

Mission/Vision Statement and Funding

Tyrrell County Schools (890) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Vision: The Academic and Intellectually Gifted program will foster an educational environment where the unique needs, strengths, and potential of gifted learners are recognized, nurtured, and developed.

Mission: Tyrrell County Schools Mission for the local AIG program: : Through innovative instruction, critical thinking, and opportunities beyond the classroom, we will cultivate future leaders, creators, and problem solvers who are prepared to contribute meaningfully to society and thrive in a diverse, global world. a=1

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 27,352.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Tyrrell County Schools (890) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

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District Response:

Tyrrell County Schools has developed clear, equitable, and comprehensive processes to identify Academically or Intellectually Gifted (AIG) students across all grade levels. These include universal screening, continuous referral opportunities, and a Nurture Program to support students with emerging talents.

Referral Process:

- Referrals can be initiated at any grade level by:
 - School Counselors
 - AIG Specialists
 - District AIG Coordinator
 - District website
- Who can refer:
 - School personnel
 - Parents/guardians
 - Students themselves (with support)
- Upon referral:
 - Parents/guardians are notified of the referral and screening process.
 - Students may be referred once per year but re-evaluated after a year if new evidence arises.
 - Students not meeting AIG eligibility may enter the Nurture Program.

Screening and Referral Process PreK–Grade 2:

- Initial Screening Tools may include:
 - DIBELS
 - Renzulli Scale
 - Student portfolios (work at least 2 grade levels above)
 - Historical grades and assessments
 - Observed behavior
- Formal Assessments may include:

- ITBS
 - CogAT
 - Other available testing
 - AIG Site Team includes:
 - Principal or designee
 - School Counselor
 - AIG Specialist
 - General Education Teacher
 - Referral source
 - Language Representative (if needed)
 - Team decisions may recommend:
 - AIG evaluation
 - Nurture Program placement
 - Reevaluation later
- Screening and Referral Process Grades 3–12:
- Tools include:
 - CogAT (universal screening at end of Grade 2 and start of Grade 6)
 - EOG/EOC scores
 - NC Check-ins
 - BOG percentiles
 - DIBELS
 - Renzulli Scale
 - Portfolios
 - Historical grades
 - Referral and Data Collection:
 - AIG Site Team gathers classroom and assessment data to build learner profiles.
 - Parental permission obtained for evaluations.
 - Team includes:
 - Principal or designee
 - School Counselor
 - AIG Specialist
 - Referring person
 - Classroom Teacher(s)
 - Language Representative (if needed)
 - Team decisions may recommend:
 - AIG eligibility
 - Nurture Program placement with reassessment
 - Monitoring for future consideration
- Nurture Program:
- Supports students not meeting AIG eligibility:
 - Differentiated instruction aligned with strengths
 - Advanced work in reading, math, or other interests
 - Talent development via enrichment, performance tasks, and portfolio building

Equity and Inclusion Efforts:

- Universal Screening at key points (Grades 2 and 6) with quantitative and qualitative measures
 - Partnerships with:
 - ML/Title III Department for fair assessments
 - Exceptional Children's Department for twice-exceptional students
 - Comprehensive Learner Profiles incorporating:
 - Formative and summative assessments
 - Behavioral checklists
 - Interviews and portfolios
- Ongoing Monitoring and Evaluation:
- Two formal screening windows per year (Fall and Spring) plus continuous referrals
 - Professional development for staff on identifying gifted characteristics, especially in underserved populations
 - Regular data reviews to identify trends and potential candidates

*** 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.

Tyrrell County Schools has established a clear and equitable process for identifying Academically or Intellectually Gifted (AIG) students at all grade levels (K-12). The process provides multiple opportunities to reveal a student's aptitude, achievement, and potential, using both qualitative and quantitative measures to develop a comprehensive learner profile.

AIG Categories Recognized:

- AI: Academically and Intellectually Gifted (identified as both)
- AG: Academically Gifted (reading and math)
- IG: Intellectually Gifted
- AM: Academically Gifted in Math
- AR: Academically Gifted in Reading

Identification Process (K-12):

Step 1: Referral or Universal Screening

- Referrals:**
- Submitted by teachers, parents/guardians, or students themselves.
 - Forms available through school counselors, AIG specialists, and district website.
- Universal Screening:**
- Conducted in Grades 2 and 6 using CogAT or other tools.
 - Additional screenings as needed to ensure equity and access.

Step 2: Data Collection

- AIG Site Team collects: - Standardized test scores (CogAT, DIBELS, EOGs/EOCs) - Classroom performance (grades, benchmarks) - Non-traditional measures (portfolios, teacher observations, performance tasks) - Surveys and scale scores (Renzulli Scale, Gifted Rating Scale) Step 3: Review by AIG Site Team - Team includes: - Principal or designee - School counselor - AIG specialist - General education teacher - Language representative (if applicable) - Referring individual - Decisions are collaborative; no single criterion excludes a student. Step 4: Determination of Eligibility - Students identified in categories: AR, AM, AG, IG, AI, or Nurture Program. - Students not meeting eligibility supported in Nurture Program with annual reviews. - Students may receive classroom support without pull-out at this time. Step 5: Communication and Placement - Parents notified of decisions and receive evaluation results. - Eligible students placed in AIG services aligned to their strengths. - Differentiated Education Plans (DEP) developed and shared with parents and teachers. Identification Criteria Grades K-2: - Students must meet two out of three: - Aptitude: 85th percentile or higher on C	  Click here to remove the table and use only the narrative field.
* Practice C Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional. Tyrrell County Schools is committed to ensuring its AIG program is equitable and inclusive. Screening, referral, and identification procedures are designed to be responsive to underrepresented populations, including culturally or ethnically diverse students, economically disadvantaged students, multilingual learners, highly gifted students, and twice-exceptional students. Underrepresented Populations in Tyrrell County Schools:	

- African American and Hispanic/Latino students
- Economically disadvantaged students
- Multilingual learners (ML)
- Twice-exceptional (2e) students
- Highly gifted students with limited access to resources

District and AIG Demographics (as of January 2025):

- Highlights disparities between overall enrollment and AIG representation, especially among:
 - African American students
 - Hispanic/Latino students
 - Economically disadvantaged students
 - Multilingual learners

Screening, Referral, and Identification Procedures:

1. Data Analysis and Demographic Monitoring:
 - Annual analysis of demographics and program data to identify trends and disparities.
 - Results shared with staff, parents, and community via district website and AIG meetings.
2. Intentional Screening and Referral Processes:
 - Nurture Services implemented at all schools (Grades K-12) to develop talent in underrepresented groups.
 - Multiple pathways for identification:
 - Standardized tests
 - Performance tasks
 - Portfolios
 - Non-traditional measures like teacher observations and checklists
 - Use of local norms to ensure fair identification reflective of the district's context.

3. Partnerships and Collaboration:

- Work w

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	----	----	----	----	----	----	----
Male	----	----	----	----	----	----	----
Total	----	----	8.20%	----	----	----	11.02%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Tyrrell County Schools has established a monitoring system to ensure consistent implementation of AIG screening, referral, and identification procedures across all schools.

Monitoring and Consistency Plan:

1. Annual Professional Development:

- District AIG Coordinator provides professional development at the start of each school year for all AIG Committees.
- Topics include:
 - Overview of district procedures.
 - Best practices for equitable identification.
 - Use of standardized forms, checklists, and rating scales.

2. Demographic Analysis:

- Annual review of school and district demographics alongside AIG program demographics.
- Analysis includes:
 - Identification of underrepresented populations.
 - Comparison of referral, screening, and identification rates across groups.
 - Results shared with stakeholders to address equity and plan action steps.

3. Internal Auditing Process:

- District AIG Coordinator conducts audits of AIG records at each school every semester.
- Audit components:
 - Review of referral documentation for guideline adherence.
 - Verification of screening results and identification decisions.
 - Consistency in DEP creation and documentation.
 - Audit findings shared with school committees, with documented follow-up actions.

4. School Committee Oversight:

*** Practice E**

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

Tyrrell County Schools ensures that information about AIG screening, referral, and identification processes is accessible to all stakeholders, including school personnel, parents, families, students, and the community.

Strategies for Dissemination:

- District and School Websites:
 - AIG information posted on Tyrrell County Schools, Tyrrell Elementary, Columbia Middle, and Columbia High School websites.
 - Located under AIG Services and Parent Links sections.
- Printed Materials:
 - AIG information pamphlet/brochure available at all schools.
 - Materials translated into native languages as available.
- Faculty Meetings:
 - Principals review the school AIG plan and related procedures with staff during early Fall faculty meetings.
 - Teachers and staff receive updates on student progress via performance portfolios and DEP progress reports.
- Student Handbooks:
 - AIG information included in student handbooks in English and other native languages.
- School Messaging Systems:
 - Notifications about AIG services and opportunities sent home in multiple languages using school messaging systems.
- AIG Parent Nights:
 - Advertised at district and school levels.
 - Events promoted in multiple languages to ensure broad participation.
- Newsletters and Social Media:
 - AIG events and highlights shared through newsletters and social media platforms.
- Board of Education Presentations:
 - AIG program updates and highlights presented at Board of Education meetings to keep leadership and the community informed.

*** 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.

Tyrrell County Schools ensures that all evidence supporting AIG identification decisions is carefully documented, reviewed with parents/guardians, and securely maintained in student records.

AIG Site Team Composition:

- Principal and/or designee
- AIG site lead
- School counselor or data manager

- At least one regular education teacher representative (K-2, 3-5, 6-8, 9-12)
- Student's regular education teacher
- Parent/guardian (invited with reasonable notice)

Process:

- Parents/guardians are invited to attend site team meetings where evidence is reviewed.
- In the event of a parent's absence, they receive copies of all meeting documentation.

Evidence Reviewed:

- Classroom teacher-collected student work samples.
- Assessment data and referral information.
- Comprehensive learner profiles developed through qualitative and quantitative measures.

Decision Making:

- Eligibility determined by consensus of the AIG Site Team.
- Decisions documented and communicated clearly to parents/guardians.

Differentiated Education Plan (DEP):

- Created by the AIG site lead with input from teachers and parents.
- DEP outlines identified student needs and instructional strategies.
- Reviewed annually with parents and school staff.
- Monitored by the school-based AIG site lead for ongoing appropriateness.

Ongoing Documentation:

- Classroom teachers collect student work samples throughout the year.
- Fall or spring site team meetings review these samples to ensure DEP alignment.
- Adjustments made to DEP as needed to meet student needs and ensure rigor.

DEP Sharing:

- Copies of the DEP provided to:
 - Parent/guardian
 - All teachers who instruct the student during the school year.
- Teachers complete DEP progress reviews at least each nine weeks.
- Written progress reports provided to parents/guardians.

Nurture Portfolio:

- Maintained by the AIG site lead for students receiving Nurture Program services.
- Includes work samples, progress notes, and evidence supporting ongoing talent development.

* 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.

Tyrrell County Schools is committed to ensuring that all identified AIG students have a clear, individualized plan of services to support their academic and intellectual growth. The Differentiated Education Plan (DEP) serves as a formal, living document that outlines the student's strengths, areas of identification, instructional goals, and service options.

DEP Development Process:

- Created collaboratively by the AIG site lead, classroom teachers, parents/guardians, and other relevant staff.
- Includes:
 - Student identification category (AG, IG, AI, AM, AR)
 - Strengths and areas of focus
 - Specific instructional strategies and service delivery options
 - Goals for the year
- Addresses learning environment, content modifications, and enrichment or acceleration opportunities aligned to student needs.

Annual Review and Revision:

- DEP reviewed at least once per academic year with parents/guardians to ensure it remains aligned with the student's current needs and progress.
- Adjustments made based on:
 - Student achievement data
 - Teacher observations
 - Student and family input
 - Evidence of progress toward goals
- Meetings documented with signatures or records of parent participation.

Support for Transitions:

- DEP includes plans for supporting students at key transition points (e.g., elementary to middle school, middle to high school).
- AIG site leads ensure timely transfer of DEP records to receiving schools.
- Teachers and counselors collaborate to support smooth transitions, communicating service needs and prior accommodations.

Documentation and Sharing:

- Copies of the DEP are shared with parents/guardians and all teachers who serve the student.
- DEPs are stored securely in school records, accessible to authorized staff.
- DEP progress updates completed each nine weeks and provided to parents/guardians in writing.

By maintaining and reviewing DEPs annually, Tyrrell County Schools ensures that each AIG student receives a personalized, consistent, and effective continuum of services throughout their K-12 experience.

* Ideas for Strengthening the Standard

Ideas for Strengthening Standard 1:

- Increase collaboration with Exceptional Children and ML departments to improve identification of twice-exceptional and multilingual learners.
- Provide additional professional development for teachers on using local norms and non-traditional measures for equitable screening.
- Enhance communication with families by offering AIG information sessions in multiple languages and formats.
- Expand use of digital tools and data dashboards to track referral, screening, and identification trends over time.
- Review and refine the Nurture Program annually to ensure it effectively builds student portfolios and readiness for AIG identification.

Planned Sources of Evidence

* Student referral forms, screening results, and AIG Site Team meeting documentation

* Differentiated Education Plans (DEPs) with annual review records and progress reports

* AIG program demographic analysis, internal audit reports, and professional development attendance records

Type	Documents	Document Template	Document/Link
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AIG Standard 1 Additional Resources

N/A

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Tyrrell County Schools coordinates and implements a comprehensive, student-centered AIG program that addresses the needs of gifted learners across all grade levels and learning environments. Services are aligned to the students' advanced learning needs as identified through the AIG process.

Differentiated Instruction in Grades K-2:

- Differentiated instruction in reading and/or math within regular education classrooms.
- Early Kindergarten entry when appropriate.
- Grade advancement opportunities.
- Small group student clusters in general education classes focused on advanced learning.
- Additional small-group sessions emphasizing higher-order, critical, and creative thinking skills.

Differentiated Instruction in Grades 3-12:

- Advanced skills in applied literacy and mathematics integrated with science and social studies.
- Access to advanced courses such as Advanced Placement and Early College classes.
- Small group student clusters for targeted, enriched instruction.
- Multidisciplinary units, integrated projects, and interest-based learning opportunities.

Collaboration Across Personnel:

- AIG teacher collaborates with other staff to create cluster groups tailored to student needs in reading and/or math.
- School counselors work with staff to address social and emotional needs of AIG students.
- Classroom teachers and AIG teachers align and adapt instruction to support identified gifted learners.
- Administration, AIG teachers, staff, and parents collaborate to determine services based on student needs, interests, and available resources.

Additional Opportunities:

- Students are made aware of enrichment opportunities beyond the classroom, such as:
 - HOBY Leadership Seminars
 - Internships
 - Governor's School
- All differentiated instruction is documented in each student's Differentiated Education Plan (DEP).
- The DEP is reviewed and amended at least annually to ensure service delivery remains challenging and aligned with the student's instructional program.

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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.

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.

District Response:

Tyrrell County Schools values meeting the social and emotional needs of all students, including gifted learners. Collaborative planning and delivery occur at both school and district levels to ensure comprehensive support.

Collaborative Networking:

- Teams composed of school counselors, classroom teachers, AIG leads, administrators, and MTSS coordinators discuss and address student needs.
- Regular education teachers, AIG leads, and school counselors collaborate to develop strategies for AIG students' social and emotional growth.

Individualized Planning:

- When necessary, teams meet with families to develop individualized plans to support students' social and emotional needs.
- School counselors provide individual or group counseling sessions tailored to student needs.

Enrichment and Group Activities:

- Schools offer cluster grouping and enrichment activities that support social and emotional development.
- Counselors serve on the AIG Site Team to provide strategies and guidance for addressing social-emotional needs.

Professional Development:

- Staff receive training to enhance their skills in recognizing and supporting gifted students' social and emotional development.
- Ongoing learning ensures that all personnel can effectively support the whole child, not just academic needs.

By addressing both academic and social-emotional needs through intentional programming and collaboration, Tyrrell County Schools ensures a holistic approach to serving gifted learners.

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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.

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

District Response:

Tyrrell County Schools is committed to ensuring that AIG services are not isolated but are integrated with all district instructional priorities and resources.

Coordination with District Departments:

- The AIG District Lead communicates regularly with all instructional departments, including:
 - Career and Technical Education (CTE)
 - Exceptional Children (EC)
 - English Learners (EL)
 - Multi-Tiered System of Support (MTSS)
- This collaboration ensures that AIG services are aligned and connected to district-wide goals.

Policy Review and Alignment:

- The AIG District Lead works with school and district leadership teams to:
 - Review existing practices and policies related to gifted education.
 - Evaluate their effectiveness based on current best practices.
 - Make recommendations for updates or new policies as needed.

Commitment to Continuous Improvement:

- District-level leadership supports the ongoing development of AIG services to remain responsive to student needs.
- Integration ensures equitable access to advanced learning opportunities across all schools and grade levels.

By embedding AIG services within district priorities, Tyrrell County Schools ensures that gifted education is a shared responsibility and that all students have opportunities to excel.

*** Practice D**

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

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

District Response:

Tyrrell County Schools uses the Multi-Tiered System of Support (MTSS) framework to analyze data and address the learning needs of all students, including high-achieving and high-ability students.

Problem-Solving Model:

- AIG Site Teams apply a structured problem-solving approach to:
- Analyze multiple sources of data.
- Determine student responsiveness to core instruction.
- Identify needs for supplemental or individualized support.

Data Analysis:

- Teams review academic, behavioral, and social-emotional data to ensure students receive appropriate differentiation.
- Regular collaboration among classroom teachers, AIG leads, curriculum specialists, and other stakeholders informs instructional planning.

Differentiated Instruction Strategies:

- Learning Environment Differentiation:
 - Flexible grouping, cluster grouping, regrouping for targeted instruction.
 - Advanced and compacted courses.
- Content Differentiation:
 - Curriculum compacting.
 - Single-subject or grade-level acceleration.
 - Multi-disciplinary units.
- Process Differentiation:
 - Scaffolding.
 - Tiered assignments adjusting length, depth, or complexity.
- Product Differentiation:
 - Integrated projects.
 - Inquiry and problem-based learning.
 - Student choice in demonstrating mastery.

Advanced Opportunities:

- Grades 9-12 students may access:
 - Honors courses.
 - Advanced Placement (AP) courses.
 - College courses through Early College or dual enrollment.

Supplemental and Individualized Supports:

- Enrichment options tailored to academic, behavioral, or social-emotional needs.
- Student interest groups formed through surveys, teacher observation, and family input.

Through these intentional, flexible grouping practices, Tyrrell County Schools ensures that all students with advanced learning needs receive instruction that fosters their growth and achievement.

*** 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.

District Response:

Tyrrell County Schools is committed to ensuring that all teachers, school administrators, and support staff are well-informed about the delivery of differentiated services and instruction for AIG students, relevant regulations, and the local AIG program and plan.

Communication and Training:

- Annual professional development sessions are provided to all staff on:
- Differentiation strategies for gifted learners.
- Regulations and state policies related to AIG services.
- Local identification processes and service options.
- Administrators receive targeted training on monitoring AIG service delivery and supporting staff.

Sharing of the Local AIG Plan:

- The district AIG Plan is posted on the Tyrrell County Schools website for easy access by staff and families.
- Printed copies are available at each school.
- Plan highlights are shared during staff meetings and professional development workshops.

Ongoing Support:

- AIG site leads serve as points of contact for teachers needing support with differentiated instruction.
- Regular collaboration between AIG leads, classroom teachers, counselors, and administrators ensures consistent, high-quality service delivery.
- Updates and reminders about AIG processes, regulations, and strategies are shared throughout the year via email, newsletters, and faculty meetings.

By ensuring clear, consistent communication and training, Tyrrell County Schools empowers all staff to effectively support the advanced learning needs of AIG students.

*** Practice F**

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

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

District Response:

Tyrrell County Schools is committed to supporting gifted learners throughout their entire educational journey by ensuring smooth articulation and transitions across grade levels.

Intentional Differentiation:

- Differentiated Education Plans (DEPs) outline the services, goals, and instructional strategies for each AIG student.
- Classroom teachers and AIG site leads collaborate to implement differentiated instruction in reading, math, and other areas based on student strengths.
- Enrichment and acceleration opportunities are provided as appropriate, including curriculum compacting, advanced coursework, and independent projects.

Articulation Across Grade Levels:

- AIG site leads facilitate communication between grade levels to ensure continuity of services.
- DEPs and student profiles are shared with receiving teachers during transitions:
 - Elementary to middle school
 - Middle school to high school
- Receiving teachers review student strengths, needs, and prior services to plan for continued challenge and support.

Support for School Transitions:

- Counselors, teachers, and administrators collaborate to support students socially and emotionally during transitions.
- Parent meetings held to discuss upcoming transitions and explain available services.
- Opportunities for student input on goals and interests ensure services remain responsive to changing needs.

Advanced Opportunities:

- Middle and high school students have access to advanced coursework such as:
 - Advanced math tracks
 - Honors and Advanced Placement (AP) classes
 - Early College and dual-enrollment options
- Coordination with the College and Career Promise program to support postsecondary readiness.

By intentionally planning for articulation and transitions, Tyrrell County Schools ensures that gifted students receive consistent, challenging, and developmentally appropriate services throughout their K-12 experience.

*** 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.

District Response:

Tyrrell County Schools is committed to providing a variety of acceleration opportunities to meet the advanced learning needs of AIG students across all grade levels. Policies and procedures are in place to ensure equitable access and clear guidelines for implementation.

Acceleration Options:

- Content Compacting:
 - Classroom teachers pre-assess student mastery.
 - Instruction is adjusted to eliminate repetition and allow advanced or enriched learning opportunities.
 - Teachers work with AIG site leads to plan compacted content and enrichment projects.
- Subject and/or Grade Acceleration:
 - Available on a case-by-case basis based on student readiness.
 - Decisions made collaboratively by school administrators, AIG staff, classroom teachers, parents/guardians, and the student.
 - Evaluation includes standardized assessments, student performance data, social-emotional readiness, and family input.

- Acceleration plans are documented in the student's Differentiated Education Plan (DEP). - Credit by Demonstrated Mastery (CDM): - Follows NC DPI guidelines for CDM at the middle and high school levels. - Students may earn credit for courses by demonstrating mastery through assessments and performance tasks. - Schools provide information to students and families about CDM opportunities and procedures. - Dual Enrollment and Early College: - High school students have access to College and Career Promise (CCP) courses through partnerships with local community colleges. - Early College High School program provides opportunities to earn college credit while completing high school requirements. - Counselors and administrators work with students to ensure appropriate placement and support. Policies and Procedures: - Clear guidelines are shared with school staff and families about available acceleration options. - Decisions are made collaboratively, prioritizing student readiness and well-being. - Documentation of acceleration plans is maintained in the student's DEP and reviewed annually. - Ongoing professional development supports teachers in implementing acceleration strategies effectively. By offering a range of acceleration opportunities with clear policies and procedures, Tyrrell County Schools ensures that gifted students receive appropriately challenging instruction that matches their advanced learning needs.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. District Response: Tyrrell County Schools is committed to identifying and nurturing the potential of young learners through purposeful and intentional programming that provides early intervention and talent development opportunities in grades K-3. Screening and Identification: - Universal screening occurs at the end of Grade 2 using CogAT or other appropriate assessments to ensure early identification of gifted potential. - Multiple data sources are considered, including DIBELS scores, teacher observations, portfolios, and standardized assessments. - Referrals may be initiated at any grade level, including by teachers, parents/guardians, or students themselves. Nurture Program: - Students demonstrating advanced potential but not yet meeting formal AIG criteria are supported through a structured Nurture Program. - Services include: - Small-group instruction focused on critical and creative thinking. - Advanced literacy and math activities. - Enrichment tasks designed to build problem-solving and higher-order thinking skills.
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Classroom Differentiation: - Classroom teachers provide differentiated instruction within the regular education setting to meet the needs of advanced learners. - Strategies include flexible grouping, curriculum compacting, and tiered assignments. - Professional development supports teachers in recognizing and nurturing gifted characteristics in young students. Collaboration: - AIG site leads work with classroom teachers, school counselors, and administrators to plan and monitor services. - Regular team meetings ensure that student progress is tracked and that supports are adjusted as needed. Family Communication: - Parents/guardians are informed of available services and their child's participation in the Nurture Program. - Opportunities for family input are provided during meetings and conferences. By providing early intervention and targeted talent development, Tyrrell County Schools ensures that young students with advanced potential receive the support they need to thrive and grow.
* 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. District Response: Tyrrell County Schools is dedicated to promoting equity and excellence by broadening access to advanced learning opportunities for all students through intentional talent development efforts in grades 4-12. Equity-Focused Mindsets: - Staff are trained to recognize and nurture gifted potential in all student populations, with an emphasis on underrepresented groups including students from economically disadvantaged backgrounds, multilingual learners, and twice-exceptional students. - Professional development includes strategies for identifying latent talent and providing opportunities to develop advanced skills. Talent Development Practices: - Frontloading strategies prepare students for more advanced coursework by building prerequisite skills, academic vocabulary, and confidence. - Enrichment activities are provided within the regular classroom and through pull-out opportunities, including: - Critical and creative thinking exercises. - Problem-based learning projects. - Advanced reading and math challenges. Access to Advanced Opportunities: - Flexible grouping and cluster models in classrooms allow high-ability students to engage in enriched or accelerated work.

- Schools encourage participation in advanced math tracks, Honors classes, and Advanced Placement (AP) opportunities in middle and high school. - Early exposure to College and Career Promise (CCP) options and Early College pathways helps expand access to dual enrollment opportunities. Collaboration and Monitoring: - AIG site leads collaborate with teachers, counselors, and administrators to identify students with emerging potential and plan appropriate supports. - MTSS teams include AIG representation to analyze student data holistically and recommend interventions and enrichment. - Student progress is reviewed regularly to ensure supports are effective and to identify additional candidates for advanced opportunities. By developing policies and practices that intentionally frontload and support advanced learning readiness, Tyrrell County Schools ensures more equitable access to rigorous educational experiences for all students in grades 4-12.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. District Response: Tyrrell County Schools is committed to enhancing and developing the talents and interests of AIG students through a variety of extra-curricular programming opportunities offered during and outside of the school day. During-School Enrichment: - Cluster grouping and flexible instructional groups within the classroom allow for enrichment activities aligned to student interests and strengths. - Pull-out or small-group enrichment sessions focus on: - Critical and creative thinking. - Problem-based learning projects. - Advanced literacy and math challenges. After-School and Extracurricular Activities: - Students have access to clubs and programs that promote advanced learning and personal growth, including: - STEM clubs. - Battle of the Books. - Arts programs. - Academic competitions. - Schools encourage AIG students to participate in leadership opportunities such as Student Council and service-learning projects. District and Regional Opportunities: - Promotion of participation in enrichment experiences outside of the district, such as: - Governor's School of North Carolina. - Summer enrichment camps. - HOBY Youth Leadership Seminars. - Community college and university-sponsored programs.
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Collaboration and Support:

- AIG site leads work with teachers, counselors, and administrators to identify and share opportunities with students and families.
- Information about extracurricular enrichment is communicated through school websites, newsletters, and parent meetings.

By offering a range of extracurricular opportunities, Tyrrell County Schools supports AIG students in developing their talents, interests, and leadership skills beyond the regular classroom setting.

*** Ideas for Strengthening the Standard**

Ideas for Strengthening Standard 2:

- Expand professional development for teachers on advanced differentiation strategies and flexible grouping.
- Increase collaboration with Exceptional Children, English Learners, and MTSS teams to ensure equitable access to advanced opportunities.
- Develop a district-wide enrichment calendar to coordinate extracurricular programming across schools.
- Strengthen communication with families about available services and transition planning between grade levels.
- Monitor participation in advanced courses and enrichment programs to identify and address equity gaps.

Planned Sources of Evidence

* Differentiated Education Plans (DEPs) with annual reviews and documentation of services provided

* Professional development agendas, sign-in sheets, and materials on differentiation, flexible grouping, and acceleration strategies

* School enrichment program schedules, participation records, and communication materials shared with families

Documents

Document/Link

Document Template

AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

Tyrrell County Schools (890) 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.

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.

District Response:

Tyrrell County Schools ensures that AIG students have access to a rigorous and relevant curriculum that adapts the NC Standard Course of Study (SCOS) to meet their advanced learning needs. Differentiation strategies are implemented to enrich, extend, and accelerate learning as appropriate.

Differentiation Strategies:

- Content:
 - Curriculum compacting to eliminate repetition and allow for advanced study.
 - Enrichment activities that extend learning beyond grade-level expectations.
 - Opportunities for cross-curricular connections and project-based learning.

- Process:

- Flexible grouping to target advanced skills.
- Tiered assignments offering varied levels of complexity.
- Socratic seminars and inquiry-based discussions.

- Product:

- Student choice in demonstrating mastery.
- Authentic assessments and performance tasks.
- Portfolios showcasing advanced work.

- Learning Environment:

- Cluster grouping of high-ability students within classrooms.
- Small-group enrichment sessions led by AIG staff or classroom teachers.
- Access to digital tools and resources that support individualized learning.

Acceleration Opportunities: - Single-subject or whole-grade acceleration considered on a case-by-case basis. - Access to advanced coursework, including Honors, Advanced Placement (AP), and dual enrollment options at the high school level. Collaboration: - AIG site leads, classroom teachers, and administrators work together to plan and monitor differentiated instruction. - Professional development ensures teachers are prepared to adapt curriculum and instruction to meet the needs of AIG learners. By intentionally differentiating curriculum and instruction, Tyrrell County Schools ensures AIG students are challenged and engaged in learning that aligns with their abilities and interests.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	
Practice B: Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	
District Response:	Tyrrell County Schools recognizes that gifted students have diverse abilities, readiness levels, and interests that require responsive and individualized instruction. Teachers use multiple strategies to ensure learning is challenging, engaging, and aligned to student strengths. Assessment and Planning: - Regular use of formative and summative assessments to determine readiness and mastery. - Review of student DEPs to identify areas of strength and interest. - Ongoing communication among AIG site leads, teachers, students, and families to adjust instructional plans. Differentiated Strategies: - Flexible grouping based on ability, interest, and readiness. - Tiered assignments with varying levels of complexity and challenge. - Curriculum compacting to eliminate repetition for students who demonstrate mastery. - Opportunities for acceleration in specific subjects when appropriate. Student Interests: - Incorporation of student choice in projects and assessments. - Encouragement of independent study and research aligned to student passions. - Integration of student interests into multidisciplinary units and enrichment activities. Collaboration:

- Teachers work with AIG site leads to plan differentiation aligned to student DEPs. - School counselors provide support for social and emotional needs related to advanced learning. By using student data on abilities, readiness, and interests, Tyrrell County Schools ensures that AIG students receive responsive instruction that promotes academic growth and engagement.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Practice C: Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. District Response: Tyrrell County Schools uses a variety of evidence-based resources to meet the academic, intellectual, and social-emotional needs of AIG students. Academic and Intellectual Resources: - Advanced curriculum materials aligned to the NC Standard Course of Study (SCOS). - Enrichment activities that promote critical and creative thinking. - Digital tools that allow individualized learning paths and advanced content access. - Curriculum compacting guides to eliminate repetition and move students to more challenging work. Social and Emotional Support: - Collaboration with school counselors to address the unique social and emotional needs of gifted learners. - Small-group sessions focused on goal-setting, stress management, and peer relationships. - Professional development for teachers on recognizing and supporting gifted characteristics, including twice-exceptional learners. Assessment Tools: - Formative and summative assessments to determine readiness and mastery. - Performance tasks, portfolios, and teacher checklists to capture a full range of student strengths. - Use of local norms and multiple data sources to ensure equitable identification and service. Professional Learning: - Ongoing professional development for staff on differentiation strategies, flexible grouping, and enrichment best practices. - Sharing of research-based strategies and tools through PLCs and district training sessions. By incorporating a range of evidence-based resources, Tyrrell County Schools ensures that AIG students receive comprehensive support for their academic, intellectual, and social-emotional development.
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* 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. District Response: Tyrrell County Schools is committed to preparing AIG students for post-secondary success by fostering durable skills and mindsets such as adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility. Instructional Strategies: - Differentiated instruction emphasizes problem-based learning, Socratic seminars, and inquiry projects that promote critical and creative thinking. - Tiered assignments and student choice encourage ownership of learning and personal responsibility. - Group projects and flexible grouping build collaboration and communication skills. Social and Emotional Development: - School counselors support the development of empathy, self-awareness, and social skills through small-group sessions and classroom guidance. - Teachers receive professional development on addressing the social and emotional needs of gifted learners, including fostering resilience and adaptability. Learning Environment: - Classroom norms encourage respectful dialogue, listening, and empathy. - Opportunities for student leadership, such as Student Council and peer mentoring, help build communication and collaboration skills. Post-Secondary Readiness: - High school students have access to Honors, Advanced Placement (AP), and Early College classes that demand higher-level thinking and independent learning. - Guidance counselors assist students in setting academic goals and planning for post-secondary pathways. - DEPs include goals that promote the development of durable skills aligned with students' strengths and interests. By intentionally embedding these durable skills and mindsets into daily instruction and enrichment activities, Tyrrell County Schools ensures AIG students are well-equipped for success beyond high school.	
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Practice E: Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. District Response: Tyrrell County Schools uses ongoing assessment data to ensure that curriculum and instruction are appropriately differentiated for AIG students.	

Formative Assessment:

- Classroom teachers regularly use formative assessments such as exit tickets, questioning strategies, quizzes, and observations to monitor student understanding.
- Data from formative assessments inform flexible grouping, pacing, and tiered assignments.
- Teachers adjust instruction in real time to provide challenge and support as needed.

Summative Assessment:

- EOGs, EOCs, benchmarks, and classroom assessments provide data on student mastery of standards.
- Results are reviewed by AIG site leads and classroom teachers to identify students needing enrichment or acceleration.
- Summative data is used to determine placement in advanced courses and to inform DEP updates.

DEP and Progress Monitoring:

- DEPs are developed and reviewed annually using both formative and summative data.
- Teachers and AIG site leads monitor student progress toward DEP goals throughout the year.
- Progress reports are shared with parents at least once per grading period.

Collaboration:

- AIG site leads collaborate with teachers to analyze data and plan differentiation strategies.
- Professional development supports teachers in using assessment data effectively to drive instruction.

Through intentional use of ongoing assessment, Tyrrell County Schools ensures that AIG students receive challenging, responsive, and individualized instruction.

*** Practice F**

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

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

District Response:

Tyrrell County Schools values collaboration as essential to the effective implementation of differentiated curriculum and instruction for AIG students.

Collaborative Planning:

- AIG site leads work with classroom teachers to develop and monitor DEPs aligned to student strengths and needs.
- Regular meetings ensure that differentiated strategies are integrated into daily instruction.
- Classroom teachers and AIG staff share resources, strategies, and data to plan advanced learning opportunities.

Support from School Counselors:

- Counselors collaborate with teachers and AIG staff to address the social and emotional needs of gifted learners.
- Participation in AIG Site Team meetings ensures a whole-child approach to service planning.

Administrative Support:

- School administrators support implementation by providing scheduling flexibility and resources for enrichment.
- Principals facilitate regular communication among staff to ensure consistent service delivery.

Collaboration with Other Programs:

- Coordination with Exceptional Children (EC), English Learner (EL), and MTSS teams to ensure equitable access to differentiated services.
- Shared analysis of student data helps identify underrepresented students for AIG services and plan appropriate supports.

Professional Development:

- Ongoing training builds teacher capacity for collaboration and differentiation.
- AIG site leads provide coaching and modeling to support classroom implementation.

Through intentional collaboration among all school personnel, Tyrrell County Schools ensures that AIG students receive high-quality, differentiated instruction that meets their academic, intellectual, and social-emotional needs.

* Ideas for Strengthening the Standard

Ideas for Strengthening Standard 3:

- Provide additional professional development for teachers on advanced differentiation strategies and curriculum compacting.
- Increase collaboration with Exceptional Children, English Learners, and MTSS teams to ensure equitable differentiation practices.
- Expand access to advanced coursework and enrichment opportunities, especially for underrepresented groups.
- Develop a shared resource library of evidence-based materials to support differentiated instruction.
- Strengthen monitoring of DEP implementation to ensure consistent, high-quality differentiation across schools.

Planned Sources of Evidence

* Differentiated Education Plans (DEPs) with annual reviews and documented instructional strategies

* Lesson plans and teacher documentation showing use of flexible grouping, tiered assignments, and enrichment activities

* Professional development records, meeting agendas, and collaborative planning notes with AIG site leads and classroom teachers

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

Tyrrell County Schools engages AIG-licensed specialists to address the academic, intellectual, and social-emotional needs of K-12 gifted students and to support the implementation of the local AIG program and plan.

Roles and Responsibilities:

- Collaborate with classroom teachers to plan and deliver differentiated instruction aligned to student DEPs.
- Support flexible grouping, curriculum compacting, and enrichment opportunities within the classroom setting.
- Lead small-group enrichment sessions focused on critical and creative thinking.
- Participate in AIG Site Team meetings to review referrals, identification decisions, and service plans.
- Assist in developing, monitoring, and reviewing Differentiated Education Plans (DEPs).
- Provide professional development and coaching to teachers on best practices in gifted education.
- Address the social and emotional needs of AIG students through collaboration with school counselors and other support staff.
- Support transition planning and articulation between grade levels to ensure continuity of services.

By engaging AIG-licensed specialists in these critical tasks, Tyrrell County Schools ensures consistent, high-quality services that meet the diverse 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.

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.

District Response:

Tyrrell County Schools recognizes the importance of equipping all staff involved with AIG students with the knowledge and skills necessary to provide effective services. The district has established specific professional development requirements to support this goal.

Professional Development Expectations:

- All AIG site leads and district AIG personnel are required to hold AIG licensure or be actively working toward licensure.
- Classroom teachers who serve AIG students are expected to participate in regular training on differentiation strategies, curriculum compacting, and enrichment best practices.
- School counselors and student services personnel receive training on the social and emotional needs of gifted learners.
- Administrators participate in professional development to support monitoring of service delivery, identification procedures, and equitable access.

Delivery Methods:

- District-led professional development sessions provided annually.
- School-based trainings integrated into staff development days.
- Online learning modules and webinars made available for flexible access.
- Coaching and mentoring support offered by the district AIG lead.

Monitoring and Support: - Attendance at professional development sessions is tracked at the district level. - AIG site leads support classroom teachers with ongoing coaching, modeling, and resource sharing. - Feedback from staff is used to refine and improve future professional development offerings. Through these targeted professional development requirements, Tyrrell County Schools ensures that all personnel are prepared to meet the diverse needs of AIG students.	
* 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. 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. District Response: Tyrrell County Schools is committed to ensuring that students identified as AIG receive services from qualified educators who understand and can address their advanced learning needs. AIG-Licensed Personnel: - AIG site leads at each school hold or are working toward the AIG add-on license. - The district AIG lead holds AIG licensure and provides support and coaching to site leads and classroom teachers. General Education Teachers: - Classroom teachers responsible for serving AIG students are expected to participate in district-provided professional development focused on differentiation, enrichment, and acceleration strategies. - Teachers work collaboratively with AIG site leads to develop and implement Differentiated Education Plans (DEPs) for identified students. LEA Requirements: - The district has established clear expectations for professional learning to support teachers in meeting the needs of gifted learners. - Participation in AIG-related professional development is required and tracked annually. Ongoing Support: - AIG site leads provide coaching, modeling, and resources to classroom teachers to ensure effective service delivery. - Administrators monitor teacher participation in professional development and support implementation of differentiation strategies in the classroom. By ensuring that personnel meet licensure requirements or participate in district-approved training, Tyrrell County Schools maintains high-quality services for all AIG students.	

* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Practice E: Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. District Response: Tyrrell County Schools recognizes the importance of recruiting and retaining highly qualified, AIG-licensed professionals to deliver high-quality gifted education services. Recruitment Strategies: - District job postings for AIG roles include clear language about licensure requirements and preferred experience in gifted education. - Collaboration with regional education networks and university teacher preparation programs to identify qualified candidates. - Outreach efforts to attract candidates from diverse backgrounds to better reflect and serve the district's student population. Retention Strategies: - Support for AIG licensure through reimbursement for coursework or professional development, as funding allows. - Ongoing coaching and mentoring provided by the district AIG lead to build confidence and effectiveness among new site leads. - Professional learning communities (PLCs) and regular meetings for AIG site leads to share strategies, resources, and challenges. - Recognition of AIG educators' contributions through district communications and events. By developing these recruitment and retention strategies, Tyrrell County Schools ensures a strong foundation of qualified educators to support the advanced learning needs of AIG students.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Practice F: Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. District Response: Tyrrell County Schools is committed to ensuring equity and excellence in gifted education by providing focused professional learning opportunities for all staff. Focus Areas: - Identifying and addressing underrepresentation in AIG services, especially among students from culturally and linguistically diverse backgrounds, economically disadvantaged students, and twice-exceptional learners. - Using local norms and multiple measures to ensure fair and inclusive identification processes. - Differentiating curriculum and instruction to meet diverse needs while maintaining high expectations for all students.
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Professional Learning Opportunities: - Annual district-wide professional development sessions on equitable identification and service delivery. - Targeted training on recognizing gifted characteristics in underrepresented populations. - Coaching and modeling provided by AIG site leads and the district AIG lead. - Integration of equity-focused strategies into school-based professional learning communities (PLCs). Mindset Shifts: - Encouraging all staff to adopt a growth mindset about student potential. - Promoting culturally responsive teaching practices. - Building awareness of implicit bias and its impact on identification and service decisions. By providing these focused professional learning opportunities, Tyrrell County Schools equips educators with the tools and understanding needed to create a more equitable and excellent AIG program.
* 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. 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. District Response: Tyrrell County Schools ensures that professional development for AIG services is purposefully aligned with the district's overall goals, local AIG program priorities, and best practices in gifted education. Alignment with AIG Program Goals: - Annual professional development sessions are planned to address specific goals identified in the local AIG plan, such as equitable identification practices and effective differentiation. - Training topics are selected based on needs assessments, feedback from staff, and program evaluation results. Integration with District Initiatives: - AIG professional development is coordinated with other district priorities, such as MTSS, culturally responsive teaching, and inclusive practices. - Collaboration with Exceptional Children (EC), English Learner (EL), and Curriculum departments ensures a unified approach to meeting diverse student needs. Best Practices in Gifted Education: - Professional learning includes research-based strategies for: - Curriculum compacting. - Enrichment and acceleration.

- Supporting twice-exceptional learners. - Social and emotional needs of gifted students. - Use of DPI resources, webinars, and professional organizations to stay current on best practices. Opportunities to Refine Practice: - Ongoing coaching and modeling provided by AIG site leads and the district AIG lead. - Professional learning communities (PLCs) used to share strategies, reflect on implementation, and problem-solve challenges. - Regular review of DEP implementation to ensure alignment with training and program goals. By intentionally aligning professional development with local goals, district initiatives, and best practices, Tyrrell County Schools ensures continuous improvement in gifted education services.			
* Ideas for Strengthening the Standard			
Ideas for Strengthening Standard 4:			
- Expand recruitment strategies to attract AIG-licensed educators from diverse backgrounds. - Increase funding support for teachers pursuing AIG licensure or advanced professional development. - Develop a structured mentorship program for new AIG site leads and classroom teachers. - Strengthen collaboration with regional education partners and universities to build an AIG talent pipeline. - Enhance tracking of professional development participation to ensure consistency and alignment with program goals.			
Planned Sources of Evidence			
* Professional development agendas, sign-in sheets, and training materials aligned to AIG program goals			
* Documentation of AIG licensure or professional development completion for site leads and classroom teachers			
* Meeting notes and coaching logs demonstrating collaboration and ongoing support for staff implementing AIG services			
Type		Documents	
		Document Template	Document/Link
AIG Standard 4 Additional Resources		N/A	

Standard 5: Partnerships	
Tyrrell County Schools (890) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
Practice A: Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: academic and intellectual, social and emotional.	
District Response:	
Tyrrell County Schools values the important role parents and guardians play in supporting the academic, intellectual, and social-emotional needs of AIG students. The district actively fosters two-way partnerships to ensure parents are informed, involved, and supported.	
Communication: - Information about AIG services, identification processes, and differentiation strategies is shared with parents through school websites, newsletters, parent nights, and handbooks. - Materials are made available in multiple languages to ensure accessibility for all families. - DEPs are developed in partnership with parents and shared with all teachers serving the student.	
Parent Involvement in Planning: - Parents/guardians are invited to participate in AIG Site Team meetings where their child's identification, DEP, and service options are discussed. - Input from parents is considered when designing services to ensure alignment with student strengths, needs, and interests.	
Ongoing Support: - Teachers and AIG site leads maintain regular communication with parents to share student progress and discuss instructional strategies. - Progress reports are provided at least once per grading period. - Parents are encouraged to share observations and concerns about their child's academic and social-emotional development.	
Outreach Efforts:	

- Parent meetings and information sessions are offered to explain services, identification, and program goals.
- District and school staff use school messaging systems to keep families updated about opportunities and events.

By maintaining open, two-way partnerships with families, Tyrrell County Schools ensures that parents are active partners in supporting their child's success.

*** 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.

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.

District Response:

Tyrrell County Schools recognizes the value of partnering with community stakeholders to enrich and support services for AIG students.

Higher Education Partnerships:

- Collaboration with College of The Albemarle and Beaufort County Community College through the Early College program.
- Dual enrollment opportunities for high school students through College and Career Promise (CCP) courses.
- Promotion of advanced learning opportunities aligned with students' career interests and academic strengths.

Community and Business Partnerships:

- Connections with local businesses and industry partners to offer internships, mentorship, and real-world learning experiences.
- Guest speakers, field trips, and community-based projects designed to enrich learning and expose students to a variety of careers.

Regional and Statewide Opportunities:

- Promotion of programs such as Governor's School of North Carolina and HOBY Youth Leadership Seminars.
- Support for participation in academic competitions, enrichment camps, and other talent development programs outside the district.

Collaboration with Families and the Broader Community:

- Parent nights and informational sessions offered in collaboration with local partners.
- Communication about enrichment opportunities shared with families via newsletters, school websites, and social media.

Through these partnerships, Tyrrell County Schools expands learning opportunities and provides AIG students with experiences that foster academic growth, career readiness, and personal development.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of

the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	
Practice C: Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	
District Response:	
Tyrrell County Schools is committed to engaging diverse stakeholders in the planning, implementation, monitoring, and revision of the local AIG program through an established advisory group.	
Advisory Group Memberships:	
- Includes AIG site leads, classroom teachers, school counselors, administrators, and other instructional staff. - AIG parents/guardians invited to ensure family voice and input. - Community members, including local business and higher education partners, invited to provide broader perspectives. - Efforts made to ensure the advisory group is representative of the district's diverse student population.	
Role and Responsibilities:	
- Advises on program goals, service delivery models, and identification procedures. - Reviews and provides input on the local AIG plan prior to Board of Education approval. - Monitors implementation of the plan and makes recommendations for improvement. - Reviews program data, including demographic trends and student outcomes, to ensure equity and effectiveness.	
Meeting Schedule and Communication:	
- Advisory group meets at least annually, with additional meetings scheduled as needed. - Agendas, meeting notes, and feedback collected and maintained by the district AIG lead. - Input from advisory group members used to inform program revisions and professional development priorities.	
By utilizing a representative advisory group, Tyrrell County Schools ensures that its AIG program is transparent, equitable, and responsive to the needs of all stakeholders.	
* 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.	

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.

District Response:

Tyrrell County Schools is committed to clear and ongoing communication with students, families, and the community about AIG services, policies, procedures, and advanced learning opportunities.

Communication Strategies:

- Local AIG Plan posted on the district and individual school websites for public access.
- Printed copies of the plan and informational brochures available at each school, with translation into native languages when available.
- AIG information included in student and parent handbooks.

Information Dissemination:

- Parent nights and informational sessions offered at least annually to explain services, identification processes, and available opportunities.
- School messaging systems used to share updates and reminders in multiple languages as needed.
- AIG site leads and school counselors serve as points of contact for parent questions and referrals.

Ongoing Outreach:

- Newsletters, social media posts, and website updates highlight AIG program events, student achievements, and enrichment opportunities.
- Collaboration with teachers to ensure students and families are aware of advanced learning pathways, including Honors, AP, and Early College options.
- Engagement with community partners to share enrichment opportunities outside the school setting.

Accessibility and Responsiveness:

- Efforts made to ensure materials are available in multiple languages and formats to meet the needs of diverse families.
- Feedback collected from families and community members to improve communication strategies.

By prioritizing clear, accessible, and responsive communication, Tyrrell County Schools ensures that all stakeholders are informed and engaged in supporting gifted education.

*** Ideas for Strengthening the Standard**

Ideas for Strengthening Standard 5:

- Increase outreach to underrepresented families to ensure equitable participation in the AIG advisory group.
- Offer more frequent parent information sessions, including virtual options for greater accessibility.
- Enhance translation and interpretation services to better support multilingual families.
- Build additional partnerships with local businesses and higher education institutions to expand enrichment opportunities.
- Develop surveys and feedback tools to regularly assess the effectiveness of communication and stakeholder engagement.

Planned Sources of Evidence

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| * Advisory group meeting agendas, sign-in sheets, and feedback forms |
| * Parent communication materials, newsletters, translated documents, and website postings of the Local AIG Plan |
| * Records of parent nights, informational sessions, and community partnership activities supporting AIG services |

Documents

Document/Link

Type

AlG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability	
Tyrrell County Schools (890) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>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.</i>	
* 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.	
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.	
District Response:	
Tyrrell County Schools has developed a written Local AIG Plan that describes the district's gifted education program in accordance with state legislation (Article 9B) and State Board of Education policy.	
Plan Development Process:	
- The district AIG lead coordinated the development of the plan using the NC AIG Program Standards as the guiding framework. - Input was gathered from a variety of stakeholders, including teachers, administrators, parents/guardians, and community members through surveys, advisory group meetings, and discussions. - A comprehensive program evaluation was conducted, including analysis of: - Student identification data. - Service delivery models. - Professional development participation. - Program demographics and equity trends.	
Board Approval and Submission:	
- The Local AIG Plan was reviewed and approved by the Tyrrell County Board of Education. - The final approved plan was submitted to the North Carolina Department of Public Instruction (DPI) for review and comment.	
Accessibility:	
- The approved Local AIG Plan is posted on the Tyrrell County Schools website for public access. - Printed copies are available at district and school offices. - Materials are translated into multiple languages when available to ensure accessibility for all families.	

Through this careful development, approval, and dissemination process, Tyrrell County Schools ensures transparency and alignment with state requirements for gifted education.	
* 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.
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.	
District Response:	
Tyrrell County Schools has established clear procedures for monitoring the implementation of the local AIG program and plan to ensure fidelity and compliance with current legislation and state policies.	
Monitoring Strategies:	- The district AIG lead conducts regular audits of AIG documentation at each school, including referral forms, screening data, eligibility decisions, and DEPs. - AIG site teams meet at least twice per year to review student progress, monitor DEP implementation, and discuss service delivery. - Attendance records and agendas for AIG professional development are maintained and reviewed to ensure staff receive ongoing training aligned with plan goals.
District Oversight:	- The AIG lead meets with principals and site leads to review service models, address challenges, and ensure consistency across schools. - Demographic data on identified students is analyzed annually to monitor trends and ensure equitable identification practices. - Findings from audits and data reviews are shared with school leadership teams, and action steps are documented to address any identified gaps.
Continuous Improvement:	- Feedback from teachers, parents, and students is collected to evaluate program effectiveness. - Advisory group meetings provide additional opportunities to review implementation and recommend adjustments. - The district AIG lead maintains records of monitoring activities and uses the data to inform revisions to the Local AIG Plan.
By using these monitoring practices, Tyrrell County Schools ensures consistent, equitable, and effective implementation of its local AIG program and plan.	
* 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.
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.	

District Response: Tyrrell County Schools develops and monitors an annual budget to support implementation of the Local AIG Plan using state-allotted funds and local funds when available. Budget Development: - The district AIG lead collaborates with the Finance Officer to develop a budget aligned with priorities identified in the Local AIG Plan. - Budget planning includes input from administrators and AIG site leads to ensure funds are used effectively to support identification, service delivery, professional development, and program monitoring. Use of Funds: - State funds are primarily used to: - Pay stipends for AIG site leads. - Provide professional development opportunities for staff. - Purchase instructional resources and materials to support enrichment and differentiation. - Cover costs associated with screening and identification processes. - Local funds, if available, may be used to supplement program needs or expand enrichment opportunities. Monitoring and Accountability: - Expenditure reports are maintained and reviewed to ensure funds are used in compliance with state policy and local procedures. - The AIG lead monitors budget usage throughout the year and makes adjustments as needed to address program priorities. - Budget updates are shared with district leadership to ensure transparency and alignment with overall district goals. Through this careful budgeting process, Tyrrell County Schools ensures that available resources effectively support the goals of the Local AIG Plan.	* 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. 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. District Response: Tyrrell County Schools is committed to using data to inform continuous improvement and ensure equity and excellence in the AIG program. Data Sources: - Student achievement and growth data from EOG/EOC assessments, NC Check-ins, benchmarks, report cards, and teacher observations. - Participation and performance in advanced courses, including Honors, Advanced Placement (AP), and Early College/CCP courses. - Annual dropout data disaggregated by AIG identification and demographic groups.
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Analysis and Monitoring: - Data is disaggregated by race/ethnicity, economic status, English Learner status, and other relevant demographics to identify patterns and trends. - Annual reviews of identification rates and service participation to monitor equity and representation. - Monitoring of DEP implementation and student progress toward goals. Use of Data to Inform Practice: - Data findings shared with school leadership teams and the AIG advisory group to inform decision-making. - Results used to refine identification procedures, service delivery models, and professional development priorities. - Efforts made to address any identified disparities or underrepresentation through changes in policies, procedures, and staff training. Through intentional data analysis and responsive planning, Tyrrell County Schools ensures that AIG services are effective, equitable, and continuously improving.	
* 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. 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. District Response: Tyrrell County Schools is committed to equitable access to AIG services for all students, regardless of racial, ethnic, economic, or other demographic factors. Data Collection: - Records maintained on referrals, screening results, eligibility decisions, and service participation for all students. - Data disaggregated by race/ethnicity, economic status, English Learner status, and Exceptional Children status. - Nurture Program participation tracked to identify potential future candidates for AIG identification. Analysis: - Annual analysis of identification and service data to identify patterns, trends, and potential disparities. - Comparison of district demographics to AIG program demographics to monitor representation. - Analysis shared with school leadership teams and the AIG advisory group to inform planning. Responsive Action: - Use of local norms and multiple measures to improve equitable identification. - Collaboration with EC and EL staff to ensure students with disabilities and language differences are appropriately considered.	

- Professional development for staff focused on equitable identification practices and recognizing gifted characteristics in underrepresented populations. Monitoring and Continuous Improvement: - Annual review of program data used to update the Local AIG Plan as needed. - Documentation of changes in procedures or practices based on data analysis. - Ongoing communication with stakeholders about program goals and efforts to ensure equity. By maintaining and analyzing these data sources, Tyrrell County Schools works to ensure that all students have fair and equitable opportunities to access gifted education services.	* 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. 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. District Response: Tyrrell County Schools maintains up-to-date records on the licensure and professional development participation of all staff serving AIG students to ensure alignment with the goals of the Local AIG Plan. Data Collection: - Records of AIG licensure for site leads and the district AIG lead are maintained at the district level. - Documentation of teachers' participation in AIG-related professional development tracked annually. - Rosters of staff attending district-led training sessions and workshops maintained by the district AIG lead. Utilization of Data: - Data reviewed annually to identify professional development needs and plan training sessions aligned with Local AIG Plan goals. - Used to ensure that AIG site leads maintain or work toward appropriate licensure. - Informs coaching and support provided by the district AIG lead to site leads and classroom teachers. Continuous Improvement: - Data shared with school administrators to support staff scheduling and service delivery decisions. - Professional development plans adjusted based on participation records and identified gaps. - Part of the district's broader effort to ensure high-quality, equitable AIG services aligned to best practices and state requirements. By maintaining and using this data, Tyrrell County Schools ensures that qualified, well-prepared staff are serving the district's gifted learners.
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* 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. 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. District Response: Tyrrell County Schools values stakeholder feedback as an essential component of continuous improvement for the AIG program. Feedback Opportunities: - Surveys administered to parents, students, teachers, and administrators to gather input on AIG services, identification processes, and program effectiveness. - AIG advisory group meetings include opportunities for discussion and feedback on program goals, procedures, and implementation. - Informal feedback collected through parent-teacher conferences, phone calls, emails, and meetings with school counselors and administrators. Use of Feedback: - Data from surveys and advisory group discussions analyzed to identify strengths and areas for improvement. - Feedback used to inform revisions to the Local AIG Plan and adjustments to service delivery models. - Professional development topics selected based on identified needs and stakeholder input. Communication of Results: - Summary of feedback and resulting action steps shared with the AIG advisory group, school leadership teams, and the Board of Education. - Updates provided to families through newsletters, school websites, and parent nights. By intentionally seeking and responding to stakeholder feedback, Tyrrell County Schools ensures that the AIG program remains responsive, equitable, and effective in meeting student needs.	
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Practice H: Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. District Response: Tyrrell County Schools prioritizes transparency and stakeholder engagement by sharing program evaluation data and findings with the school community.	

Communication Strategies:

- Annual review of program goals, service models, and demographic trends shared with the AIG advisory group, which includes parents, teachers, administrators, and community members.
- Program updates and data highlights presented to the Board of Education during scheduled meetings.
- Summaries of program evaluation results made available on the district and school websites.

Family and Community Outreach:

- Parent nights and informational sessions include discussions of program data, trends, and goals for improvement.
- Printed materials and newsletters used to communicate key findings to families.
- Materials translated into multiple languages when available to ensure accessibility.

School-Level Sharing:

- School administrators and AIG site leads review program evaluation results with staff during faculty meetings and PLCs.
- Data used to guide school-level planning for identification practices, service delivery, and professional development needs.

Continuous Improvement:

- Feedback from stakeholders about evaluation results collected to inform future program revisions.
- Action steps developed based on data findings and communicated back to stakeholders.

By openly sharing program evaluation data, Tyrrell County Schools fosters trust, collaboration, and shared responsibility for continuous improvement in gifted education.

*** Practice 1**

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.

Practice 1: 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.

District Response:

Tyrrell County Schools is committed to protecting the rights of all AIG students and their families through clear, transparent policies and procedures.

Informed Consent:

- Parents/guardians provide written consent for their child's participation in the AIG identification process and for formal placement in AIG services.
- DEPs are developed collaboratively with families and include signatures to document agreement.

Reassessment Procedures:

- Reassessment is available upon request from parents, teachers, or administrators if there is evidence of change in student performance or needs.
- The district reviews multiple data sources as part of the reassessment process to ensure fair consideration.

Transfers from Other LEAs:

- Students identified as AIG in another North Carolina LEA are recognized as eligible upon enrollment in Tyrrell County Schools.
- Records from the sending district are reviewed to ensure continuity of services, and a DEP is developed or updated as needed.
- Students transferring from out-of-state programs are reviewed through the local identification process, with consideration of previous gifted program participation.

Procedures for Resolving Disagreements:

- Parents/guardians are encouraged to first discuss concerns with the AIG site lead or school principal.
- Unresolved issues may be elevated to the district AIG lead for further review.
- Formal written procedures are in place to address disagreements about identification, services, or DEP implementation, ensuring a fair and timely resolution.

By maintaining these written policies and practices, Tyrrell County Schools safeguards the rights of AIG students and their families and promotes trust and transparency in gifted education services.



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*** Ideas for Strengthening the Standard**

Ideas for Strengthening Standard 6:

- Develop more frequent data review cycles to monitor identification, service delivery, and student outcomes for equity.
- Increase training for staff on using data to inform instructional decisions and program improvements.
- Enhance family communication about program evaluation results and continuous improvement efforts.
- Strengthen advisory group involvement in reviewing program monitoring data and making recommendations.
- Explore digital tools to streamline data collection, analysis, and sharing across schools.

Planned Sources of Evidence

*	Approved Local AIG Plan, Board meeting minutes, and DPI submission confirmation
	Annual program evaluation data, monitoring reports, and disaggregated student identification and service data
	Advisory group meeting notes, stakeholder survey results, and documentation of staff licensure and professional development

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

Tyrrell County Schools (890) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

07/01/2025 

AIG Related Documents

Tyrrell County Schools (890) 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)]	 <u>Local Board of Education Approval Template</u>	 <u>TCS Board Approval</u>

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Tyrrell County Schools (890) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase		Definition	