Mission/Vision Statement and Funding

Weldon City Schools (422) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Dr. Tammy Boone

* LEA AIG Contact Name:
Friend, Jennifer - friendj@weldonk12.org

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)

Weldon City Schools strives to provide high-quality instruction that will enable the students who are academically or intellectually gifted to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. The students will receive differentiated educational services beyond those ordinarily provided by the regular educational program. These provisions will be provided to students from all cultural groups, across all economic strata, and in all areas of human endeavors.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 37,248.00	* $ 7,320.82	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Weldon City Schools (WCS) uses screening and referral processes to identify students for consideration of placement into the academically intellectually gifted (AIG) program. Referrals can be made by classroom teachers, instructional support staff, administrators, self-nomination, peers, and/or parents. Students in grades K through 8 will participate in district-wide screenings during the Fall (October) and Spring (March) to identify candidates for consideration of placement in the AIG program.

*District screening occurs in October (Fall Semester) and March (Spring Semester) for all students in third grade. Weldon City Schools administers the CogAt Assessment for the district's universal screener. Students who score in the 80th percentile and/or the Top 10 percent on state assessments are referred to the school's AIG site team and will participate in additional screening. Members of each school's AIG Site Team will/can include the following individuals:

- District AIG Teacher
  - AIG Support Teacher
  - Classroom Teachers
  - School Counselor
  - School/District Psychologist

Students participating in K-2 Primary Education Thinking Skills (PETS) are automatically screened for AIG services. Students in grades 3-12 can be recommended for consideration by their parents, teachers, peers, and self-nominations. In addition, students in grades Kindergarten through Second will participate in an academic enrichment offered by the AIG staff which is designed to build critical thinking skills.

* **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.

Students in Weldon City Schools will participate in broad-based screening twice a year, in the fall (October) and in the spring (March), to develop a pool of students for placement in the AIG program. Grades K-2 will be our talent development model, and a special program, Primary Education Thinking Skills (P.E.T.S) will be a tool used. Teachers will use end-of-year data from the previous year and current benchmark data to recommend the top two students from their classes to participate in the P.E.T.S program.

All third-grade students who score at the 75th percentile or higher on the Beginning of Grade tests will be administered the CogAT in the fall to determine eligibility for AIG placement upon receipt of informed parental consent. Students in grades 6-12 can be recommended by their parents, teachers, peers, and other professionals for screening. Students can also self-nominate. In addition to being in the Top 10 percent of their grade level based on their EOG scores and/or grades.

Transfer students who have been previously identified in other school districts will be reviewed for eligibility based on local requirements. If eligible, transfer students will start receiving services after a DEP is developed to meet their needs. Transfer students will receive provisional services until the necessary documentation is received and reviewed. If the CogAT was used to determine eligibility, no further action is required, and students will be placed on the official

AIG roster. If the CogAT was not used to determine eligibility or if the Cogat scores do not meet local requirements, the parent/guardian will receive written notification and have the opportunity to provide informed consent for Cogat screening.

If there are students in need of radical acceleration in grades K-2, the school will fill out a recommendation form and give it to the AIG Teacher. The teacher will then gather data on the student. The school's AIG team will meet, discuss, and make an appeal to the parent. If all are in agreement, the said child or children will be administered the CogAT by the school psychologist, and the team will meet to determine placement of students who score at the 97th percentile or higher and to develop an IDEP. If all are not in agreement, the child or children will be tested in third grade. Students across the district are primarily identified through an assessment process that includes achievement, aptitude, and norm-referenced tests.

Students must score at or above the 90th percentile on the Cognitive Test of Abilities (CogAT) to be considered for AIG. Alternative methods for identifying students who manifest giftedness include: students with siblings currently identified, peer- or self-nominations, and rating scales completed by teachers, parents, or students. No standardized tests will be given to students in grades

K-2. Students may be identified as academically gifted, intellectually gifted, or academically and intellectually gifted, according to definitions and identification pathways listed below:
-Academically Gifted (AG)-Academically gifted students perform, or show potential to perform, at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, in the academic areas of reading and math.
-Academically Gifted Reading (AR)-Academically Gifted (AG)-Academically gifted students perform, or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, in the academic area of reading.
-Academically Gifted Math (AM)--Academically Gifted (AG)-Academically gifted students perform, or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, in the academic area of math.
-Intellectually Gifted (IG)-Intellectually gifted students perform, or show potential to perform, at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, in reasoning and critical thinking in areas outside of reading and math.
-Academically and Intellectually Gifted (AIG)-Academically and intellectually gifted students demonstrate evidence that meets the definition of both academically gifted and intellectually gifted as listed above.

Identification Pathways: Students may qualify as academically gifted, intellectually gifted, or academically AND intellectually gifted through one of the three pathways listed below:

- Pathway 1: All K-3 graders who score at the 90th percentile or higher on a nationally normed, state assessment, or district-approved aptitude test will be placed in their area(s) of strength. We will gather the portfolios to help develop their DEPs.

- Pathway 2: For 4th-12th graders who score at the 90th percentile or higher on a nationally normed, state screener, or district-approved achievement test AND ONE of the two evidence sources listed below will be AG in their area(s) of strength. Students who score at the 97th percentile or higher in grades K-12 AND ONE of the two evidence sources listed below will be AIG:

-Demonstration of gifted behaviors with a research-based observation tool -Demonstration of potential for high performance utilizing a performance rubric which includes EOG and benchmark scores, final report cards from the previous year, and teacher, parent, and student surveys.

- Pathway 3: Holistic Portfolio Review is used to determine eligibility of students who demonstrate potential for high performance, which includes EOG and benchmark scores, final report cards from previous years, and teacher, parent and student surveys,but that do not score at or above the 80th percentile on the CogAT after multiple administrations. The AIG Teacher will provide provisional services for at least one grading period, and the AIG Team will review a portfolio of student work samples to determine if a student is AG/IG.

Students may be identified as academically gifted, intellectually gifted, or academically and intellectually gifted, according to definitions and identification pathways listed below:

-Academically Gifted (AG)-Academically gifted students perform, or show potential to perform, at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, by scoring at or above the 90th percentile on an aptitude/achievement tests (and meeting other criteria) in the academic areas of reading and/or math. These students receive pull-out services for grades 3-8.

-Academically Gifted Reading (AR)-Academically Gifted (AG)-Academically gifted students perform, or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, in the academic area of reading. Pull-out services for grades 3- 8.

Academically Gifted Math (AM)--Academically Gifted (AG)-Academically gifted students perform, or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, in the academic area of math. In grades 3-12, these students are primarily served by placement in advanced math courses and the total school cluster grouping model.

-Intellectually Gifted (IG)-Intellectually gifted students perform, or show potential to perform, at substantially high levels of accomplishment when compared with others of their age, experiences, and/or environment, by scoring at or above the 80th percentile on an aptitude/achievement tests (and meeting other criteria) in the academic areas of reading and/or math or in reasoning and critical thinking in areas outside of reading and math. In grades 3-8, these students are primarily served by access to camps, programs, academic competitions, special electives, mentorships, and advanced course placement. -Academically and Intellectually Gifted (AIG)-Academically and intellectually gifted students demonstrate evidence that meets the definition of both academically gifted and intellectually gifted as listed above. In addition to pull-out services, students in grades 3-8 are primarily served by access to camps, programs, academic competitions, special electives, mentorships, and advanced course placement. Students in grades 9-12 receive consultative services to address their specific academic, social, intellectual, and emotional needs.

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*** Practice C**

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

The AIG Program of Weldon City Schools currently administers traditional and non-traditional tests for AIG identification that are research-based. The following standardized measures are used for screening: -Cognitive Abilities Test (CogAt) -End of Grade Tests (EOG) -End of Course Tests(EOC). The AIG program of Weldon City Schools currently uses Amplify's mCLASS and Classworks universal screener results, EOG, and EOC scores to measure achievement, and the Cognitive Abilities Test (CogAT) to measure aptitude for students in grades K-2.

Aptitude tests are administered individually and in small groups with appropriate accommodations. Students are provided opportunities and advances that facilitate eligibility with non-traditional assessments. Those assessments are: -Student Projects -Student work samples -Team and group performance -Teacher observation and checklist -Student portfolios. Weldon City Schools AIG program ensures screening, referral, and identification procedures respond to underrepresented populations who are economically disadvantaged, culturally/ethnically diverse, English Language Learners, highly gifted, and twice exceptional.

The AIG Coordinator provides training to the Exceptional Children' s department heads and English Language Learners' representative regarding gifted referral and processes as needed. Demographically, we are 96% African American, and the other ethnicities are one percent or less. Weldon City Schools is 100% free and reduced lunch, and there are currently no twice-exceptional or highly gifted students identified. One out of three ELL students is identified.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.42%	---	---	---	---	---
Male	---	6.23%	---	---	---	---	---

Total	---	6.33%	---	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

Weldon City Schools will consistently implement the screening, referral, and identification process during the school year in order to identify students who may benefit from programs and services of the AIG program. The initial screening process is a review of the general student population to determine which students may need further assessment for placement in the Gifted Education Program. The teacher will review the classroom performance and assessment data, student performance, interests, and motivation to determine if a nomination for evaluation is warranted. Weldon City Schools will have at least two nomination periods for each school level during the Fall and Spring semesters. Students in grades 3-9 will participate in nomination periods.

Students who transfer into the school district with current evaluations will be placed into the AIG program to receive services as stated in their DEP. In the event that documentation of eligibility and/or a DEP is unavailable, the student will be regarded as an initial placement until eligibility can be established. Documentation of the students involved in the referral process will be reviewed with school staff and parents. In addition, the documentation of the outcomes data collection will be maintained in a student file for future reference. The procedures for screening, referral, and identification will be reviewed annually by the AIG Advisory Board to determine if they are effective in appropriately identifying students for AIG.

All referrals are reviewed by the nominating school's AIG Site Team. Identification and differentiated services are recommended by the team. To ensure consistency across the district, all recommendations are presented to the District Level Compliance Review Team for review and final placement decision(s).

The AIG Coordinator provides annual district-wide professional development to teachers and administrators.

* **Practice E**

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

Each year, the Academically and Intellectually Gifted (AIG) Handbook will be distributed to all schools to be displayed in high-traffic locations. These locations include the district central office, the front desk of each school, the school counselors' office, and the lead teachers' PLC binder. The handbook will also be made available to parents and the general public. The Academically and Intellectually Gifted Handbook will include the screening, referral, and identification processes for AIG placement for all grade levels.

The AIG program of Weldon City Schools will accept nominations for new referrals at least two times per year (once during the Fall and once during the Spring). A telephone announcement of the AIG nomination period will be delivered district-wide in addition to printed fliers at each school. Weldon City Schools will also use the school district website, social media, Google Classroom, district calls, parental sessions, staff/PLC meetings, and PTA/Parent Night Meetings to share information about the program's eligibility requirements for all students. Weldon City Schools ascertains the dissemination of information to school

personnel, parents, families, students, and the community at large that is clear, equitable, and comprehensive and leads towards appropriate educational services.

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

The AIG Coordinator maintains a folder for each student who is nominated for AIG screening. The folders contain the following:

- Nomination forms/narratives
- Teacher, parent, and student surveys
- EOG and benchmark data
- Most current report cards
- Cognitive Abilities Test (Cogat)answer sheets
- Student work samples (if applicable)
- DEPs

* **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.

Identification information will be shared with the parent(s)/guardians within a reasonable timeframe. During this scheduled meeting with the parent(s)/guardians, the test results and DEP will be discussed.

Whether a student is eligible for the AIG program or not, a folder is maintained for him/her. The AIG Coordinator will create and maintain electronic folders in Google Drive so that information can be easily accessed and shared with approved and appropriate stakeholders.

*** Ideas for Strengthening the Standard**

-Purchase additional aptitude measurement tools for AIG screening in addition to the CogAT.

-Use local radio to disseminate information regarding the screening, referral, and identification processes to stakeholders.

-Due to the small size of the district, develop and provide a guide for administrators detailing what data they should analyze for student identification (EOGs/EOCs, benchmarks, report cards, writing, etc.). Identification is included as part of the conversation in PLCs.

Planned Sources of Evidence

*	Local AIG Plan
*	Student Differentiated Education Plan
*	Student AIG folders (including nomination forms and surveys of teachers, students, and parents)
*	Fall and Spring Roundup flyers
*	District-wide calls, social media posts, webpages, agendas, and sign-in sheets

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	NCDPI AIG Standards

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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.

The Academically or Intellectually Gifted (AIG) Program of the Weldon City School System strives to identify and meet the unique academic and intellectual needs of gifted students who come from diverse ethnic, cultural, and socioeconomic groups. Cluster grouping is implemented. This practice is a site-based decision and varies among the different schools. Even though cluster grouping is a best practice in gifted education, there is no guarantee that gifted students will be cluster-grouped in classrooms with teachers knowledgeable of gifted learners.

Regular education teachers who serve identified students are encouraged to pursue an add-on licensure. The cultivation of potential in the AIG population must be enhanced through an appropriate match of differentiated services to individual needs as we strive to prepare these students for success in the 21st Century.

The AIG Program attempts to do this through formal identification and the talent development of potential candidates for the AIG Program. Weldon City Schools has a talent development group/program called PETS (Primary Education Thinking Skills). Efforts are being made to develop talent and encourage students at all levels. Weldon City School offers a continuum of services for individual students' needs to be addressed at all grade levels: Resource Classroom, Independent Study, Extra Curricular Activities, Online Courses, Dual Enrollment, Honors Courses, Grouping Arrangements, Acceleration, etc.

Beginning the school year 2025-2026, all secondary schools will offer honors courses in their course schedules.

- Middle School/High School
  - Honors English 6th, 7th, and 8th
  - Honors Math 6th, 7th, and 8th
  - Honors Math 1
  - Honors English I, II, III, and IV
  - Honors Biology

- Honors Earth and Environmental Sciences
- Honors World History
- Honors Civics

Using a variety of data points, lessons are developed and opportunities are cultivated to address demonstrated needs. Gifted students are encouraged to participate in academic competitions based on their identified areas such as Spelling Bee, Student Government, Gravity Games, Robotics, Hour of Code, Quiz Bowl, Battle of the Books, North Carolina School of Science and Mathematics, North Carolina Governor's School, essay writing and speaking contests, and other enrichment opportunities.

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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.

The Academically or Intellectually Gifted (AIG) Program of the Weldon City School System strives to identify and meet the unique social and emotional needs of gifted students who come from diverse ethnic, cultural, and socio-economic groups. The AIG Department, school counseling personnel, and classroom teachers strive to collaborate and provide appropriate guidance and interventions to address the unique social and emotional development of gifted learners.

The Multi-Tiered System of Supports helps ensure fidelity in addressing the social and emotional needs of gifted students. Since the COVID-19 pandemic, the state of North Carolina has strongly emphasized the need for social and emotional learning. The AIG school representative and or AIG teacher will attend MTSS school site meetings for updates and input. Social and emotional learning is implemented into daily lessons and monitored by school administrators through observations and lesson plan feedback. Students will participate in a book study each semester that relates to SEL issues. A revised SEL Curriculum is being adopted for the 2025-2026 academic year.

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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.

The AIG Program and services are adapted to the learner's area of AIG identification as stated in the DEP and the various service options. AIG services are provided in the area(s) of identification, and AIG programs and services are aligned with each area of AIG identification. Most of AIG's funding is directed toward AIG personnel, but additional funding is used to purchase resources (software, subscriptions, robotics) to enhance the program. We are resuming field trips for students to colleges and universities. Professional development opportunities for AIG personnel are available.

The Differentiated Education Plans (DEP) outline and provide a variety of options in areas of reading, math, critical thinking skills, and problem-solving skills, as aligned with student eligibility data. This data, in regards to student performance, student achievement, student aptitude, teacher observation of the student,

student interest, and student motivation, is collected on the Individual Student Eligibility Record and analyzed to make an appropriate service delivery match for each student. The AIG Coordinator provides support to classroom teachers in adapting, accelerating, replacing, or enriching the regular classroom curricula and instruction to meet the unique needs of gifted learners and in acquiring resource materials to meet the needs of gifted learners.

The six AIG standards are reflected in the goals of Weldon City Schools' AIG Program and align with the district's priorities of increasing academic achievement for all students and educating the whole child. Resources are vetted to ensure alignment with the Science of Reading and district priorities. The resources are essential in supporting the academic and social/emotional needs of the AIG students. Expectations are monitored through classroom observations, lesson plans, and student exemplars in order to provide an effective educational experience for the gifted students.

* **Practice D**

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

Weldon City Schools drives accelerated achievement for all students to eliminate the achievement gap, with a focus on the well-being of students, and professional development for teachers and other school personnel who serve advanced learners. The AIG Coordinator collaborates and communicates with teachers and support staff to analyze data for intentional and flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Student data is reviewed on a regular basis to create fluid groups for standards-based acceleration and enrichment opportunities for AIG students and other students with advanced learning needs.

Honors, Career and College Promise, Advanced Placement, and other advanced course placements are determined by student data, including report cards, historical test data, placement tests, and more. Seventh-grade EOG Math scores, EVAAS data, and report cards are used to determine Math 1 placement for eighth-grade students.

* **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.

Information concerning the AIG Program and plan is disseminated through emails, at staff meetings, on the AIG Coordinator-created district webpage, during professional development sessions, and on the Weldon City Schools district website. Weldon City Schools AIG Plan will be shared with each school leader in the Weldon City Schools district within the first month of school. A printed copy of the plan will be provided to each school site and made available electronically.

The AIG teacher will inform stakeholders of current research, trends, and methods of differentiation via the AIG webpage and Google Classroom. DEPs are available in Infinite Campus for teachers of gifted students to ensure differentiation of instruction. Specifics about the AIG Program will be available at each school through the AIG handbook and the AIG teacher/coordinator, who can provide access to the AIG Plan, procedures, and forms. The AIG Plan will be posted on the district website. The "Home Page" of the district's AIG website will include Article 9B (N.C.G.S.115C- 150.5), vision and mission statements, and the AIG Program Standards.

* **Practice F**

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

Information concerning the AIG Program and plan is disseminated through emails, at staff meetings, on the AIG Coordinator-created district webpage, during professional development sessions, and on the Weldon City Schools district website. Weldon City Schools AIG Plan will be shared with each school leader in

the Weldon City Schools district within the first month of school. A printed copy of the plan will be provided to each school site and made available electronically.

The AIG teacher will inform stakeholders of current research, trends, and methods of differentiation via the AIG webpage and Google Classroom. DEPs are available in Infinite Campus for teachers of gifted students to ensure differentiation of instruction. Specifics about the AIG Program will be available at each school through the AIG handbook and the AIG teacher/coordinator, who can provide access to the AIG Plan, procedures, and forms. The AIG Plan will be posted on the district website. The "Home Page" of the district's AIG website will include Article 9B (N.C.G.S.115C- 150.5), vision and mission statements, and the AIG Program Standards.

* **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.

As governed by the North Carolina State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis. Parents can contact the AIG coordinator to request more information and /or request that his/her child be considered for an acceleration opportunity. The AIG coordinator will review previous AIG placement data, current grades, and proficiency in courses currently enrolled, and meet with the student's current teachers. The AIG coordinator will also meet the school's guidance counselor for input on but limited to the social-emotional status of the student. Throughout this process, parents will receive written or in person updates regarding the status or progress.

Weldon City Schools currently offers Credit by Demonstrated Mastery, dual enrollment with Halifax Community College, North Carolina Virtual Public Schools, North Carolina School of Science and Mathematics courses, curriculum compacting, honors courses, and distance learning as a means of acceleration.

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

Professional learning opportunities are provided for all instructional staff to develop mindsets, policies, and practices that promote equity and excellence. All high school students meet with the Career and College Promise Director at the local community college at least twice a year to learn about eligibility for career and technical education and academic pathways.

Elementary, middle, and high school students use Xello to develop four and six-year plans based on their interests, strengths, and talents. Weldon City Schools partners with the Roanoke Valley Chamber of Commerce to cultivate partnerships with area businesses, organizations, and community stakeholders that give students access to advanced learning opportunities (such as internships, field trips, hands-on and interactive presentations, and guest speakers).

Professional learning community meetings help develop mindsets that promote equity and excellence by using a potential lens to analyze student data quantitatively and qualitatively. Students are provided multiple opportunities and ways to demonstrate mastery. All second-grade students are screened for

gifted services with the CogAT online.

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

The AIG program will provide opportunities for the students to develop cognitive, social, and emotional skills. The students will participate in competitive events within the school system, region, and state. The events will be designed to build problem-solving, critical thinking, social skills, and interests of the students. Some activities include:

-Battle of the Books

-North Carolina Governor's School

-North Carolina School of Science and Math

-Spelling Bee

The AIG Coordinator/Teacher and district-wide personnel will facilitate the events along with parental engagement.

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

The extra-curricular activities include:

Robotics Club

-Quiz Bowl

-SADD

-FBLA

*** Ideas for Strengthening the Standard**

-Expand extracurricular opportunities (Odyssey of the Mind, Mathletes, etc.)

-Promote Credit by Demonstrated Mastery for students in Weldon City Schools

-Create a quick guide to AIG programs and services for Weldon City Schools personnel

-Offer English I, Spanish 1, and a high school-level history course to eighth-grade students who are academically prepared to take advanced courses

-Implement MTSS with fidelity

-Adopt and integrate a quality SEL Curriculum

Planned Sources of Evidence

*	School schedule of DEP meetings
*	AIG webpage and social media posts
*	AIG local plan and Handbook
*	Student DEPs and class schedules
*	Field trip itineraries
*	North Carolina Governor's School Records
*	Club agendas and sign-in sheets
*	Lesson plans and usage report for the specified SEL Curriculum

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	NCDPI AIG Standards

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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.

Weldon City Schools adapts the NC Standard Course of Study (SCOS) accordingly to address a range of advanced ability levels in Language Arts, Mathematics, and other content areas as appropriate to ensure maximum growth in intellectual areas and/or specific academic fields. Advanced ability levels include students who score a level 4 or 5 on the EOG.

Weldon City Schools believes the curriculum should be accelerated or compacted to meet the child's unique needs and interests. This includes but is not limited to project-based learning activities, vertical enrichment, and academic competitions. The teacher will strive to accommodate the varied levels of student knowledge and learning by implementing strategies and best practices that will promote increased achievement.

The school staff will use NCSCOS and curriculum guides to address acceleration as needed. Edmentum (Exact Path) and Amplify are used to allow students to bypass standards they have already mastered and focus on standards they need to master.

The AIG Coordinator/Teacher will collaborate with the classroom teacher in identifying strategies that will enhance the range of advanced ability levels, with an emphasis on independent projects. The DEP will be reviewed annually in order to plan for the acceleration of the NCSCOS. The AIG Teacher will also participate in Professional Learning Community (PLC) meetings with grade-level and subject area staff to ensure the needs of gifted learners are met. Opportunities for co-teaching (AIG Teacher and Regular Education teacher) are available as needed. Teachers will consistently use student assessment data to inform instruction. Students will participate in computer-based programs to accelerate learning.

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

Weldon City Schools supports the use of effective research-based instructional strategies to meet students' learning needs. The AIG Coordinator/Teacher may provide content replacement or enrichment projects during pull-out sessions or co-teach with classroom teachers to provide targeted enrichment within the core curriculum.

At the high school level, students may register for honors and Advanced Placement courses based on their strengths and interests. Additionally, students may take courses not available in Weldon City Schools through North Carolina Virtual Public School (NCVPS), North Carolina School of Science and Mathematics (NCSSM), or dual enrollment at an institution of higher education (Halifax Community College). Students in the high school setting will receive consultative services instead. Over the course of the 2025-2028 plan cycle, the AIG teacher will work to ensure that classroom teachers who work with AIG students are familiar with and utilize the following instructional practices:

- Tiered assignments

- Differentiated instruction

- Learning menus/contracts (Choice Boards)

-Technology-based instructional teaching and learning tools (Kahoot, EdPuzzle, NearPod, Class Dojo, etc.)

-Academic competitions (Battle of the Books, Odyssey of the Mind, etc.)

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

The AIG Coordinator/Teacher will promote and engage in diverse instructional practices that focus on the unique learning styles of the higher achievers. Evidence-based resources/models that enhance student learning include:

-Revised Bloom's Taxonomy -Costa’s Levels of Questioning

-Depth of Knowledge

-Frayer Model

-Hour of Code

-Family Code Night

-Philosophical Chairs

The needs of the advanced learners are met using a variety of research-based supplemental resources across all grade levels and settings to extend, accelerate, and enrich the students' learning. Weldon City Schools uses a variety of evidence-based strategies to support higher-order thinking. Such strategies include, but are not limited to

-Learning Focused Lesson Planning

-Mystery Science

- Schoolnet

-Core Knowledge Language Arts

-Cooperative Learning Groups

-Learning Centers

-Problem-Based Learning

-Convergent/Divergent Thinking -Marzano Vocabulary

-Academic competitions (Battle of the Books, Spelling Bee, Quiz Bowl)

-STEM Activities (Includes guest speakers and traveling to workshops on various colleges and universities work

Classroom for AIG

-Use Cornell Note-taking as a tool to teach critical thinking

-Conference with students who would like to complete independent study projects

-Facilitate student-led tutorial sessions; this can be done during small group work sessions in the classroom

* **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.

Technology integration will be used routinely and transparently to support curricular goals. Through projects, students will acquire and refine their analytical and problem-solving skills as they work individually and collaboratively to find, process, and synthesize information. The high school students may participate in Virtual Public School Courses, Dual Enrollment (Halifax Community College), and other 21st Century learning opportunities in order to develop their communication and collaboration skills. The AIG Coordinator/Teacher will monitor student progress and meet with students upon request to discuss their progress.

Some of the ways that the AIG Coordinator/Teacher will foster the development of future-ready skills are:

-AIG students (elementary, middle, and high school) will be required to take a “seminar” class during the semester/school year

-Provide workshops for ACT and SAT

-Scholarship workshop that will include college and university representation

-Provide speaking and listening rubrics during presentations

-Guide students in developing time management skills by creating schedules, calendars, and correctly utilizing student planners

-Provide information about leadership programs and camps; this information will be available through guest speaker presentations and posted in the Google

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

Intentional, flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG students. Regular education classroom teachers are trained and encouraged to group students using assessment data to appropriately differentiate instruction. All students will participate in standardized tests given within the district:

-NC Check-Ins

-Mastery Connect

-BOGs -EOGs -EOCs

-Amplify's mCLASS (BOY, MOY, EOY testing at the elementary level)

Assessment results are discussed, with particular importance on how those results are utilized to group students flexibly and provide targeted instruction based on student needs. Summative assessments, such as EOGs and EOCs, are also used when determining appropriate class or cluster placements for the upcoming school year. This information is used for small groups within the classroom and for remediation purposes. All students are taught in the curriculum framework of state teaching requirements. As students move through those standards, students may be accelerated or enriched as they demonstrate content understanding.

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

Weldon City School AIG program will incorporate instructional strategies in lessons to address aspects of social and emotional needs within the curriculum and instruction for the AIG students. Students in the AIG program will be clustered when possible and participate in group activities and extracurricular activities which allow them to interact with peers who may face similar social challenges. Summer camp and extended day learning opportunities exist for AIG-identified students.

The school counselor, with the support of the AIG Coordinator/Teacher, may host quarterly group meetings in order to address social and emotional issues. The purpose of the meetings will be to offer an expressive outlet for the AIG students as well as to expose the students to coping strategies for social situations that they may encounter. The AIG program Coordinator/Teacher will provide information for parents, staff, and community members in order to better assist in

handling the affective needs of AIG students.

In addition, the AIG program will offer students alternative strategies for coping with social situations and resource materials for teachers, parents, and students by consulting with district personnel (Behavior Specialist, School Social Worker, etc.) as needed.

The students in grades K-2 will participate in the P.E.T.S. program in order to address character development and critical thinking skills. The AIG teacher will facilitate the implementation of this program. Surveys will be administered to the students, parents, and staff in order to get an understanding of the needs that should be addressed.

The AIG Coordinator/Teacher will create a quarterly SEL newsletter and provide virtual and in-person Professional Development on the Social Emotional Needs of Gifted Learners to better support advanced learners in the classroom.

The AIG personnel will collaborate with other professional staff in order to meet the needs of the AIG students and implement differentiated curriculum and instruction. The DEP is developed with input from AIG teacher, regular education teachers, parents and other related instructional staff knowledgeable of the student in order to address the individual needs of students.

The AIG Coordinator/Teacher will facilitate district-wide professional development and other curriculum meetings at the school level in order to advocate for the programs and services for gifted students. A process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted. During the 2025-2028 Plan cycle, roles and responsibilities were defined for stakeholders:

1. The AIG Coordinator:

-Provides leadership in the implementation of the program

-Clarifies roles and responsibilities of key stakeholders involved in the program

-Provides in-service opportunities for administrators and AIG/regular education teachers

-Conducts educational awareness sessions for parents/families whose children are involved in the program

-Develops a comprehensive survey to measure the effectiveness of the program

-Communicates the goals and objectives of the program to parents and the community

-Leads the AIG Advisory Board to monitor program progress, community acceptance, and formulate recommendations

-Disseminates information, advocates for and elicits collaboration from various stakeholders

-Is responsible for all headcount record keeping and procedures related to state requirements for gifted students

–identification, testing, placement, annual reviews

-Attends regional and state AIG meetings to collaborate with other Coordinators and stay abreast of new policies and

legislation

2. The Principal:

- Works with the AIG Coordinator to select the AIG Champions

-Selects the cluster teachers and establishes the cluster groups

-Uses data to develop criteria for flexible grouping and establishes groups -Monitors the performance of and lesson plans developed by the classroom teachers

-Coordinates schedules and provides time for the AIG Coordinator and cluster teachers to meet on a regular basis when needed

-Is knowledgeable of content and strategies appropriate for advanced learners -Provides materials and resources needed by personnel involved in the AIG program

-Communicates the program to parents and the community

-Serves on the AIG Advisory Board, if possible (or other school administrator) -Adheres to and supports the WCS AIG Plan

3. The AIG Teacher:

-Maintains all documents and information and places them in the identified student’s electronic folder

-Provides direct and consultative service to identified AIG Students based on

identification (reading, math, IG, etc.)

-Teaches the AIG Curriculum to qualified students

-Seeks PETS/talent development activities for students who demonstrate gifted potential that currently do not qualify for AIG services

-Develops lesson plans for any direct service provided by the AIG teacher

-Informs the regular classroom teacher of the specific AIG identification for each student as well as any students that are on the “watch list” of students who have scored on or above the 80th percentile on a standardized aptitude test, but have not yet been identified.

-Meets with individual parents and parent groups when applicable

-Advocates for AIG students and the program

-Demonstrates best practices for AIG students

-Conferences with students as needed

-Makes students aware of opportunities outside of the regular curriculum

-Communicates with regular education teachers about AIG identified students, as well as potential students assigned to the regular education class.

-Communicates and disseminates information about the program to parents and the community

-Maintains a record of all services provided during the year

-Assists in the evaluation of the program -Monitors the progress of individual students working on advanced projects or independent studies

4. The Regular Education/Cluster Teacher of AIG Students:

-Exposes all students to a wide variety of enrichment activities

-Provides daily and appropriate differentiation for the gifted students

-Examines the existing curriculum and determines where additional content material is needed

-Knows and utilizes appropriate instructional strategies for gifted students

-Compacts the curriculum for gifted students when appropriate, and will be documented on a student's DEP

-Helps identify students with “gifted potential” and develops strategies to address their needs

-Monitors the progress of each gifted student to facilitate inquiry-based projects based on their individual interests

-Communicates the program to parents and the community

5. The High School Counselors/College Liaisons:

-Work with Halifax Community College and other IHE to ensure AIG students are taking a challenging and advanced academic pathway

-Coordinate parent/student nights that provide information about HS programming, scholarships, and college support

-Create, analyze, and disseminate data about Advanced Placement and the College Board to ensure AIG students’ academic needs are being met

-Facilitate online learning opportunities to assist with acceleration for student learning options

-Monitor students in online classes (Edgenuity, Edmentum, NCVPS, NCSSM) to ensure they are continuing to be successful

*** Ideas for Strengthening the Standard**

-Purchase a variety of research-based supplemental resources and an SEL curriculum

-Provide more opportunities for advanced content/acceleration at the high school (CTE and academic pathways)

-Provide professional development on the unique social and emotional needs of gifted learners twice an academic year

Planned Sources of Evidence

*	Master Schedules for all Schools in the District
*	Conference/Professional Development Agendas and Certificates
*	AIG Teacher Schedule and Lesson Plans
*	Compacted Common Core Standards and NC Standard Course of Study

*	Student DEPs updated in PowerSchool
*	Standardized Assessment Results (End of Grade or Course Tests)

Documents

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

Weldon City Schools (422) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

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

Weldon County Schools employs at least one full-time AIG-licensed educator who serves in the dual role as AIG Coordinator/Teacher to ensure that the program meets all state and local standards for students who are identified as academically gifted. The role of the AIG Coordinator/Teacher also involves the development, implementation, monitoring, annual review, and revisions of the AIG local plan.

The AIG Coordinator/Teacher:

-Supplies information and resource materials for enrichment and interest activities for all identified students

-Provides eligible students with information and assists with applications for participation in the enrichment programs such as Talent Search, North Carolina School of Science and Math, academic competitions, and other enrichment programs.

-Facilitates sessions with elementary, middle, and high school AIG students & general education teachers

-Assesses students for the North Carolina Governor's School and coordinates the process -Screens and assesses students for AIG identification

-Prepares and maintains folders for each AIG student

-Updates AIG student files and places documents and work samples in the folders

-Organizes and coordinates district-wide Spelling Bee

-Monitors program effectiveness, ensuring AIG students are served appropriately

-Chairs local AIG Advisory Board

-Meets with parents as needed regarding gifted services

-Provides support to staff as it pertains to understanding the local AIG program and plan

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

Weldon City Schools currently employs one AIG-licensed teacher. The AIG-licensed Specialist provides both direct and indirect services to AIG students and supports enrichment activities. The direct services that the AIG Coordinator/Teacher engages in to address the academic, intellectual, social, and emotional needs of gifted learners include but are not limited to:

- Using the pull-out service model to provide differentiated instruction for AIG students in grades K-8

- Co-teaching/push-in services

- Consulting with students in grades 9-12 by request

- K-2 talent development and enrichment activities -Sponsoring/co-sponsoring organizations/clubs (Book Club, Quiz Bowl, Beta Club, National Honor Society)

-The indirect services that the AIG Coordinator/Teacher engages in include but are not limited to:

- Attending PLC meetings to collaborate on instructional design and/or analyze student data

- Developing resources and materials to be used for enrichment in the regular classroom

- Observing teachers and offering peer feedback per request

* **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.

- Updating and maintaining the AIG webpage for staff, parents, and students

- Screening, Identifying, and Reporting Data for AIG program services

- Developing DEPs

- Updating and entering PowerSchool data

- Heading the AIG Advisory Board

The AIG Coordinator/Teacher will share the schedule with principals at the beginning of the school year. AIG Champions at each school will assist with the AIG workload.

* **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.

Currently, no general education teachers have earned an AIG add-on license. The general education teachers of AIG students are encouraged to complete specific introductory professional development sessions offered by Weldon City Schools. This professional development may be offered in a variety of ways (Email, PLC's, etc.) The professional development sessions will include: Introduction to the Gifted Learner, Differentiating Instruction for the Gifted Learner, and Meeting the Social/Emotional Needs of the Gifted Learner. The AIG Coordinator/Teacher will share information/resources from AIG licensure classes completed at an IHE. General education teachers are encouraged to earn an AIG add-on license with a cohort or individually.

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

Weldon City Schools offers up to $1000 per fiscal year course reimbursement for teachers seeking AIG add-on licensure. Currently, there are no recruitment or retention bonuses offered exclusively for AIG-licensed professionals, but Weldon City Schools has made efforts to recruit new and retain current employees with bonuses, especially after the COVID-19 pandemic resulted in higher-than-usual vacancies.

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

A professional development calendar is created prior to the beginning of each school year. The AIG Coordinator/Teacher will present sessions during the academic year that enhance the AIG program and help staff in Weldon City Schools meet the needs of gifted learners. The professional development calendar will be reviewed and approved by the school and district administrators in order to maximize the opportunities for collaboration between the classroom leaders. This process will ensure that the AIG program alignment is consistent with district goals and initiatives.

* **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.

Professional development opportunities are designed based on local AIG program goals and district initiatives. Best practices in gifted education are shared during PLCs and professional development sessions. Instructional staff request and choose specific professional development based on their readiness and knowledge of gifted education and the local AIG plan (program, services, and goals). While much of the professional development is offered in-house, teachers have the option to engage in professional learning opportunities outside the district (conferences, institutes, state office hours).

*** Ideas for Strengthening the Standard**

-Develop local requirements for AIG professional development

-Partner with an IHE to offer the AIG add-on license at a subsidized rate

-Increase yearly course reimbursement allowance for personnel seeking an AIG add-on license

-Offer sign-on and retention bonuses for AIG-licensed personnel

-Send a cohort of teachers and administrators to the North Carolina Association for the Gifted and Talented (NCAGT) annual conference

-Continue integrating AIG within other professional development initiatives across the district

-Develop a crosswalk between AIG program goals and district goals to show alignment

Planned Sources of Evidence

*	Job description of AIG Coordinator/Teacher
*	Schedules for AIG Coordinator/Teacher and School Counselors
*	AIG Coordinator/Teacher North Carolina educator license
*	AIG local plan
*	Community forum/Faculty/School Board meeting agendas
*	AIG School Representatives/Team Meetings
*	Professional Learning Communities agendas/sign-in sheets -Infinite Camps reports and DEPs

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

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Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

The AIG program works to meet the needs of the whole child. Hence, effective communication must be conducted with the parents/families and community in order to access all available resources that will be beneficial to the students. The individual schools and districts will sponsor activities that will be designed to improve communication and community relations. The district will conduct the following activities to develop intentional, two-way partnerships with parents/guardians to support the academic, intellectual, social, and emotional needs of AIG students:

-Sponsor Parent Night for interactive enrichment opportunities (such as Family Code Night)

-Attend PTA meetings in order to share AIG information, answer questions, showcase AIG talent/projects

-Publish and update the AIG webpage to provide information to parents/families

-Survey parents/families at least twice per academic year to gather feedback on AIG programming and services

-Develop a partnership with local businesses to provide educational enhancement experiences

-Submit articles to the local newspaper to showcase students' accomplishments (Spelling Bee/Quiz Bowl)

-Collaborate with schools to provide parents with information and entertain questions and suggestions regarding AIG

-Invite parents/families to be members of the district-wide AIG Advisory Board

-Maintain current and establish new relationships with Halifax Community College and other colleges and universities

-Use technology to build relationships in the global community and distance learning environments

-Invite guest speakers (in-person or virtually) to share interest- and needs-based presentations with AIG students and families

-Develop learning contracts with student and parent input that address the social and emotional needs of AIG students

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

The partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community will enhance and gain support for the AIG programs and services. North Carolina Virtual Public Schools, Halifax Community College, Roanoke Valley Daily Herald, Halifax County Public Library, Halifax County 4-H Club, Center for Energy Education (C4EE), ABC2, Project Lift Community Efforts and other local business leaders and organizations provide support for AIG programs and services in a variety of ways. Some of them include:

-Providing news media coverage

-Organizing service learning projects

-Sponsoring academic competitions and camp opportunities

-Sponsoring college tours and guest speakers

-Facilitating College and Career Fairs

-Organizing transfer parties for early college students who are graduating with Associates degrees

-Extending the invitation to community members, college officials, and business representatives to be members of the district-wide AIG Advisory Board

-Maintain current and establish new relationships with Halifax Community College (CCP, CTE, dual enrollment) and other colleges and universities)

Additionally, the Carolina College Advising Corps College Adviser (Weldon High School and Roanoke Valley Early College) provides guidance to high school students in the area of college readiness.

* **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.

Weldon City Schools has an active AIG Advisory Board that is representative of the diversity of our AIG population. The AIG Advisory Board is comprised of the AIG Coordinator/Teacher, parents, community members, regular education teachers, EC representatives, school and central level administrators, school board members, and other support staff.

The board assists with the development, implementation, and monitoring of the AIG Plan. The Advisory Board also shares information with the community. The Advisory Board meets face-to-face and/or virtually at least monthly. Information for the Advisory Board is housed in Google Classroom.

* **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.

To ensure that families and the community are informed about opportunities available to AIG students, the AIG Coordinator/Teacher works with school administrators to disseminate information through School Reach, letters to parents, Curriculum Nights & PTA meetings, and through flyers in common areas. The AIG Coordinator also regularly updates and maintains a district AIG webpage for parents and community members.

All students, parents/guardians, and the community are informed of the Local AIG Plan, Local AIG program services, policies relating to advanced learning and gifted education, and ways to access opportunities available to AIG students through the district AIG webpage, social media, newsletters, parent meetings/conferences, letters, phone calls home, and local board of education meetings.

All material is created to meet the diversity of students in their native language (upon request). Planned activities are placed in a calendar format and accessible on our district website. Collaboration with the English Language Learner Teacher/personnel and Federal Programs Director assist in making the information available to the students and their families. In cases where necessary, interpreters are used as a support for the parents during meetings and parent activities.

*** Ideas for Strengthening the Standard**

-Strengthen/restructure our volunteer program for community and student participation, such as field trips, mentorship, preschool reading activities, etc.

-Develop a partnership with local businesses to provide educational enhancement experiences (guided tours, handson experiences, live demonstrations)

-Increase the percentage of gifted students partnering with Halifax Community College (CCP, CTE, dual enrollment) and other colleges and universities

-Continue working with the Center for Energy Education and Roanoke Valley Chamber of Commerce to provide internship and scholarship opportunities

Planned Sources of Evidence

*	AIG Advisory Board Google Classroom and Meeting Agendas
*	Parent Contact Logs/Sign-in Sheets and Meeting Agendas
*	Published materials (Newspaper articles, Flyers)
*	Student schedules (courses), timesheets/logs (internships)
*	AIG Correspondences to Parents and Communities

Documents

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

Weldon City Schools (422) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

The AIG program and services will be documented in the Weldon City Schools local AIG plan. The plan will be developed with input from school staff, school and district administrators, parents and community members. The plan will be submitted by the AIG Coordinator to the Superintendent and School Board for review before being submitted to SBE/DPI for review and comment.

* **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.

Weldon City Schools' local AIG plan will be monitored for implementation of all AIG program components to ensure fidelity in implementation. The AIG department will monitor the implementation of the program and plan to ensure compliance with state legislation and policies, and local policies. There are several structures that will be utilized to monitor implementation including but not limited to:

- AIG analyses will be completed bi-annually to monitor AIG demographics (Fall and Spring)

- The AIG Coordinator/Teacher will submit his/her schedule to principals and the district personnel to ensure that all students receive adequate services based on available resources

- Building level administrators/teachers of AIG students will share AIG student assessment data with the AIG Coordinator/Teacher for service planning purposes

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

The funds allotted are monitored by the AIG Coordinator/Teacher and district Finance Officer to ensure fidelity for the local AIG program according to state policy. Funds are utilized in accordance with state legislation. The AIG state allotted funds will be used for activities involving the AIG students in the school and community. These funds are allocated using the state chart of accounts. Some expenditures include: AIG teacher salaries and benefits, Field trips and travel to competitions, organization membership fees and tuition (i.e. NC Governor's School, etc.), instructional and program supplies and materials, professional development and travel.

* **Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG Coordinator/Teacher will use a variety of data sources to monitor students in the AIG program. This data will be used to discuss trends within Weldon City Schools. The data will also be used to assess program effectiveness and formulate strategies on an annual basis. Some sources include but are not limited to:

-BOG test results

-EOG test results

-EOC test results

-NC Check-In results

-mCLASS results

- benchmark data

-Educator’s Handbook discipline and attendance reports

-Transfer student data

-CogAt fall and spring screening results

-Quarterly report cards

Using the above data points, the AIG Coordinator/Teacher will create online spreadsheets that show the growth/lack of growth of gifted students from one benchmark or grading period to the next. Students will also set goals and keep individual trackers of their progress. Every quarter grades/grade point averages will be monitored to determine areas of strength as well as areas where students need additional support. The AIG Coordinator/Teacher will provide professional development opportunities to assist classroom teachers and administrations analyze gifted students' data in meaningful ways. AIG personnel advocates for rigorous/advanced courses and enrichment opportunities based on data.

* **Practice E**
Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure

that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The AIG Coordinator/Teacher monitors the representation and retention of underrepresented populations within Weldon City Schools. Programs and activities are implemented that are designed to target these students. The AIG Coordinator monitors the AIG program activities that are implemented within the schools to make sure that they address the diverse population of students. Assessment data is collected for all grade 2 students to identify high achievers who could be overlooked in a typical learning environment.

Students in grades K-12 will be monitored through the use of districtwide benchmark assessments, school-wide assessment programs, and the use of the P.E.T.S. program to identify high achievers and students who could potentially qualify for the AIG program. Students who are identified as potentially under-represented will be monitored on a case by case basis to determine if interventions are needed to develop their academic skills. The AIG Coordinator/Teacher will work with the PowerSchool Coordinator to monitor the representation, performance, and retention of underrepresented populations in the local AIG program. She will train and communicate with ELL and EC teachers as needed to learn about possible candidates for the AIG program.

* **Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

The AIG Coordinator/Teacher will have a valid and current AIG license issued by the state of North Carolina or be working to achieve licensure as stated in the policies of Weldon City Schools. The AIG Coordinator will hold a valid and current license in the areas of education and administration.

The personnel licenses will be kept in the Office of Human Resources at the Weldon City Schools District Administrative Offices. The personnel credentials will be reviewed annually by Human Resources to ensure that they are current and align with the goals and strategies outlined in the local AIG plan. When necessary, the AIG Coordinator/Teacher will acquire additional credentials.

* **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.

The AIG Coordinator/Teacher will distribute surveys at least once an academic year to various stakeholders and collaborate with students, parents/families, teachers, and other stakeholders in order to assess the quality of the program. The information from the surveys, student performance data, class observations, and conferences will be used to identify areas of focus within the program. The information will be used to formulate strategies that will provide improved activities to enhance the program's effectiveness.

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

The AIG program will collect student performance data in the areas of Reading, Math, Science, Attendance, Drop Out, EOGs, and EOCs, as well as a list of interventions, strategies, programs, and services that are sponsored by the AIG program. The AIG Coordinator/Teacher works with the district-wide technology department to create and maintain a digital suggestion/comment box for changes to or commendations of the AIG program. Survey links are sent home and posted online for students and parents to fill out regarding the AIG program. Paper surveys are available by request. All data is reviewed annually to evaluate the AIG program. At the end of an AIG Plan's cycle, all data is analyzed to determine the local plan's responsiveness to stakeholder feedback and its alignment with the district strategic plan and NCDPI standards.

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

To ensure that the public is aware of the progress of students who receive services in the AIG program, the AIG Coordinator/Teacher works with the district-wide technology department and public information office to disseminate data from evaluation of the local AIG program to the public. The data will be compiled in an AIG Report that will show the trends within the data collected each year. The annual report will be provided to each school and provided for AIG stakeholders and the general public upon request.

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Process	Procedure
Informed consent for identification	* Weldon City Schools AIG Parent Rights Handbook is designed to include all information that describes the following: the state definition of giftedness, Article 9B state legislation, Weldon City Schools education goals, eligibility criteria, the identification process, service options, transfer data, and the due process appeals procedure. Handbooks are available upon request. Weldon City Schools Advisory Board will work to establish and update written policies that safeguard the rights of AIG students. All students who transfer from LEAs in North Carolina are placed based on their identification in Infinite Campus or on their DEPs. Students who transfer from out of state receive services based on their identification for the remainder of the academic year.
Informed consent for placement	* Reassessment occurs the following academic year for out-of-state transfer-in students or a student who has been previously assessed and is based on one of two pathways: achievement test results (Pathway 2) or holistic student portfolios (Pathway 3). Parents/families may request Pathway 1 for student reassessment. Parents/families are given prior notice to give informed consent for evaluation of the child, must complete the parent checklist, review necessary documentation, and confer with AIG Coordinator/Teacher on the DEP (differentiated education plan) if the child scored at the 90th percentile or higher or if the child is identified using an alternate pathway. Multiple attempts to acquire parental signature(s) on the DEP will be made before the child begins receiving services. An AIG fact sheet is developed to share with parents at DEP meetings.
Transfer procedures	* To further communicate the philosophy and goals of local AIG initiatives, the program produces literature, maintains a website, and a calendar of events to inform the community of the activities. Weldon City Schools safeguards the rights of AIG students and their parents/families. Written procedures and policies are established that will identify parents and families rights. Parents/families are guided through the referral and placement process, reassessment procedures, transfers from LEAs and procedures for resolving disagreements.
Reassessment procedures	* -Step I-Learning Environment Team Conference: Parent/Guardian may submit a written request for a conference to discuss concerns about the team's recommendation for his/her child. The Learning Environment Team will review the student's record and gather additional information to update the individual student profile. The Learning Environment Team grants a conference within 5 school days of receipt of the written request and responds in writing at least 5 school days to the conference date. If the disagreement is not resolved at the Learning Environment Team conference, proceed to Step II.

Procedures to resolve disagreement	* Step II-Principal Conference (if principal was a part of the Learning Environment Team, proceed to Local AIG Plan, 2019-2022 Page 31 of 33 7/16/2019 Step III): Parent/Guardian may make a written request within 30 days for a conference with the principal. The principal reviews the recommendations with the chairperson of the Learning Environment Team. Principal grants, in writing, the conference within 5 school days of receipt of request and schedules the conference within 5 school days of receipt of the request. If the disagreement is not resolved at the Principal's Conference, then proceed to Step III. -Step III-Appeal to Assistant Superintendent: Parent/Guardian may appeal principal's decision in writing to the AIG Coordinator and Assistant Superintendent within 5 school days of receipt of appeal. AIG Coordinator and Assistant Superintendent shall review the grievance within 5 school days of receipt of appeal. AIG Coordinator and Assistant Superintendent shall respond, in writing, to the parent and principal regarding the results of their review within 10 school days from receipt of appeal. If the grievance is not resolved at Step III, then proceed to Step IV. -Step IV-Appeal to Superintendent: Parent/Guardian may appeal decision of AIG Coordinator and Assistant Superintendent to Superintendent within 5 school days of receipt of the appeal. The superintendent shall review the grievance within 5 days of receipt of the appeal. The superintendent shall respond, in writing, the results of his/her review within 10 school days to the parent/guardian and the principal. If the grievance is not resolved at Step IV, then proceed to Step V. -Step V: Appeal to Weldon City Schools Board of Education: Parent/Guardian may appeal to the Board of Education, in writing, within 10 school days following receipt of the Superintendent's written response to his/her appeal. The Board shall offer a final written decision within 30 days of receipt of this letter. In the event that the local grievance procedures fail to resolve the disagreement, then the state level grievance procedure should be followed. -Step VI- State Level Grievance Procedure: Parents may file a written petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to: -Whether the local administrative unit improperly failed to identify the child as academically or intellectually gifted or -Whether the local plan has been implemented appropriately in regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*** Ideas for Strengthening the Standard**

Through quarterly AIG Advisory Board meetings, the AIG team will maintain, analyze, and share student performance growth, annual dropout data, attendance, and discipline data for AIG students; developing strategies for next steps to address student needs

-Revise surveys regularly to align with new policies, processes, and programming

-Share revised surveys with more stakeholders for greater input from community members and IHE

-Create digital suggestion/comment AIG box for Weldon City Schools district webpage

-Develop an AIG fact sheet that can be shared at DEP meetings and other information events for AIG students, parents & community members.

-Seek additional funding sources for AIG students and programs

-Update digital AIG Handbook annually and place on AIG webpage for easy distribution and accessibility for all stakeholders

Planned Sources of Evidence

*	Local AIG Plan
*	Student Performance and Dropout Data Reports
*	AIG Coordinator/Teacher Performance Review Documents
*	AIG Budget Reports Documents Type Document Template Document/Link AIG

Documents

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

Local Board of Education Approval

Weldon City Schools (422) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/12/2025

AIG Related Documents

Weldon City Schools (422) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Board Approval Letter

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

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Phrase	Definition