.

Thomasville City Schools ensures that the rights of AIG students and families are protected through a comprehensive, multi-tiered system that reflects legal compliance, equitable practice, and transparent communication. With robust procedures for consent, reassessment, transfers, and appeals, and with a commitment to continuous improvement, TCS provides a model for safeguarding gifted learners within a dynamic and inclusive learning environment.



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*** Ideas for Strengthening the Standard**

- Post All AIG Publications and Reports on the TCS Website
- Include Student Interest Surveys in Annual AIG Data Collection
- Create a Mid-Year Progress Monitoring Tool for DEPs
- Disaggregate and Analyze AIG Data Annually
- Conduct Annual AIG Program Self-Assessment Using NC Standards
- Collect and Review Staff and Family Feedback Annually
- Establish School-Level AIG Accountability Meetings Each Semester
- Maintain a Live AIG Program Dashboard

Planned Sources of Evidence


* District AIG Website

* AIG Student Proficiency and Growth Data (formative, benchmark, and state assessments)

* AIG Budget and Expenditure Reports

* AIG Advisory Board Agendas and Meeting Minutes

* Meeting Logs from School-Based AIG Teams	
* Parent Meeting Dates, Agendas, and Sign-in Sheets	
* Student Feedback Surveys and Interest Inventories	
* Due Process Procedures and Documentation Logs	
* Mid-Year and Annual DEP Review Records	
* Annual AIG Program Self-Assessment Summary	

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		 Differentiated Education Plan/Annual Review

Thomasville City Schools (292) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/03/2025 

AIG Related Documents

Thomasville City Schools (292) 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](#)

[Thomasville City Schools Local AIG Plan Board Approval](#)

Optional Documents

Type Document Template Document/Link

AIG Standard 1 Additional Resources

N/A

- [Thomasville City Schools Notice and Consent for AIG Evaluation](#)
- [TCS AIG Identification Scoring Rubric](#)
- [Gifted Identification Team \(GIT\) Standard Operating Protocol \(SOP\)](#)

AIG Standard 2 Additional Resources

N/A

- [Slocumb-Payne Inventory & Behavior Rating Scale](#)
- [CogAT Parent Letter](#)
- [K-8 Screening Observation Form](#)
- [Differentiated Education Plan/Annual Review](#)

AIG Standard 3 Additional Resources

N/A

- [Differentiated Education Plan/Annual Review](#)

AIG Standard 4 Additional Resources

N/A

- [Aviso y consentimiento de las Escuelas de la Ciudad de Thomasville para la evaluación AIG](#)

AIG Standard 5 Additional Resources

N/A

- [TCS AIG FAQ](#)

AIG Standard 6 Additional Resources

N/A

- [Differentiated Education Plan/Annual Review](#)

Glossary

Thomasville City Schools (292) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Academically & Intellectually Gifted	Students are identified in both academic and intellectual domains; they engage in cross-curricular projects, tiered instruction, and leadership-building opportunities designed to challenge and inspire.
Academically Gifted (Reading, Math, or Both)	Students identified with high academic ability in one or more content areas; services include accelerated instruction, enrichment, and curriculum differentiation aligned to standards.
Academically or Intellectually Gifted (AIG)	A North Carolina designation for students who demonstrate high ability in academic and/or intellectual areas and require differentiated educational services to meet their needs.
Article 9B	The North Carolina policy that governs the identification and service of academically or intellectually gifted students in public schools.
Bibliotherapy	An instructional approach that uses carefully selected books and literature to support gifted students' social-emotional development. Through reading and discussion, students explore identity, resilience, perfectionism, empathy, and other affective needs.
Cognitive Abilities Test (CogAT)	A nationally normed assessment that measures reasoning and problem-solving abilities in verbal, quantitative, and nonverbal areas.
Credit by Demonstrated Mastery (CDM)	CDM allows students to earn course credit by demonstrating deep understanding and mastery of a subject without completing traditional seat time. Through assessments and performance tasks, students show proficiency, and referrals may come from teachers, families, or the student themselves.
Curriculum Compacting:	An instructional strategy that streamlines or eliminates content students have already mastered, replacing it with more challenging or enriching tasks to promote deeper learning.
Differentiated Education Plans (DEPs)	A written plan outlining the services, strategies, and goals for a formally identified AIG student.
Education Value-Added Assessment System) (EVAAS)	A data system that measures student growth over time, rather than just proficiency. EVAAS helps schools and educators understand how well students are progressing and is often used to guide placement decisions and instructional planning.
End-of-Course (EOC)	State-mandated assessments are administered at the end of specific high school courses to assess subject mastery.
End-of-Grade (EOG)	State-mandated assessments are administered in grades 3-8 to measure student proficiency in core subjects.
Exceptional Children (EC)	A program that serves students with disabilities and/or special needs who require individualized instruction and support.
Family Educational Rights and Privacy Act (FERPA)	A federal law that protects the privacy of student education records. FERPA grants parents (and eligible students) the right to review, request corrections, and control the disclosure of personally identifiable information in school records.

Gentry's Total School Cluster Grouping Model	A schoolwide model developed by Dr. Marcia Gentry that groups students by ability levels within classrooms to reduce the achievement gap, provide appropriate challenge, and ensure gifted students are placed in settings that promote academic growth.
Individual Differentiated Education Plan (IDEP)	A customized plan for students who are identified in only one academic area or who require more individualized support within AIG services.
Infinite Campus (IC)	The student information system used by TCS to manage student data, including grades, attendance, scheduling, communication with families, and AIG student documentation, like DEPs and identification records.
Intellectually Gifted	Students demonstrating advanced cognitive abilities and abstract reasoning; services focus on problem-solving, critical thinking, and open-ended exploration.
Iowa Assessments (Iowa)	Standardized achievement tests measure academic progress in reading, math, and other core subjects.
Javits Framework	Named after the Jacob K. Javits Gifted and Talented Students Education Program, this federal initiative promotes the identification and support of underrepresented gifted students. The framework emphasizes equity, talent development, and evidence-based practices in gifted education.
Comprehensive Learner Profile	A comprehensive summary of a student's strengths, interests, and learning needs informs instruction and services.
Multi-Tiered System of Supports (MTSS)	A framework used by TCS to provide academic, behavioral, and social-emotional support at varying levels of intensity (Tier 1-3). MTSS ensures all students, including gifted learners, receive the instruction and interventions they need to thrive.
Multilingual Learner (ML)	A student whose primary language is not English and who is developing English language proficiency while learning academic content.
Naglieri Nonverbal Ability Test, 3rd Edition (NNAT)	A nonverbal assessment of general ability is often used to identify gifted students, particularly those from diverse backgrounds.
Referral	A formal request for a student to be considered for AIG identification may be initiated by teachers, parents, administrators, or other stakeholders.
Regional Education Services Alliances/Consortia	RESAs are collaborative regional service agencies in North Carolina that support districts by providing professional development, shared resources, training, and consultation services, often including gifted education support and licensure pathways.
Screening	The process of reviewing all students using standardized assessments and multiple data points to identify those who may demonstrate gifted potential and should be considered for further evaluation.
Social Emotional Learning (SEL)	The process through which students develop the skills to understand and manage emotions, build healthy relationships, make responsible decisions, show empathy, and set and achieve personal goals. In gifted education, SEL is especially important to support the unique emotional, social, and identity needs of advanced learners.
Tomlinson's Differentiation Strategies	Developed by Carol Ann Tomlinson, these are instructional approaches that tailor content, process, product, and learning environment to students' readiness, interests, and learning environment to students' readiness, interests, and learning profiles. Strategies include tiered assignments, compacting, flexible grouping, and choice boards.

Twice-Exceptional (2e)	Students who are both gifted and have a documented disability require support for both their advanced abilities and their learning challenges.
Universal Screening	A process in which all students in a designated grade level are assessed using standardized tools to identify potential giftedness, ensuring equitable access to AIG services.