

Overview: Mission/Vision Statement and Funding

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Dr. Jason Atkinson

\* LEA AIG Contact Name:

Jacobs, Demetris - [djacobs@bladen.k12.nc.us](mailto:djacobs@bladen.k12.nc.us) ▼

Bladen County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the Bladen County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Bladen County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC's AIG legislation, Article 9B (N.C.G.S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for the 2022-2025 plan cycle. This local AIG plan has been approved by the LEA's Board of Education and sent to NC DPI for comment.

For 2022-2025, Bladen County Schools vision for local AIG program is as follows:  
 Bladen County Public School System will increase student achievement in the 21st century. Effective teachers and principals will the achievement of all children and will provide students with high quality classroom instruction to foster intellectual development. Bladen County Public School System recognizes that children have different needs and is committed to challenging all students to reach their full potential. High ability students will receive appropriate services and will compete successfully as productive citizens.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 214,270.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 for every student to show their strengths and talents.

Bladen County Schools' purpose for AIG students reflects the commitment to help all students reach their full potential regardless of family background, socioeconomic levels, disabilities, or gender.

Screening includes all activities designed to review the general population of students to determine which students may need further assessment or placement in the gifted education program. Students can be referred by teachers, principals, parents, or self nomination. Identification is initiated when information collected in the screening phase indicates a possible need for gifted services. An AIG Needs Determination Team will review all pertinent information gathered from multiple sources and make decisions regarding needs for differentiation. Information collected will be drawn from six multiple indicators of giftedness: student aptitude, student achievement, student performance, student observable behaviors, student motivation, and student interest.

**THE SCREENING PROCESS**

Informal screening through data collection and by continuous observation of students will be on-going by the classroom teacher. A broad-sweep screening will occur annually for every Bladen County child in grades 3-12. This is

accomplished through the administration of the Cognitive Abilities Test to all fourth graders, through grades 3-8 End-of-Grade Testing, 9-12 End-of-Course Testing, and PSAT/SAT/ACT scores. This procedure ensures equal opportunities and access for all students, including underrepresented students, students with disabilities, students who are economically disadvantaged, and English learners. Information collected at screening should lead to placement, to further assessment, or to a decision that the student does not require differentiated services.

#### K-2 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Principals work with classroom teachers and use results from various assessments to identify students for the nurturing program. These assessments may include iReady (Reading and Math), K-2 Math Assessment, and any other criteria deemed appropriate by the Bladen County Schools Curriculum department.
- If a transfer student in grades K-2 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process. Bladen County Policy Code: 4155 (b) states “For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, academically or intellectually gifted (AIG) programs and English as a Second Language programs.”

\* Parent, teacher, principal, and self referrals will be accepted by the AIG Needs Determination Team.

#### 3-8 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

- Bladen County Schools will conduct a general screening of aptitude of all fourth grade students. Students scoring in the 85th percentile or higher on this aptitude test will be placed in the AIG Student Pool.
- Grades 3-8 are given the NC End-of-Grade Assessment in Reading and Mathematics. Students scoring in the 85th percentile or higher on either test will be placed in the AIG Student Pool.

- Classroom performance greater than or equal to 90 percent or higher may be used to place a student in the AIG Student Pool.
- If a transfer student in grades 3-8 has been identified as AIG in Bladen County Schools returns to the district that student's identification will not need to be reviewed but a new DEP will be created to align with the student's current data.
- If a transfer student in grades 3-8 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process.

\*Teacher, parent, principal, and self referrals will be accepted by the AIG Needs Determination Team.

**9-12 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:**

- Students scoring in the 85th percentile or higher on an acceptable achievement or aptitude test will be placed in the AIG Student Pool.
- Students scoring in the 85th percentile or higher on the PSAT, SAT, or ACT will be placed in the AIG Student Pool.
- If a transfer student in grades 9-12 has been identified as AIG in Bladen County Schools returns to the district that student's identification will not need to be reviewed but a new DEP will be created to align with the student's current data.
- If a transfer student in grades 9-12 has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision process.

\*Teacher, parent, principal, and self referrals will be accepted by the AIG Needs Determination Team.

### THE REFERRAL PROCESS

- All students, K-12 in Bladen County Schools, have the opportunity to be referred to the AIG Chairperson, an individual assigned at each school as the designated liaison between school and district.
- All referrals will be screened by the AIG Needs Determination team and further steps will be determined.

### \* Practice B

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

The district uses multiple criteria for student identification including measures that reveal student aptitude, student achievement, and classroom performance in order to develop a comprehensive profile for students who are under consideration.

Criteria used for identification include the following:

1. Student Aptitude
2. Student Achievement
3. Classroom Grades

### IDENTIFICATION and PLACEMENT

Students must meet screening criteria to be considered for identification and/or placement.

**Grades K-2:**

If testing is needed, the student will be referred for individual testing.

Standardized achievement test score of 99th percentile in Reading and/or Mathematics and an aptitude score of 99th percentile in the same area are required for placement.

**Grades 3-12:**

**STEP 1: REVIEW AVAILABLE APTITUDE SCORES**

Available aptitude test scores are reviewed. 85th percentile is required.

**STEP 2: REVIEW AVAILABLE ACHIEVEMENT SCORES**

Available standardized achievement assessments are reviewed. 85th percentile is required within the past two years.

**STEP 3: REVIEW CLASSROOM PERFORMANCE**

Student performance in the classroom is reviewed. 90th percentile is required.

At this point, a decision for differentiated services may be possible.

**PATHWAY 1:**

**Intellectually Gifted (IG) Grades 3-12**

- Student has a composite score of 96th percentile or higher on an approved aptitude test within two years.

**PATHWAY 2:**

**Academically and Intellectually Gifted (AIG)**

- 96th% Aptitude composite score
- 96% Achievement score within two years

**PATHWAY 3:**

**Students are identified for services in Reading and/or Mathematics**

- Academically Gifted in Reading only (AR)
- Academically Gifted in Mathematics only (AM)
- Academically Gifted in Reading and Mathematics (AG)

after meeting the following criteria in the same area:

1. 85% or above on standardized aptitude test
2. 85% or above on standardized achievement test within 2 years



3. 90% or above on classroom performance final year average in identified area

OR

1. 85% or above on 2 consecutive End of Grade/Course (EOG/EOC) or approved achievement tests (same content area)
2. 90% or above on classroom performance final year average in identified area.

Students identified as AG, AM, or AR by meeting the requirements in Pathway 3 in grades 6-8 may attend Project Challenge for middle school.

If a transfer student in grades 3-12 has been identified as  
AIG in Bladen County Schools returns to the district that student's identification will not need to be reviewed but a  
new DEP will be created to align with the student's current data.

If a transfer student in grades K-12 has been identified as AIG in another school system, that student will be referred  
to the AIG Needs Determination Team. Bladen County Policy Code: 4155 will be reviewed to assist in the decision  
process.



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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, English language learners, highly gifted, and twice-exceptional.

Bladen County Schools AIG is continuing to improve our screening, referral, and identification procedures to provide equity and excellence for all students, especially to traditionally underrepresented populations (African American and Hispanic as well as male students) aligned with the district's participation in Talent Unleashed on behalf of North Carolina Academically Gifted and Talented (NCAGT) with the support of the Z. Smith Reynolds Foundation by developing a nurturing/talent development program in grades K-8. Through our nurturing/talent development program, teachers can concentrate on identifying potential candidates who are culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted and twice-exceptional and collect data through mClass data, iReady (Reading and Math), K-2 math assessment, and NC Check-ins. We also may use the Gifted Evaluation Scale, the Motivation Profile, and the interest survey to round out our criteria and to reach a broader scope of students during screening and used to refer students for further testing.

We will seek assistance from the English Learners' Staff and also the Exceptional Children's Department when identifying students to ensure equity in screening and identification.

As of the 2022 school year, the districts' population percentiles are as follows:

34% White

35% African American

23% Hispanic

5% Two or More

2% Native American/Alaskan Native

<1% Asian

<1% Native Hawaiian/Pacific Islander

**\* Practice D**

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

The district ensures consistency in the implementation of screening, referral and identification by using the same criteria for all elementary, middle, and high schools. All referrals will be made to the Needs Determination Team at their respective schools, who will review data. If students meet the criteria or need additional testing, referrals are made to the AIG Coordinator and AIG Specialist. If additional testing is needed to determine identification and placement, the AIG Coordinator and/or AIG Specialist will administer all additional testing. All records will be housed in a central location under the supervision of the AIG Coordinator. In accordance with PowerSchool, we use five designations. They are as follows:

Academically Gifted in Reading - AR

Academically Gifted in Math - AM

Academically Gifted in Reading and Math - AG

Intellectually Gifted - IG (>96% Composite Aptitude)

Academically and Intellectually Gifted - AI (>96th% Composite Aptitude, >96th% Achievement, and >90% Grades in the same content area)

Students in grades 6-8 may attend Project Challenge for middle school. Students must meet the following qualifications to attend Project Challenge:

- 85% or above on standard aptitude test
- 85% or above on standard achievement test
- 90 % or above on final year average in identified area
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**\* Practice E**

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

\* Bladen County Schools provides a digital copy of the AIG plan on the district website.

\* Each school has an AIG Chair who is the liaison between the district, school, parents/guardians, and community. The AIG Chair is the direct contact for each school and its parents/guardians and is available through email or scheduled meetings to discuss the processes in Bladen County.

\* The district will implement an AIG Information Night in the fall and a student showcase in the spring. The AIG Coordinator and AIG Specialist will explain the screening, referral and identification process.

\* A district AIG brochure will be created and provided to all schools to distribute at Open House for staff and parents/guardians and community describing the referral process, program details, and opportunities for students.

\* The AIG Coordinator and AIG Specialist will have an AIG informational presentation for 8th graders during their service times.

\* The AIG Coordinator and AIG Specialist will be present at the High School Open House to address any questions and/or concerns.

**\* Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

The Bladen County AIG Program has established procedures and documentation that explain the identification and service options. The identification process is explained step-by-step in the Bladen County AIG Plan. The various service delivery options are explained to parents upon initial identification.

An AIG folder is created for each student in the AIG program. The folder contains the student's Differentiated Education Plan which documents the services being provided to the student, Student Identification and Placement form which includes the student's assessment evidence that is used for identification, and the Permission to Test Form. The folder is presented to the AIG Chairperson at the student's school and a meeting is scheduled with the parents/guardians to discuss placement and services. This document is signed by the following: the principal, the guidance counselor, the AIG chairperson, a teacher, and the parents/guardians. The folder is returned to the Bladen County AIG office and is available to principals, teachers, and parents/guardians upon request.

**\* Ideas for Strengthening the Standard**

- \* Provide up-to-date information on the district website on AIG identification and services.
- \* Collaborate with Exceptional Children's and English as a Second Language department on screening, identifying, and eliminating communication barriers.
- \* Create a FAQs section on the district website.

**Planned Sources of Evidence**

- \* School faculty meeting minutes
- \* AIG chair training/meeting minutes
- \* Bladen County Schools Website
- \* School handbooks
- \* Parent meeting minutes
- \* County AIG plan

## Documents

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

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**


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

The Bladen County Schools AIG program delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments and are aligned to a student's AIG identification in the following ways:

- 1) Identify the academic and intellectual needs of students in grades K-12.
- 2) Utilize the AIG website to post information from the AIG plan.
- 3) Provide information relating to the academic, intellectual, social, and emotional needs of students in grades K-12.
- 4) Incorporate topics that address social and emotional concerns into lesson plans.
- 5) Collaborate with guidance counselors.

- 6) In K-8, identified students have access to resource support, learning centers with content enrichment, computer-based instruction on an advanced level, thematic units, integrated units, differentiated units, and independent contracts at the teacher's discretion. Based on defined levels of performance, curriculum compacting, individual programs, or independent study may be provided.
- Specifically in K-4, several service delivery options are offered. These include heterogeneous grouping and flexible grouping within the classrooms. The AIG Coordinator and AIG Specialist provide enrichment services for the K-4 Nurturing Groups and identified students. Subject acceleration, cross-age grouping, and grade acceleration are also options that may be accessed.
- Specifically in 5-8, identified students have access to resource support (AIG Coordinator and AIG Specialist provide services through AIG enrichment programs and/or support services), technology-based instruction on an advanced level, Project-Based Learning, integrated units, differentiated units, tiered assignments, and seminars at the teacher's discretion.
- Identified students in grades 6-8 have the option to attend Project Challenge, the district's gifted program. All teachers are AIG certified or seeking certification. Students attending Project Challenge have opportunities to take a wide variety of elective courses. In addition, Project Challenge offers Math I and English I credit and the option to obtain Earth/Environmental or World History credit through NC Virtual Public Schools (NCVPS).
- 7) On the High School level, students have access to honors courses, English and math courses with AIG clustering, Advanced Placement courses, online courses, concurrent enrollment in college, and early college admission.
- Students identified as AIG and/or participate in the nurturing program at the primary and middle schools are annually reviewed by the AIG Coordinator and AIG Specialist to determine if the current DEP is effective for the student and the services being provided are meeting the students' needs. Communication, either verbal or written, with classroom teachers, guidance counselors, school administration, academic coaches\*, EL staff, and EC staff are scheduled throughout the year to monitor student progress and to address concerns. Parent/guardians are contacted by school and/or AIG personnel when progress or concerns arise. Progress monitoring meetings are also scheduled, if necessary.



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**\* Practice B**

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

The AIG Program will ensure collaboration to address the social and emotional needs of AIG students by:

- 1) Participating in professional development opportunities with guidance counselors that are related to the social and emotional needs of AIG students.
- 2) Preparing and utilizing specific lesson plans and methods of instruction with teachers directed to address the unique needs of gifted students including bibliotherapy.
- 3) Developing surveys as needed to accurately identify and address the needs of the AIG students and providing the data to the appropriate district leadership.
- 4) The AIG Coordinator and AIG Specialist work under the Chief Academic Officer and regularly meet with the Academic Department to discuss professional development options for staff regarding social and emotional needs of the gifted learner.
- 5) An AIG personnel member serves on the district Multi-Tiered System of Supports (MTSS) committee.
- 6) An AIG support team will be established at each school including school administrators, counselors, AIG specialist, classroom teachers, and any other individuals who are in direct contact with the student.

**\* Practice C**

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

Students are presented with grade appropriate materials mandated by the NC Common Core Standards. Classroom teachers are held responsible for accelerating and enriching the curriculum to provide differentiation opportunities and to increase the rigor and challenge of the basic standards. The district strives to improve the amount and quality of collaborative planning to ensure the AIG programs and services continue to connect to the total instructional program. The school chairperson is responsible for informing the regular education teachers of AIG students in their classrooms. All teachers who work with AIG students should plan for rigor and challenge to meet these students' needs.

The AIG Coordinator and AIG Specialist are included in the district Curriculum and Instruction meetings which directly impacts decisions made for all areas of the LEA. The AIG Coordinator and AIG Specialist will communicate with the school administrators and AIG chairpersons regularly to discuss student needs, best practices, and annual updates.

Several AIG Chairpersons serve on their school committees and teams to ensure the needs of AIG students are represented throughout the district.

The AIG Coordinator serves on the District Strategic Planning Committee. As an integral member of the Instructional Excellence and Alignment sub-committee, the AIG Coordinator gathers input from multiple stakeholders and also provides clarity on AIG Program standards.

**\* Practice D**

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

In grades K-8, principals are highly encouraged to cluster the gifted students and when possible place them with an AIG certified teacher.

In high school, AIG students are clustered in honors, Advanced Placement, online and Dual Enrollment courses.

School personnel will follow these guidelines when developing AIG cluster classes:

All AIG identified students will be placed in one cluster class per grade level (not to exceed state guidelines). If the AIG population exceeds state guidelines for class size, then a second or third cluster class can be formed to accommodate

the need. AIG students will be dispersed equally among the cluster classes. Cluster class size should be able to accommodate newly identified students.

If a school has a small population of AIG identified students, cluster all AIG students together in one class by grade level.

Annual and bi-annual data analysis will be conducted to review student achievement and academic progress. This data will be used to create flexible and cluster grouping of students and do inform classroom teachers of students who need acceleration and/or enrichment in the classroom setting.

Schools will follow this same recommendation for students with advanced learning needs who are not identified.

The AIG Specialist is a member of the district MTSS committee and is able to discuss the needs of gifted learners at all schools and provide insight and recommendations for groupings and instructional practices for 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.

All AIG information is dispersed through quarterly AIG Chair meetings and/or newsletters. This information includes updates, guidelines, regulations, placement options, differentiated instruction ideas, and current research based supplemental resources. This information is to be shared with all regular education teachers to keep them informed of the identified AIG and advanced learners in their school. Teachers and administrators will also be informed through staff development, meetings, emails, and the Bladen County Schools website. The AIG Coordinator will develop a pamphlet to provide all LEA staff members access to the AIG information in one single document.

Teachers, administrators, and school staff will participate in the DEP meeting where the AIG Chairperson shares AIG services for the gifted student.

**\* Practice F**

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

The Bladen County AIG program communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points (5th grade and 9th grade). Records are transferred as necessary in June of each transition year so that adequate review and changes can be made. At the beginning of each school year, the AIG Coordinator will review the list of all AIG students with each principal and AIG chairperson at every school. This information is shared with the cluster classroom teachers in order for appropriate planning. The AIG Coordinator and AIG Specialist will be available for planning to provide a smooth transition and continuation of programs, projects, and services. In addition, guidance counselors at the middle and high schools are utilized during the high school transition by assisting students with selecting the courses aligning to their academic needs.

**\* 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.

When noted through aptitude, achievement, or performance that a student needs accelerative instruction or placement options, the regular education teacher, the AIG Needs Determination Team, and guidance counselor will review work samples and data.

A student in grades K-8 who scores 98th or 99th percentile in all three areas of aptitude, achievement, or performance will be considered for grade advancement, if requested by parents/guardians.

HB986 addresses that districts must provide students with an advanced mathematics course if the student scores a Level 5 on the End-of-Grade and End-of-Course Mathematics test. Students scoring a Level 5 on an mathematics EOG or EOC will be placed in an advanced mathematics course the following school year.

Students who attend Project Challenge receive an accelerated math curriculum in 6th and 7th grade and take Math I in 8th grade.

Credit by Demonstrated Mastery, as well as Early Kindergarten admission, will be offered to students based on compliance with NCDPI's standards and guidelines.

Students, in grades 9 and 10, who are identified as AIG in both areas of reading and mathematics can apply for early admittance into the College and Career Promise Dual Enrollment program, which meets the legislative policy #1D SBCCC 400.11.

AIG and advanced learners in grades 11 and 12 can take College and Career Promise courses through Dual Enrollment at the local community college.

Additional Program implementation may include the following:

- 1) Resource Support
- 2) Curriculum Compacting
- 3) Cross Grade Level Grouping
- 4) Independent Study
- 5) Differentiated Learning
- 6) Seminars

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Bladen County Schools continually seek opportunities to serve the underrepresented population of gifted learners. At present, our district's AIG plan is designed to implement differentiated instruction in Reading and/or Mathematics. It is the intent of Bladen County Schools to provide differentiated services to all gifted learners in additional content areas or through mentorships, independent studies, and collaboration when various resources are available. Our student membership includes culturally/ethnically diverse students along with English learners, highly gifted, and twice-exceptional students. The identification process for AIG students in Bladen County involves multiple indicators of giftedness. The AIG Coordinator and AIG Specialist will work with the K-8 teachers to select underrepresented

students to work with in our nurturing program and with 9-12 teachers for talent development and potential honors courses. Data will be collected on screening and placement to review by the AIG Department. The AIG program utilizes both verbal-based and non-verbal based aptitude tests in order to circumvent language barriers. In addition, potential curriculum extensions will be investigated to support underrepresented populations.

**\* Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Bladen County Schools strongly encourages our schools to provide extracurricular programs and events that enhance the AIG program and meet the needs and interests of AIG students. The district will continue to offer these activities with the goal of increased participation of our students. AIG students need extensions of the curriculum and other activities to enrich their learning. Extracurricular activities provide opportunities for teachers to meet the interests and needs of the gifted learner. Some of the programs and events are:

K-2

Home enrichment resources

Poster Contests (Soil and Water, Bus Safety, etc.)

Duke Energy Night

3-8

Poster Contests (Soil and Water, Bus Safety, etc.)

Writing contests and competitions (Soil and Water, DAR, etc.)

Spelling Bee

Battle of the Books

Science Olympiad

Envirothon

Academic Clubs and Organizations

NCDOT Bridge Building\*

Community Service Projects

9-12

NC Governor's School

NC School of Math and Science

Community Service Projects

Bladen Community College Writing Project Contest, "The Ink Quill"

Science Olympiad

Academic Clubs and Organizations

**\* Ideas for Strengthening the Standard**

\* Consider service options for AIG students, including an AIG self directed opportunity for students who have an interest in a specific area.

\* Create an AIG pamphlet for all staff. This book would contain an overview of key information about the plan and the gifted learners and would be shared at the beginning of each school year.

- \* Create a flowchart of program offerings by grade span.
- \* Develop a plan to address the needs of those who would benefit from acceleration.

**Planned Sources of Evidence**

- \* Lesson plans
- \* AIG website
- \* DEPs
- \* Identification and placement records
- \* Service options
- \* Project Challenge
- \* Cluster groups
- \* Letters
- \* Rosters
- \* Agendas
- \* AIG Needs Determination Team
- \* Bladen County AIG Leadership Team
- \* AIG folders are housed and reviewed by the AIG Coordinator and AIG Specialist.

Documents	
Type	Document/Link
Document Template	



AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

Bladen County Schools require lesson plans that include goals and objectives from the Common Core State Standards. Teachers work to provide differentiated strategies to be used concurrently with these standards. The teachers of our AIG students meet the needs of our AIG students through tiered assignments, content acceleration, advanced content, curriculum compacting, independent study, and special projects. This is done in flexible grouping, cluster grouping, our nurturing program, honors courses, Advanced Placement courses, and dual enrollment courses. The AIG Coordinator and AIG Specialist are available to plan and collaborate with teachers, as well as “push” into their classrooms.

K-2

- PETS curriculum- an approved curriculum designed for gifted education.
- K-12 Advanced Learning Labs

### Grades 3-5

- PETS 3 curriculum
- Curriculum units integrating all content areas
- AIG Booster Shots
- K-12 Advanced Learning Labs

### Grades 6-8

- Accelerated Math curriculum for all grade levels and Math I for 8th grade
- Accelerated ELA curriculum for 8th grade
- K-12 Advanced Learning Labs
- NC Virtual Public Schools (NCVPS) online courses

### Grades 9-12

- Honors courses
- AP courses
- NCVPS online courses
- Dual Enrollment
- Early College

■ K-12 Advanced Learning Labs

**\* Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Gifted students display a wide range of needs. To address this, Bladen County Schools use many different practices including a variety of research-based strategies, cluster grouping, and effective non-instructional practices. Practices and enrichment activities that are used by our teachers include the following:

- 1) Cooperative learning- organizing classroom academic activities into social learning experiences.
- 2) Technology- Bladen County Schools is 1:1. This allows students access to a variety of instructional practices.
- 3) Seminars- formal discussions based on a text that are led with open-ended questions.
- 4) Multiple intelligences- teachers differentiate lessons to meet the variety of learning styles in the classroom.
- 5) Independent studies- students are guided by a teacher but do not attend classes with other students daily.
- 6) Field trips
- 7) Community projects
- 8) Contests
- 9) Competitions
- 10) Guest speakers
- 11) Project-based learning- students explore real-world problems that extend over a period of time.
- 12) Problem-based learning- students learn about subject matter by solving open-ended problems.

13) STEAM activities- Science, Technology, Engineering, Arts, Mathematics integrated lessons which require students to be hands-on and problem solve.

Bladen County offers a unique service delivery model to students in grades 6-8. All identified gifted students in these grades from around the county may attend Project Challenge. Identified AIG students will attend classes together for the four core courses of English/Language Arts, Mathematics, Science, and Social Studies. This is an ambitious and demanding program that offers advanced curriculum to middle school students including Math I and English I. Students must maintain an annual average of 80% or better in all four subjects to continue enrollment in Project Challenge. Project Challenge teachers will either hold or be actively seeking AIG certification within two years through enrollment in an AIG certification program or by taking the Praxis.

**\* Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Our goal is to extend and expand the existing programs including honors and Advanced Placement courses. Practices and enrichment activities that are used by our teachers include but are not limited to:

- 1) AIG Booster Shots
- 2) Writing resources
- 3) Kids into Thinking
- 4) Explorers
- 5) Sharpen your Thinking
- 6) Student engagement
- 7) 1:1 Chromebooks
- 8) Project based learning
- 9) Problem based learning

10) SchoolNet Formative Assessments

11) Governor's School

12) NC Virtual High School courses

13) NC School of Science and Math

14) STEM

Specifically, for each grade span:

K-2

- PETS which is an approved curriculum designed for gifted education.
- K-12 Advanced Learning Labs

Grades 3-5

- Hoagies Gifted website
- NCDPI AIG resources (Booster Shots)
- K-12 Advanced Learning Labs

Grades 6-8

- iReady
  - K-12 Advanced Learning Labs
- Grades 9-12
- AP Central: College Board resources
  - CFNC Resources
  - K-12 Advanced Learning Labs

An accelerated research-based curriculum that infuses higher order thinking skills, and inquiry/discovery opportunities is being built by the AIG Coordinator and AIG Specialist. Regular classroom and AIG certified teachers will employ challenging, rigorous, and relevant curriculum by implementing research based practices and strategies.

Resources shared with our district through our participation in Talent Unleashed, which include Achieving Equity in Gifted Programming, Dismantling Barriers and Tapping Potential by April Wells, Problem-Based Learning in Your Classroom by Dr. Shelagh Gallagher, and The Cluster Grouping Handbook by Dr. Dina Brulles and Susan Winebrenner, will be available and used to construct our professional development with our stakeholders.

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

The Bladen County Schools AIG program fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

- 1) Administer a variety of assessments (standardized, summative, formative, non-traditional, computer-based).
- 2) Allow students flexibility in assessment opportunities such as student products/projects, independent study projects, portfolios as well as innovative, creative products.
- 3) Monitor student progress in global, civic, economic, and health awareness via research, Socratic seminars, cooperative projects, debate teams, and community-service activities.
- 4) Encourage real-world learning through internships, course selections, mentorships, and community involvement.
- 5) Promote personal empowerment through experiences that promote opportunities for leadership roles modeling such qualities as sound ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.
- 6) Advise students through the involvement of an NC State Advisor Corp Representative.
- 7) Collaboration between classroom teachers to create units using the Standard Course of Study that promote future ready skills such as critical thinking, collaboration, communication, creativity, curiosity, and leadership.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Assessment criteria of students is constantly monitored and adjustments are made to appropriately differentiate instruction. Ongoing assessment is achieved through the following practices:

- 1) Student-directed conferences
- 2) Portfolio assessments
- 3) Questioning
- 4) Benchmark testing



5) Quizzes

6) Tests

7) Projects

8) Homework

9) Classwork

10) Formative assessments

11) Interviews

12) Journaling

13) Discussions

14) Summative assessments

Based on the data provided from the variety of assessments listed above, teachers differentiate their curriculum units for the gifted learners based on their varying background knowledge, needs, and interests.

Academic coaches work closely with the AIG Coordinator and AIG specialist to disaggregate data from a variety of assessments (iReady, mClass, classroom, NC Check-ins) to determine effective instructional practices especially with AIG identified and advanced learners.

AIG Cluster teachers (grades 3-8), High School Honors teachers, and Advanced Placement teachers will work collaboratively with the AIG Coordinator and the AIG Specialist to ensure best practices are implemented. Identified students will be clustered together in one class unless the AIG population exceeds state guidelines, in which they will be dispersed evenly with like-ability students.

**\* Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

The Bladen County AIG program will collaborate with guidance counselors and regular classroom teachers during PLC meetings and other scheduled meetings in order to address the social and emotional needs of AIG students.

- 1) Counseling sessions may be offered by teachers and school counselors.
- 2) Parent/guardian conferences are held to discuss issues.
- 3) Bibliotherapy will be incorporated into the AIG curriculum presented by the AIG Coordinator and AIG Specialist.
- 4) Facilitate access to social and emotional resources for parent/guardians and teachers of twice exceptional (2e), EL, AIG, and underserved populations.
- 5) Design unit studies that highlight social and emotional issues that can be used in enrichment courses.

**\* Practice G**

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

Our younger students, who are potential AIG students, are clustered with an AIG certified teacher when possible. Teachers use tools such as iReady (reading and mathematics) along with interest centers, learning styles, tiered assignments, and independent study to provide a differentiated curriculum. Students in grades K-3 will receive small group instruction and interaction from an AIG certified teacher. These students receive the PETS curriculum as well as STEAM opportunities.

Professional development with our K-3 teachers to provide input on talent development, gifted traits, and activities to tap into students' strengths will be provided by the AIG Coordinator and AIG specialist.

**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

The AIG program ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction through serving on the MTSS committee. District Strategic Planning Committee, and attending the district Curriculum and Instruction meetings to develop and modify the curriculum provided to gifted students. These meetings are driven by data provided through a variety of sources from each school. Additionally, AIG personnel attend district PLC meetings that include classroom teachers, counselors, Exceptional Children's teachers, and media specialists. Conferences, meetings, and in-service training will allow collaboration among AIG personnel and other professional staff. This collaborative effort results in curriculum and instructional planning throughout our district which is implemented by classroom teachers and then monitored by the district's academic coaches.

**\* Practice I**

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 reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The Bladen County AIG program will maintain this practice through our written plan that defines the identification process. The Differentiated Education Plan (DEP) developed for each student will define the instructional services to meet the needs of that student. This will be reviewed annually to ensure an effective program, continuum of services, and school transitions. The AIG Needs Determination Team, which includes the school AIG chair, guidance counselor, grade level teacher, the AIG Coordinator, and AIG Specialist, develops a Differentiated Education Plan for identified students. DEPs are updated and reviewed annually or when program changes are needed for the student with parents/guardians to ensure that effective programs and services are continued. A new DEP is developed as needed.

**\* Ideas for Strengthening the Standard**

\* Increase participation of teachers attending NCAGT and other conferences to gather materials and new research-based resources to support gifted programming.

- \* Improve the AP program and ensure access to and success within other advanced programs.
- \* Create and require teachers to participate in professional development courses related to AIG.

**Planned Sources of Evidence**

* Lesson plans
* Classroom observations
* Teacher evaluations
* Professional development courses
* DEPs
* Cluster groups
* Counseling sessions
* Pull-out program
* PETS
* Variety of assessments
* Benchmark scores
* Grades
* Data
* Parent conferences
* Parent/student surveys

## Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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.

Bladen County Schools employs an AIG-licensed educator as AIG Coordinator who develops, implements, revises, and monitors the local AIG plan and program. In addition, the AIG Coordinator also:

- 1) Oversees actual implementation of Bladen County's Gifted Program
- 2) Directs county-wide assessment of students for identification
- 3) Coordinates testing at various levels
- 4) Oversees material selection
- 5) Coordinates staff development
- 6) Consults with teachers and administrators
- 7) Serves on the District Needs Determination Team
- 8) Oversees DEP meetings

9) Evaluates the effectiveness and appropriateness of Bladen County's gifted program

10) Serves as support specialist

11) Guides AIG activities

12) Serves students in assigned schools

13) Serves as a liaison between the district and Bladen Community College in regards to the College and Career Promise student nominations, referrals, and documentation.

13) Coordinates AIG chair activities and training

14) Attends state, district, and regional meetings

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

In addition to Bladen County Schools employing an AIG Coordinator, we also employ an AIG Specialist. Both individuals strive to ensure that the academic, intellectual, social, and emotional needs of our gifted learners are met through our AIG and general education staff. The AIG Curriculum Specialist also:

1) Reviews and provides feedback on the local AIG plan

2) Serves on District Needs Determination Team

3) Assists in DEP meetings

4) Serves as support specialists

5) Serves students in assigned schools

6) Consults with administrators and teachers

7) Attends district meetings

All teachers are responsible for providing differentiated instruction to their AIG students and students identified in the talent development program.

We also have an AIG chairperson at each school whose responsibilities include:

- 1) Provide support to teachers with curriculum and instructional planning.
- 2) Collect Gifted Evaluation Scale and Motivation Profile as needed.
- 3) Carry out the signing of the DEP.
- 4) Participate in program evaluation.
- 5) Coordinate testing at various levels.
- 6) Finalize gifted paperwork for placement.

**\* Practice C**

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

The AIG Coordinator and AIG Specialist establish specific and appropriate professional development.



The AIG Coordinator and AIG Specialist provide training and information for our school AIG chairs and instructional leaders to be passed on to the staff, including administration and guidance counselors, at their respective schools such as the identification requirements, identification process/procedure, the referral process, and effective instructional practices.

We also encourage teachers to take advantage of the new curriculum being offered at local universities. We have had teachers take advantage of these opportunities from UNC-P, UNC-C, UNCW, and East Carolina University. Those seeking AIG certification will complete the four required courses.

The AIG Coordinator and AIG Specialist will attend the annual NCAGT Conference and also encourage district leaders, school administrators, and teachers to attend.

The district has informally committed to participate in Phase 2 of Talent Unleashed through partnership with Z. Smith Reynolds and NCAGT and has the potential to be included in other grant funded opportunities to meet and support underserved advanced students in the early grades. A district team will be formed that includes the AIG Coordinator, AIG Specialist, school administrators, and select teachers. This team will be tasked to present to all staff members in the district.

**\* 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.

Bladen County Schools strives to ensure that all principals and teachers are trained to understand the characteristics of gifted learners and are able to meet the academic needs of gifted learners. When possible, principals cluster the AIG students at their schools in the classrooms of AIG certified teachers, licensed through NCDPI or have met the LEA AIG requirements, or teachers working toward certification. Teachers interested in working with AIG students are encouraged to seek AIG certification.

**\* Practice E**

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

Bladen County offers incentives for all teachers to obtain their AIG licensure by placing our identified students with the AIG certified teacher.

Bladen County will locally recognize teachers for completing two of the four courses required for AIG certification or participating in district AIG professional development. We are also promoting taking the Praxis for certification. We will support those teachers by offering professional development opportunities on teacher workdays, offering financial support for completing/passing testing, and a stipend.

Those teachers who instruct the students in our middle school gifted magnet program, called Project Challenge, will either hold AIG certification or will be actively seeking it. Project Challenge teachers will be given a two year window to complete their certification.

**\* Practice F**

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

Bladen County Schools participated in Talent Unleashed through partnership with Z. Smith Reynolds and NCAGT in the 2021-2022 school year. The focus of the professional development was equity and excellence, shifting mindsets, policies, and practices. As we move forward, the AIG Coordinator and AIG Specialist will work with the district to provide professional development to the district on Talent Unleashed. Our district recognizes that our stakeholders, including teachers, need intentional professional development in the area of equity and excellence in gifted education.

Bladen County Schools has informally committed to participate in Phase 2 of the Talent Unleashed, “Abilities Revealed”. Two schools within our district will be selected to attend extensive professional development that focuses on talent development in the lower grade levels. A district team will be formed that includes the AIG Coordinator, AIG Specialist, school administrators, and select teachers. This team will then develop and provide the training to the other schools in our district.

**\* Practice G**

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

The AIG Coordinator serves on the District Strategic Planning Committee, the AIG Specialist serves on the District MTSS Committee, and both attend the District Curriculum meetings to assist in aligning professional development opportunities with the local AIG program goals, other district initiatives, and best practices in gifted education which includes:

- 1) State and national teaching standards and best practices for working with gifted learners will be utilized in planning lessons and offering courses to students and are aligned with the district pacing guides.
- 2) Students will be offered NCVPS courses as advanced curriculum opportunities at the middle schools.
- 3) District Content Professional Learning Communities will provide opportunities for teachers to share best practices, strategies, and differentiated content materials for gifted learners identified in the AIG program.

The AIG Leadership Team, which consists of the AIG Coordinator, the AIG Specialist, and chairs from each school, will continue to meet as needed on required Teacher Workdays used for professional development. They will share information from professional development, incorporate ideas and information, and focus on student connections and work.

**\* Ideas for Strengthening the Standard**

- \* Provide recognition for those completing AIG licensure or local endorsement on the district website.
- \* Promote opportunities for professional development outside of the district to support best practices and state and national standards.
- \* Keep teachers abreast of all schools and colleges offering AIG licensure classes.
- \* Begin a teacher study to gain local endorsement.
- \* Offer incentives for becoming AIG certified.

**Planned Sources of Evidence**

- \* Chief Academic Officer
- \* Assistant Superintendent of Human Resources and Administration
- \* Bladen County AIG Coordinator
- \* Bladen County AIG Specialist
- \* Regional AIG Coordinators' meetings
- \* County meeting agendas
- \* AIG folders, lesson plans
- \* AIG chairs
- \* AIG certification

\* Cluster groups placed with licensed teachers when possible

**Documents**

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

Bladen County Schools AIG Program develops partnerships with parent/guardians that are intentional and meaningful in the support of AIG students by:

- 1) Communicating with parents/guardians opportunities within the community through flyers, Bladen County Schools website, and district social media.
- 2) Solicit parent/guardian input on how they would like to participate and partner to support the needs of AIG students.
- 2) Holding a Parent/Guardian Night- eliciting parent participation in presentations.
- 3) Having parents/guardians and family members as guest speakers.

4) Presenting special topics informational sessions for parents/guardians- Governor's School, social/emotional needs, and transitional times for students.

5) Being present at Open House to answer questions/provide support.

6) Chaperoning field trips (College visits, Beta Convention, Science Olympiad).

**\* 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 Bladen County community needs more opportunities to participate in the AIG program and to become more involved. Each school can identify ways that their community can meaningfully support gifted education. We recognize the need to give our community more opportunities to touch the classroom by serving as volunteers for student projects, volunteering in the classroom, serving as resource speakers or as resources for specific student projects, assisting in service learning projects, and sponsoring activities or projects.

The following strategies will improve communication between AIG programs and community stakeholders:

- 1) Gifted Education may become a part of the School Improvement Plan at each school.
- 2) Surveys will be available on the website at the end of each school year.
- 3) Partnership with the local media source to cover AIG students' participation in events.
- 4) Field trips to local industries (Job Shadowing Event).
- 5) Partnership with Bladen Community College.
- 6) Inviting stakeholders to participate in special projects such as Science Fairs, Bridge Building, Battle of the Books.

- 7) Chaperoning field trips (Beta Convention, Science Olympiad, College Visitations).
- 8) Bring in talented local individuals to work with small groups of students in the specialized areas.
- 9) Establish business partners for fundraising projects and guest speaking roles (Leinwand's, Goldston's, local Wal-Mart, State Employees Credit Union).
- 10) Recognize stakeholders at achievement award programs, band concerts, and performances.

**\* 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.

The district is working to increase community involvement in the AIG program, particularly to entice stakeholders and parents/guardians to participate. We are currently working towards an on-going Bladen County AIG Leadership Team. Parents/guardians, families, and community members are invited to join this group as needs arise. The members of this Leadership Team met and reviewed the 2019-2022 AIG plan. The members provided feedback and made suggestions to develop the 2022-2025 AIG plan.

The district requires a Needs Determination Team which is comprised of the AIG Coordinator and AIG Specialist who work with the AIG Chairperson and school administrator at each school. This team will read, review, and provide annual feedback on the AIG plan. They also discuss and evaluate students' placement needs and determine services provided.

To create a more diverse group of stakeholders and allow more parents a voice, we will shift from the AIG Leadership Team to an AIG Advisory Group. This group will be created to read the local plan, respond to surveys, and provide feedback. One parent from each school will be selected and asked to participate. Teachers, staff members, school



administrators, district leadership, and translators will also be asked to join the AIG Advisory Group to ensure that representation from all communities and departments are present and have a voice. Meetings will be held biannually, in the fall and spring, and will focus on equitable services and identification.

**\* Practice D**

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

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

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

The district informs parents/guardians and the community of opportunities available to AIG students on an ongoing basis and in their native language.

- 1) Input is elicited through student and parent surveys.
- 2) Parents are invited to AIG placement meetings.
- 3) Parent concerns are investigated as quickly as possible.
- 4) The AIG website is under development and will be updated.

The district shares information regarding the AIG plan and program with parents/guardians, district office administrators, and school staff.

- 1) The AIG plan is available on the Bladen County Schools website.

2) A Differentiated Education Plan (DEP) is created for each student and reviewed with the parent by the AIG Chairperson at the child's current school.

3) The AIG Coordinator and AIG Specialist attend the Project Challenge Open House event to provide information about the program and answer any questions parents/guardians may have. 4) The Needs Determination Team is available to parents with any questions and concerns.

5) The principal and AIG chair at each school is available to parents for advisement.

6) The AIG Coordinator and AIG Specialist serve on the Curriculum and Instruction Team.

7) School staff receive information through district PLC and professional development.

8) The district will host an AIG Parent Night for all schools in the fall to introduce staff, address curriculum, and answer questions.

Bladen County Schools provides interpreters as needed and translates documents when needed. The Bladen County Schools have several EL teachers that serve as interpreters for the Hispanic population in our county. Whenever a need arises, an interpreter is available to assist in meetings, the translation of documents, and other activities required to effectively communicate with our community.

**\* Ideas for Strengthening the Standard**

\* Utilize community partners as guest speakers to address current issues and concerns regarding gifted learners.

\* Prepare a video or other digital presentation informing stakeholders of the program, plan, and policies.

\* Pursue volunteer support from local institutions of higher education and various community organizations to support gifted learners.

## Planned Sources of Evidence

- \* Collaboration with Bladen Community College
- \* Use of various means of communication including website, handouts, and letters; agendas, minutes, and copies of presentations
- \* Printed copy of the Bladen County Schools AIG plan in each school
- \* AIG Needs Determination Team in each school
- \* Bladen County AIG Leadership Team
- \* Interpreter used as needed
- \* Open House at all schools
- \* Involvement in special projects such as Science Fairs, Bridge Building, Battle of the Books, Envirothon
- \* Chaperones on field trips such as Beta Convention, Science Olympiad, and college visitations
- \* Special performances
- \* Special talented individuals to work with small groups of students
- \* Help with fundraising projects
- \* Newspaper and online articles
- \* Achievement and award programs
- \* Band concerts
- \* DEP meetings
- \* School Improvement Plans

## Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

The Bladen County AIG program maintains an AIG plan that complies with state standards and policies as set forth by state legislation. This plan is approved by the Bladen County School Board and then sent to SBE/DPI for review/feedback. The plan will be available online and a copy will be provided to each school in our district.

The 2019-2022 Local Plan was reviewed by the Bladen County AIG Leadership Team. Feedback provided from the team was compiled and reviewed by the Chief Academic Officer, AIG Coordinator, and AIG Specialist. The 2022-2025 Local Plan was developed using the AIG testing data, Child Count data, and feedback provided.

**\* Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The district has procedures and personnel in place to ensure that the integrity of the local plan and program is maintained. The Chief Academic Officer, AIG Coordinator, the AIG Specialist, and the AIG Leadership Team closely monitor all components of the program.

The AIG Coordinator and AIG Specialist work closely with schools to ensure that plan components are implemented that are approved by the Bladen County School Board. This is done through school visitations, review of gifted students and their classroom rosters, review of DEPs, regular meetings with AIG chairs, conferencing with parents/guardians, and feedback from online surveys from stakeholders (parents/guardians, gifted students, Central Office administrators, AIG certified teachers, classroom teachers, school administrators, and other community members).

**\* Practice C**

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

The Bladen County Schools Finance office will continue to maintain accurate records of state funds allotted to the local AIG program according to state policy. All State PRC 034 funds are used to support the AIG program in Bladen County Schools with the majority of the funds being used to employ AIG certified teachers. Any remaining funds are used for gifted curriculum and testing materials. This fund is monitored by the Bladen County Finance Officer with reports sent to the Chief Academic Officer to ensure that funds are being spent according to state policy. There are no local funds allocated for the Bladen County AIG Program.

**\* 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.

In order to define AIG student performance, growth, and annual dropout rates, disaggregated data will aid in defining annual program needs. Analysis of this data will provide evidence to make needed program changes or extend programs already in place. The Bladen County AIG Program maintains this practice by analyzing AIG student data from classroom performance quarterly and from EOG/EOC testing performance at the end of the school year and semester for high schools. Data disaggregation is completed at the end of each school year by the AIG Coordinator

and AIG Specialist and then reviewed at the beginning of the next school year. Student classroom performance is monitored quarterly through PowerSchool. The AIG Coordinator is a member of the District Strategic Planning Committee focusing on the “Instruction Excellence and Alignment” which is data driven. The AIG Coordinator presents the AIG data to this committee.

Participation in the Talent Unleashed grant program has started a shift in mindsets regarding equitable practices throughout our district. Data will still serve as a primary source for monitoring, but the district is seeking alternative strategies for ensuring student growth and achievement.

**\* 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 Bladen County AIG Coordinator and AIG Specialist work closely with teachers and school administrators of grades K-12 to make them aware of the characteristics of gifted students. Those names will be added to a search log that will be an ongoing list of potential AIG students. Potential students in grades K-3 participate in our nurturing program. We will use the AIG search log from each school to target our underrepresented population. Each school will be asked to help identify possible candidates that we may have missed through traditional means through classroom data, motivation profiles, or gifted evaluation scales.

As participants in Talent Unleashed, a grant focusing on equity and excellence, our district is implementing multiple pathways for referrals and identification. We are also seeking to offer services aligned to the students' needs and to be more inclusive in our service opportunities by using alternative identification methods. Socioeconomic, race, ethnicity, and/or demographic data should not be indicators of giftedness.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5%	<5%	---	---	---	13.79%
<b>Male</b>	---	<5%	<5%	---	---	---	12.25%
<b>Total</b>	---	<5%	<5%	---	6.91%	---	13.01%

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* 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.

Credentials for personnel serving AIG students are kept on file in the Human Resources Department and will be requested in September and in May for review by the Chief Academic Officer and AIG Coordinator to verify certification, experience, etc. The Human Resources Department maintains current data on all personnel in the school district, including the credentials of personnel serving AIG students. A list of AIG licensed and locally endorsed teachers will be provided to administrators by the AIG Coordinator at the beginning of the school year. Every effort is made to ensure that AIG identified students are taught by AIG licensed teachers.

**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Under the leadership of the Chief Academic Officer and AIG Coordinator, feedback on the AIG program's quality and effectiveness is elicited through a variety of means. To ensure program accountability, data will be collected through annual surveys to a variety of stakeholders (parents/guardians, gifted students, Central Office administrators, AIG certified teachers, classroom teachers, school administrators, and other community members), self-assessment tools, parent/guardian conferences, and related meetings (School and District PLC, AIG Chair, Curriculum and Instruction



Team) and will provide feedback on the quality and effectiveness of the district AIG program. All teachers will be given opportunities to provide feedback during training sessions and during faculty meetings. AIG Chairs will report information/feedback generated by parents/guardians through the AIG conferences and parent/guardian meetings. The AIG Leadership Team will meet bi-annually to provide feedback on the program.

The feedback and data will guide the continuation of program components or provide insight on changes needed in the Bladen County AIG Plan.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The AIG plan was developed based on the input from focus and advisory groups and feedback from multiple sources of data including:

- 1) State and local assessments
- 2) Grade performance
- 3) AIG performance
- 4) AIG administered tests
- 5) Project Challenge enrollment
- 6) District enrollment vs AIG population
- 7) Surveys

This plan will be revised as needed to reflect continuous program improvement.

The Bladen County AIG program will maintain this practice by providing opportunities necessary for training all AIG staff involved in the revision. We will conduct surveys of stakeholders such as parents/guardians, gifted students, Central Office administrators, AIG certified teachers, classroom teachers, school administrators, and other community members.

At the district level, the Curriculum Instruction team will serve as the program evaluation team. The AIG Plan will be evaluated annually to review, plan, and revise, if necessary. The purpose of evaluating the AIG plan annually is to determine the effectiveness of the program and assess changes needed to meet the district's goals.

**\* Practice I**

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

Dissemination of data will provide stakeholders the opportunities to review and evaluate services for the gifted learner to allow for program revisions and additions. The Bladen County Chief Academic Officer, AIG Coordinator, and AIG Specialist recognize that the following information is necessary in strengthening our AIG Program:

- 1) NC Child Count
- 2) AIG Testing Data
- 3) Program feedback/survey data

The current review and provided feedback of the Bladen County AIG program from NCDPI will be provided to the local Board of Education. It will be available on our website and a hard copy can be provided by request.

Program review/feedback will be shared on the district website for stakeholders.

**\* Practice J**

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 protect and safeguard the rights of all AIG students and families by adhering to policies, procedures, and practice, the Bladen County AIG Program will continue to maintain confidential records and abide by the due process laws and legislation. The Bladen County AIG Program will maintain this practice by securing parental/guardian permission for testing and placement. The Needs Determination Team will review the three indicators for placement. We will also conduct necessary reviews of AIG folders.

**Procedures to Resolve Disagreements:**

According to Article 9B, governing the screening, identification, and placement of students into services for the academically or intellectually gifted, a procedure for resolving disagreements between parents or legal custodians and the local school administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the identified student. The Bladen County Schools procedure for settling such disagreements will follow these steps:

1. The parent/guardian should first attempt to reach an accord by requesting an appointment with the Bladen County Needs Determination team including the Bladen County AIG Coordinator.
2. If no resolution is possible, the parent/guardian may request a review by the Chief Academic Officer and the AIG Coordinator.

3. If no agreement is reached following step 2, the parent/guardian should request a review of the case by the Bladen County Superintendent of Public Instruction.

5. If agreement cannot be reached administratively, the disagreement may be reviewed by the Local Board of Education at the request of the parent/guardian.

6. If the parents/guardians and the local school system cannot reach agreement, the parent/guardian has the right to petition an Administrative Law Judge for a contested case hearing. The scope of the review shall be limited to whether the local school administrative unit failed to identify the child as an academically or intellectually gifted student, or whether the Local Plan developed under the law has been implemented appropriately with regard to the child. Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. The decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

All parental/guardian requests must be submitted in writing to the appropriate person.

No attorney fees will be paid by Bladen County for this process.

#### Consent for Identification and Placement

Bladen County Schools creates a DEP for each child identified. A meeting with the parent/guardian is requested to review the DEP in which the parent/guardian signs consent to the identification and placement of the student.

#### Reassessment Procedures

Bladen County Schools reviews all students annually to determine if reassessment is warranted. A student will not be given the same assessment within one calendar year.

Parent/guardian, teacher, peer, and self referrals will be accepted by the AIG Needs Determination Team. Further testing will be conducted as needed.

**Transfer Students**

If a student transfers into Bladen County Schools and has been identified as AIG in another school system, that student will be referred to the AIG Needs Determination Team. The AIG Needs Determination Team will evaluate student records and placement will be based on the transfer records. All required paperwork must be completed and signed before the child will begin receiving services.

Data managers at each school will notify the AIG Coordinator or AIG Specialist assigned to their school of any newly enrolled students and provide them cumulative record access. The AIG Coordinator or AIG Specialist will review the data provided and request a Needs Determination Team meeting if necessary.

 [Click here to remove the table and use only the narrative field.](#)

**\* Ideas for Strengthening the Standard**

- \* Collect other indicators of student performance that speak to the "success" of AIG students such as:
  - \*internship and mentorships
  - \*college acceptance information
  - \*scholarship information
  - \*successful AP or IB class completion rates

\* Place a suggestion box on the website to gain additional feedback from stakeholders.

**Planned Sources of Evidence**


- \* The Bladen County Schools Local Academically or Intellectually Gifted Plan is available online and a printed copy is placed in each school along with a list of all identified students.
- \* The Bladen County and AIG Curriculum Specialist attend district meetings to stay abreast of any legislative changes.
- \* The annual AIG budget is monitored by the Finance Officer at the district office.
- \* The County Testing Coordinator makes presentations regarding AIG test data to the Board of Education and to the principals.
- \* Drop-out data and prevention is an ongoing initiative of Bladen County Schools.
- \* Search logs are prepared for each school.
- \* The personnel office prepares a list of all AIG certified teachers in the district.

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

Local Board of Education Approval



**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/13/2022 



Original Application Submission Date: 06/16/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">2022 BCS Board of Education Approval</a>

AIG Related Documents

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">2022 BCS Board of Education Approval</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	



Glossary

**Bladen County Schools (090) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.