

Overview: Mission/Vision Statement and Funding

**Caldwell County Schools (140) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Caldwell 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 Caldwell County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

**Vision-** The vision of the Caldwell County Schools' AIG Program is that each advanced learner will graduate from high school prepared for success in post-secondary education, will be engaged and globally competitive for emerging jobs and employment, and will be prepared for life after graduation.

**Mission-** The Caldwell County School's AIG Program mission is to provide advanced learners with differentiated quality instruction that

**promotes scholarship, creative problem solving, and in-depth engagement with content through unique learning experiences.**

**Goals-** Our goals for gifted learners in the Caldwell County School District must be part of the overall education program that promotes success for all students and beliefs that all students deserve the best education possible. As such, our goals focus on the following tenets:

- 1) Gifted students require a differentiated, high-quality, developmentally appropriate, challenging curriculum.
- 2) Differentiation must be comprehensive K-12 and must include opportunities and experiences for acceleration, extension, and enrichment through a range of service options that support successful and intellectually respectful achievement.
- 3) Academic instruction needs to be planned, delivered, and monitored by licensed gifted specialists with expertise in understanding the unique academic, social, and emotional needs of gifted students.
- 4) The program seeks to promote the power of partnerships with the school communities in creating educational environments and learning opportunities aligned to best practices for addressing the needs of gifted learners.
- 5) As a program, the AIG Program will work in tandem with the school district and with local colleges and universities to create a seamless process for educational equity and excellence in giving gifted students the necessary leadership skills for future endeavors.

Caldwell County School district currently serves 1,320 students in grades K-12. The program serves students in all 24 schools.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 623,540.00	* \$ 125,882.57	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Caldwell County Schools (140) 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.

The Caldwell County School District has developed specific screening and referral processes to develop comprehensive learner profiles that lead to Academically and/or Intellectually Gifted (AIG) identification or Talent Development services at all grade levels. AIG Specialists are assigned to each school in the district based on average daily membership, AIG headcount, and relevant need. Specialists are responsible for screening all relevant data, accepting referrals at their assigned schools, and maintaining an AIG watch list of students who show potential for referral and placement. All screening and referral data is collected and organized on an individual school's AIG Search Data Spreadsheet. Screening data is documented on the AIG Search Data Spreadsheet. AIG Specialists add information yearly after the annual end of year state testing, at the beginning of the school year, after each grading period, and at the completion of the district's universal screening test (sweep screening), which allows the AIG Department to screen the district's 4th grade classes and find areas of strength that may be overlooked through standardized testing and grades, example: English as a Second Language/ML, or EC students who may score at a higher percentile in the non-verbal battery. The sweep screening offers additional insight into student strengths through quantitative and qualitative batteries.

Specific information collected yearly includes:

-Data for all students on the Search Data Spreadsheet or with EOG scores of 90th percentile or higher.

-Data for all students on the Search Data Spreadsheet or with a CogAT composite; verbal, non-verbal, or quantitative subtest score(s) of 90 percentile or higher.

-Data collected at the end of each benchmark cycle include district and state assessments of all students on the Search Data Spreadsheet or with a score of 90th percentile or higher

-Students with mClass scores at the 95 percentile or higher

-All educator referrals based on student interests and high performing potential in the classroom for K-12 students.

-The Caldwell County Schools equity and excellence component in elementary and middle school numerical data includes local norms at each school, collecting the top tenth percentile of reading and math scores from state and local assessments. Data includes mClass, STAR, and benchmark assessments for all students. High School data will be based on English/ Math EOC performance, Pre ACT, and ACT. Students scoring lower than the 90th percentile may qualify for additional support based on classroom teacher and AIG Specialist's collaborative goals for the students.

The referral process involves PLC's with teachers, counselors, specialist teachers, i.e music, art, drama, ML, EC, or other referring school staff. Parents/guardians and all stakeholders are informed of the referral process and the next step in AIG services. Specialists build comprehensive student portfolios by collecting data including: Gifted Behavior Scales, Checklists, and teacher observation notes. This process provides an avenue for equity and excellence by initiating a student portfolio for referred students who are potential AIG placements or who are potential Talent Development students performing lower than the cut off percentiles for identification, yet are exhibiting high potential.

Referral Process Timeline Beginning of the Year (BOY) - Specialists review current AIG student reports from PowerSchool, new transfer students to the school/district, prior year's End of Grade/Course scores, or in 3rd grade-current year's Beginning of Grade Reading Assessment (BOG). They also consult with all teachers of record for students in the referral process.

Referral Process Timeline End of the First Quarter - Specialists meet with classroom teachers to receive student referrals, review grades from the first quarter, and collect any other relevant data to add to comprehensive learner profiles. Specialists add data from district and state benchmarks for all potentially gifted students on Search Data Spreadsheets. Specialists add additional students scoring at the 90th percentile or higher to the spreadsheet. They

also meet with teachers to collect referrals based on teacher observation, specialist observation, and student class work for students who achieve at a higher level in class but may not perform well on assessments.

Referral Process Timeline Middle of Year (MOY) - Specialists add data from district and state benchmarks for all students on Search Data Spreadsheets. They add additional students scoring at the 90th percentile or higher to the search data. Specialists also meet with teachers to collect referrals based on teacher observation, specialist observation, and student class work for students who achieve at a higher level in class but may not perform well on assessments.

Referral Process Timeline End of the Third Quarter - Specialists add data from district and state benchmarks for all students on Search Data Spreadsheets. They add additional students scoring at the 90th percentile or higher to the search data. Specialists also meet with teachers to collect referrals based on teacher observation, specialist observation, and student class work for students who achieve at a higher level in class but may not perform well on assessments.

Referral Process Timeline End of Year (EOY) - Specialists add data from all EOG and EOC scores for all students on the Search Data Spreadsheets and any students testing at the 90th percentile or higher. They prioritize the identification of students about to transition, fifth and eighth grades, to facilitate correct schedules and placements for the upcoming school year.

**\* 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.

Caldwell County Schools has established a process for identifying students at all grade levels through multiple pathways. Each pathway reflects the specific use of qualitative and/or quantitative data for identification and placement.

## Caldwell County Schools Gifted Identification Definitions

IG - Students who have shown high ability or the potential to perform.

AI - Students who have demonstrated a high ability and achievement in both Reading and Math.

AG - Students who have demonstrated high achievement in both Reading and Math.

AR - Students who have demonstrated high achievement in Reading.

AM - Students who have demonstrated high achievement in Math.

IG - Students in kindergarten through twelfth grade are identified as intellectually gifted with a composite score of 98th percentile on a nationally normed aptitude test. All Caldwell County Schools students are screened with CogAT aptitude testing in fourth grade. Additionally, aptitude testing can be administered individually by the assigned AIG specialist as needed.

AI - Students in kindergarten through twelfth grade are identified academically and intellectually gifted with a composite score of 95th percentile on a nationally normed aptitude test and a score of 95th percentile on both math and language arts achievement tests.

AG - Students in kindergarten through twelfth grade are identified academically gifted through multiple pathways. Pathway 1 students are identified as academically gifted with a score of 98th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest). Pathway 2 students are identified as academically gifted with a score of 95th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest) and a report card grade of "A" in both math and language arts classes. Pathway 3 students in grades three through twelve are identified academically gifted with a score of 90th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest); and a report card grade of "A" in both math and language arts classes; and a passing rating scale. Alternate achievement tests are available, if recommended by the AIGRT.

AR - Students in kindergarten through twelfth grade are identified academically gifted through multiple pathways. Pathway 1 students are identified as academically gifted with a score of 98th percentile on a standardized test (language arts achievement test or aptitude subtest in language arts). Pathway 2 students are identified as academically gifted with a score of 95th percentile on a standardized test (language arts achievement test or aptitude

subtest in language arts) and a report card grade of "A" in language arts class. Pathway 3 students in grades three through twelfth are identified as academically gifted with a score of 90th percentile on a standardized test (language arts achievement test or aptitude subtest in language arts) and a report card grade of "A" in language arts classes, and a passing rating scale. Alternate achievement tests are available, if recommended by the AIGRT.

AM - Students in kindergarten through twelfth grade are identified academically gifted through multiple pathways. Pathway 1 students are identified as academically gifted with a score of 98th percentile on a standardized test (math achievement test or aptitude subtest in mathematical area). Pathway 2 students are identified as academically gifted with a score of 95th percentile on a standardized test (math achievement test or aptitude subtest in mathematical area) and a report card grade of "A" in math class. Pathway 3 students in grades three through twelfth are identified as academically gifted with a score of 90th percentile on a standardized test (math achievement test or aptitude subtest in mathematical area), and a report card grade of "A" in math classes, and a passing rating scale. Alternate achievement tests are available, if recommended by the AIGRT.



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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.

The Caldwell County School District works diligently to ensure that the AIG screening, referral, and identification processes respond to all demographic populations in the district. Spring and fall headcounts are prepared, reviewed, and analyzed by the AIG Director and AIG Specialists to ensure an equitable and responsive reflection of the district's cultural, English Learning, and economically disadvantaged populations, as well as those who are twice exceptional. Nonverbal scores in addition to classroom data are reviewed for students with special considerations such as English Learners. Individual aptitude and achievement tests administered by school psychologists are reviewed as placement criteria for all students who test at the 90th percentile or higher on a composite or subtest. Highly gifted students are identified through Pathway I using test data from just one area.

The Caldwell County AIG Department currently supports approximately 1,320 AIG students across the district. Many ethnicities as well as dual exceptionality students are part of the AIG demographics. Caldwell County Schools

demographic data is reviewed twice per year to determine staffing and student support needs across the district during Fall and Spring AIG headcounts.

The Caldwell County AIG population is proportionate to the Caldwell County Schools general demographics. The district range for poverty, as determined by the number of students qualifying for free and reduced lunch, varies between 58% and 62% each year. The AIG department maintains gifted specialist support at our Title I schools and offers AIG support to the top 10% of students who may not qualify for gifted services through standardized testing. Gifted Education Specialists collect demographic data from each school and use this data to identify underrepresented student populations. This data is used to search for potentially gifted students. When developing Search Data Spreadsheets for individual schools, specialists calculate referrals and adjust percentile levels to ensure they are including records of at least the top 10 percent of each grade level in each school building.

**\* Practice D**

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

The Caldwell County School District monitors consistent implementation of AIG screening, referral, and identification procedures consistently across the LEA. An AIG Specialist is assigned to every school in the district. Each specialist collects, reviews, and organizes screening and referral data on each school's AIG Search Data Spreadsheet. AIG Specialists meet monthly with the Director of Gifted Services to examine the data and analyze trends and needs throughout the district. The AIG Department has a district checklist to provide a timeline for monitoring consistent services. We provide professional development for all relevant stakeholders on screening, referral, and identification procedures to ensure consistent implementation across the district. All AIG Specialists meet yearly with their assigned schools' faculties in professional learning communities to review the Caldwell County Schools' Gifted Education Plan. Discussions include: information about headcounts, placement of new students, referral of potential students, and professional support and resources available to general education teachers. The Director of Gifted Services attends all elementary, middle, and secondary curriculum meetings held with principals. The AIG Director serves in the curriculum department and coordinates and advocates for gifted services at the district level. The AIG Director audits AIG school records to ensure consistency in screening, referral, and identification processes across the district. AIG Specialists maintain records of student referrals and placements until records transfer at the end of fifth grade for traditional elementary schools and eighth grade for traditional middle schools and K-8's. When identified students' census files are transferred to receiving schools, AIG Specialists share information and provide narratives about the academic/social emotional needs of each student. All AIG files after eighth grade are housed at the district level.

**\* Practice E**

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

The Caldwell County Schools' Academically Gifted Department disseminates information regarding the screening, referral, and identification process to all stakeholders in the community via face to face, online communication, or through the schools' home alert system. Every school has an assigned AIG Specialist who meets with teachers yearly to discuss the program and address student needs and concerns. AIG Specialists review the approved AIG Plan, pathways to identification, areas of identification, and the screening/referral process. The Director of AIG Services meets monthly with principals and other curriculum directors to share relevant AIG information. Each year AIG Specialists provide parents and guardians at their individual schools with AIG parent/guardian/student rights, the Differentiated Education Plan, and other educational opportunities offered to Caldwell County AIG students. AIG information is shared with stakeholder groups at open houses and parent informational nights held at individual schools. It is also distributed at family transition nights; i.e. fifth to sixth grade and eighth to ninth grade. The AIG Department maintains a website for students, parents/guardians, and the community that shares the Caldwell County Schools' approved local AIG Plan, a review of the yearly DEP Parent/Guardian Meeting Presentation, contact information for the director, and all specialists within the department. The AIG district slideshow presentation is adjusted by the assigned AIG Specialist to align to the individual school demographics, needs, and various audience participants. AIG information is also shared through the CCS AIG paper brochure to meet the needs of families with limited internet access. The brochure is also on the CCS AIG website. Brochures are placed in the office at every school, the local community college, and in the district office lobby. The AIG brochure illustrates the processes for screening, referral, and identification procedures. AIG Specialists collaborate with the Bilingual Family Engagement Specialists from the ML Department for translation and interpreting services.

AIG Specialists meet with parents/guardians yearly to provide a review of screening, referral, and identification processes. Parents/guardians receive this training at information sessions. Interpreters are provided if needed. Specialists meet with parents/guardians of newly placed AIG students to explain identification processes and the services that will be provided by the AIG Department. AIG resources for all stakeholders are housed in the lending library at the district office.

The AIG Director meets biweekly with district directors during district curriculum leadership meetings. The AIG Director also participates in monthly, district wide MTSS leadership meetings, to maintain consistent communication between all departments concerning AIG screening, identification, and placement information which includes twice exceptional

students and multilingual learners. Horizons and Gateway School are our alternative schools, and an AIG Specialist collaborates with counselors, administrators, classroom teachers, parents/guardians, and EC/Behavior Specialists at these schools to serve twice exceptional students academically and socially emotionally. In the traditional school building, AIG Specialists hold meetings to share identification information with EC teachers and ML teachers to collaborate in developing Individualized Education Plans, Differentiated Education Plans, and Individualized Differentiated Education Plans. The AIG Specialist confers with the classroom teacher to design lesson plans and determine services for the twice exceptional/ML students.

**\* 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 Caldwell County Schools' AIG Department builds and maintains a census file for every identified student. Specialists begin collecting evidence for placement once parents have returned the Permission to Gather Evidence Form. All AIG census files contain the permission for evidence form, data evidence used for identification in the Caldwell County Schools' AIG Program, consent from parents/guardians for services provided by Caldwell County, and copies of all Differentiated Education Plan forms. The Caldwell County Schools' Director of Gifted Services reads and audits each new student identification. The census file is reviewed with parents during the initial placement parent conference before parents/guardians give consent to services. Parents/guardians are given a copy after all signatures are complete. A student's AIG census file follows them from school to school, with yearly additions to the Differentiated Education Plan, Invitations to Conference, and Annual Reviews of student progress.

**\* Ideas for Strengthening the Standard**

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

- Evaluate AIG student identified demographics data to ensure equity in student populations that reflect school and county demographics
- Continuously update the AIG district website to make it more comprehensive for the AIG program and all stakeholders
- Conduct Observations in K-2 grades to determine how many students may benefit from administering the CogAT in 2nd grade

Research CogAT sweep screener in 2nd grade

Create a new brochure for the Talent Development Program

Update the CCS high school AIG pamphlet

Maintain AIG Census Files for three years after graduation

AIG Specialists submit revised plans for each of their assigned schools based on new Caldwell County School's newly implemented literacy initiatives

**Planned Sources of Evidence**

- \* Online AIG Specialist Handbook
- \* Parent Invitation to Conference Completed Forms
- \* K-2 and 3-12 Grade Identification Pathways Documents

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#"><u>Standard 1 Planned Sources of Evidence 2022-2025 AIG Plan</u></a></li> <li> <a href="#"><u>3-12 Grade Pathways</u></a></li> <li> <a href="#"><u>AIG Testing Report Template</u></a></li> <li> <a href="#"><u>K-2 Pathways</u></a></li> <li> <a href="#"><u>Parent/Guardian Invitation to Conference</u></a></li> </ul>

-  [Permission to Evaluate for Academically Intellectually Gifted Services -Follow Up Statement](#)
-  [Student Information Sheet](#)
-  [Permission to Evaluate](#)
-  [Translated Parent/Guardian Due Process Spanish](#)
-  [Parent/Guardian Due Process](#)

Standard 2: Comprehensive Programming within a Total School Community

**Caldwell County Schools (140) 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 Caldwell County Schools' AIG Program focuses on continuous improvement in order to offer comprehensive academic and intellectual services aligned to AIG students' needs across the K-12 continuum. Caldwell County has a variety of school configurations in the district, serving eleven K-5 elementary schools; three K-8 schools; four traditional 6-8 middle schools; three traditional 9-12 high schools; two innovative high schools; and two alternative schools, one for students in grades K-5 and one for students in grades 6-12. The AIG department is made up of one director and eight gifted education specialists. Each of the twenty-five schools within Caldwell County Schools is assigned a gifted education specialist. Caldwell County Schools' service delivery options are fluid and flexible based on the needs of individual students and their learning environments. AIG Specialists offer consultative or direct support for all gifted and potentially gifted students in reading and/or math. AIG services are aligned to each student's Differentiated Education Plan (DEP), individual identification area, and may be supported with an Individualized Differentiated Education Plan (IDEP), while extending the North Carolina Standard Course of Study K-12. The IDEP is developed with parents/guardians, teachers, gifted education specialists, and other support staff as needed for gifted learners in need of individualized social and emotional goals. The AIG Department will begin implementation of placing the AIG DEPs in PowerSchool, taking place over the next two plan cycles. Currently, the

AIG high school specialist completes a class list for each teacher in high school, so the teacher will be aware of all AIG student needs in the regular classroom setting.

### K-5 Elementary Schools

Kindergarten through third grade students identified in reading and/or math or in the Talent Development Program receive a combination of services including advanced curriculum and resources, complexity and rigor, higher order thinking skills, 21st Century skills, problem solving, differentiated centers, learning styles, communication with other advanced learners, and enrichment activities.

Fourth and fifth grade students, identified as gifted or determined to be potentially gifted, receive a combination of services as the K-3 students do including, but not limited to, differentiated centers and enrichment activities based on the student's identification or Talent Development needs. The AIG Department aligns all services to Caldwell County Schools' district curriculum and the social emotional initiatives. These services are provided by the licensed AIG Specialist assigned to the local school in combination with integrated classroom teacher support.

Caldwell County Schools AIG Department complies with the North Carolina Advanced Math legislation by providing advanced Math opportunities in grades 3-12. All students in grades 4-5 achieving a Level 5 on Math EOG's are offered advanced math opportunities either through direct/consultative services or the Talent Development Program. Compliance for Advanced Math offerings is measured yearly by the NCDPI Advanced Math PowerSchool report. Students in third grade do not have an EOG score to determine advanced math opportunities; therefore, the AIG Specialist reaches out to classroom teachers to review teacher referrals, second grade classroom performance, BOG scores, and quarterly assessment data to determine advanced math Talent Development needs, or AIG identification needs. The AIG Department's expectation is that advanced math opportunities will support future math identification for students who are potentially gifted in math. Parents may opt out of the advanced math support in writing on a yearly basis.

For grades K-5, the AIG Specialist supports classroom teachers to review K-2 and third grade BOG scores, quarterly assessment data, and teacher observations to determine Reading Talent Development needs or AIG reading identification needs as well. In an effort to support all students, AIG Specialists push into classrooms with opportunities to engage in STEM lessons that offer extension to regular classroom instruction, offer STEM labs at various locations, and implement coding lessons throughout the district for general education classrooms.

### 6th-8th Grade Traditional Middle Schools

Elementary AIG Specialists meet with middle school AIG Specialists to transfer AIG files for all sixth grade AIG students to ensure consistency in AIG services for identified AIG students from school to school. Middle school AIG Specialists, principals, counselors, and data managers are aware of AIG identification before creating class lists for sixth graders for the following fall to ensure fluid transitions to avoid AIG service interruptions. In all Caldwell County traditional middle schools, AIG Specialists push into classes and supplement lessons with general education teachers in advanced language arts and math, in addition to consultative and direct pull out services. Direct services are based on middle school leadership preference and individual building scheduling. Middle School AIG Specialists also provide intensive digital and technological expertise to all general education programs at the middle school. Sixth through eighth grade advanced math students engage in curriculum compacting courses and eighth graders who qualify may take Math I. Parents may opt out of the advanced math course in writing. The district middle school director is directly responsible for determining Math I qualifications and placement. The AIG Director is responsible for the annual Advanced Math PowerSchool report.

AIG middle school students who are identified in reading or who perform at the highest level in reading may be placed in an advanced reading cohort with their peers who perform at similar ability levels. The AIG Department collaborates with the Caldwell Online teachers to work specifically with 6-8 online students to meet AIG student DEP recommendations for the classroom. Caldwell Online parent meetings may be held remotely via Zoom or in person, based on parent/guardian preference. Middle school students may engage in advanced curriculum options in Caldwell County Schools through multiple settings including possible seated classes and possible various virtual learning platforms such as Math 1 and self-paced virtual classes through NCVPS or APEX, depending on course/space availability. Talent Development in middle school may be determined by high level scores in reading and math. The AIG Department recommends that Level 5/high level students and AIG identified students may be clustered in reading and math classes.

#### 6th-8th Grade K-8 Schools

Caldwell County Schools has three K-8 schools that are smaller, rural schools. K-8 students may engage in inquiry based learning, Problem Based Learning, Socratic seminars, and advanced content. Students may also engage in acceleration to meet individual learner needs. Services at these schools may include a combination of consultative services and/or collaborative teaching services, with AIG Specialists going into classes to work with gifted students and other high ability learners. Direct Services may also be provided based on communication between the AIG Specialist and the classroom teachers. Smaller school size provides the opportunity for possible vertically aligned grade level groupings and services to better offer AIG students the opportunity to work with other gifted students. Middle school students in K-8 schools may be offered the same advanced curriculum options as other students in

Caldwell County Schools through the use of possible virtual learning options such as joining a virtual Math 1 class or completing a self-paced virtual class through NCVPS or APEX, depending on course/space availability. The AIG Department collaborates with the Caldwell Online administrator by providing an AIG Specialist to work specifically with grades 6-8 online students to meet AIG student DEP recommendations for the classroom and for the AIG student to receive consultative AIG services remotely.

Caldwell County Schools adopted the Wit & Wisdom curriculum for all readers, K-8. Components of Wit & Wisdom align to the gifted learner's needs with advanced, research-based, critical thinking text and activities. AIG Specialists engage in Wit & Wisdom training and may collaborate with the regular classroom teachers to provide additional advanced support for reading through advanced curriculum lesson design and services listed on the AIG DEP. These services may include advanced curriculum and resources, complexity and rigor, higher order thinking skills, problem solving, differentiated centers, and enrichment activities.

#### Alternative Schools

All services offered at the elementary, middle school, and high school levels are available for Caldwell County Schools' alternative school students. Once a student is placed in an alternative school setting, the classroom teacher contacts the AIG Director. Then the AIG Specialist is asked to meet one-on-one with the alternative school teachers to assist in lesson design for the gifted learner. AIG Specialist assignment to alternative schools is fluid and flexible, depending on the individual student and plan developed to best support the student. A specialist is assigned to each alternative school to serve students transferring in from other districts; however, in the case a student transfers from inside the district on a temporary basis, the AIG Specialist originally assigned to the student's home school may adapt their schedule to continue serving the student to offer continuity of services.

#### High School

At the high school level, the AIG High School Specialist works with the eighth grade AIG Specialist to transition the students to the next level. Gifted files and high school DEPs are completed with parent/guardian input and consent. Advanced courses in reading and math are offered at the high school, and at the local community college or through APEX. In addition, the AIG High School Specialist provides consultative services to AP and regular classroom teachers to help plan differentiated activities and instruction for higher ability learners.

Students select classes with the guidance of the school counselor and AIG Specialist. Classes and pathways for the high school gifted students include but are not limited to AP, CCP, NC School of Math and Science, and Credit by Demonstrated Mastery. Caldwell Community College and Technical Institute offers advanced courses at the high school site in highway rooms that offer virtual instruction from classrooms in other physical buildings, both high school and community college. The high school specialist evaluates class lists to inform each regular education teacher of the identified gifted students in each classroom, ensuring materials and classes are rigorous and relevant to the gifted learner and meeting individual gifted learner needs in ninth-twelfth grade. Students who score at the highest level in Math are encouraged to take advanced math courses the following semester. This is through parent and student choice and is considered the CCS high school Talent Development program for Math.

Some gifted high school students desire to take CCP courses in tenth grade. If the student is not identified at least as AG, the AIG Specialist may follow district protocol for testing to see if the student can be identified as AG as a tenth grader. Caldwell County provides a checklist for CCP preparation in the event a gifted tenth grader requests to take the CCP pathway. AIG Specialist works with the parents/guardians, the school counselor, principal, and the community college liaison to complete the appropriate paperwork for district approval. Once approved, the AG tenth grader is eligible to take CCP courses at the local community college.

AIG students at Caldwell Early College High School and Caldwell Applied Sciences Academy complete the advanced course work for their designated pathway at those schools on the campus of Caldwell Community College and Technical Institute (CCCTI). Advanced courses at CCCTI are integrated into the high school pathway for those students. High school students engage in advanced curriculum and resources, complexity and rigor, higher order thinking skills and problem solving within their selected and required classes, depending on the high school courses they choose for graduation requirements.

Once DEP and IDEP are developed, they are shared with teachers and other support staff in the building who also serve the student. After sharing the DEP, IDEP, or Talent Development information, the AIG Specialist may choose to push in for lesson design, content acceleration, and consultation for professional development in gifted practices. AIG Specialists share the curriculum resources and support from the AIG Department with all stakeholders, including ML, EC, and social emotional/behavioral support staff who are involved with the advanced or potentially gifted learner's education. Equity is the goal for all students identified or those showing gifted potential. All gifted and potentially gifted students have the opportunity to access these services.



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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 Caldwell County Schools' AIG Program assigns an AIG Specialist to each school site with the expectation that the AIG Specialist will be the catalyst for securing and supporting collaboration from classroom teachers, counselors, and other support staff to address the unique needs of AIG students. The AIG Specialist is the advocate for advanced learners and serves as the informational link for helping educators understand the characteristics and learning needs of higher ability students, including those students who show potential giftedness in reading and/or math but are not yet identified. In addition, the AIG Specialist provides leadership in helping all educators address the social and emotional needs of higher ability students with specialists serving on school-based Multi-Tiered System of Support / Positive Behavior Interventions and Support (MTSS/PBIS) cohorts and teams. The AIG Director serves as a member of the district MTSS team, offering insight to the needs of the gifted learner at the district level.

The AIG Department collaborates with the district Student Services Department, school social workers, and school psychologists' social emotional initiative by training in and taking part in Social and Emotional Learning (SEL) surveys at the local school level. AIG Specialists and school personnel use Panorama survey data to address key student social and emotional needs K-12. This data can be used to determine whether or not a student may need social/emotional and/or behavioral services documented on an IDEP which is shared with all teachers, specialists, and guidance counselors involved with the individual student. Caldwell County Schools' SEL framework is aligned to our Strategic Plan to develop core, supplemental, and intensive plans at the school level for academics, behavior, attendance, SEL, and CASEL Core Competencies. The Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies include: self-management, self-awareness, social awareness, relationship skills, and responsible decision making. The CASEL Framework meets the needs of social/emotional learning for all learners. Students are connected, inspired, and engaged while interacting in the school environment.

AIG students in need of specific individual support receive services through an IDEP. AIG Specialists, along with all district staff, attend professional development related to the social and emotional well-being of the gifted learners in our district, including Stewards of Children, Reconnect to Resilience, Darkness to Light, and Say Something. The school

counselor, teacher, AIG Specialist, and parent/guardian, and other related specialists i.e. ML, EC, Speech, or ML interpreter will collaborate to develop the social emotional/behavioral services on the IDEP in addition to the DEP.

The AIG High School Specialist collaborates with school counselors, advanced learners, and parents/guardians during registration events to support AIG students as they register for classes and create schedules that are challenging but flexible to meet individual needs and interests. The AIG high school specialist also supports higher ability students in applying for Governor's School, college scholarships, and college applications. The high school specialist works with counselors and parents/guardians to maintain SEL support throughout high school. The high school AIG Specialist facilitates individual meetings between teachers, counselors, students, and parent/guardians to offer assistance when students are overwhelmed with the requirements of advanced classes as needed.

Finally, AIG Specialists are assigned to serve the two alternative schools in the district that provide academic support to students who may not be adjusted to the regular classroom setting and are moved to the more controlled environment of the alternative school. These specialists ensure that academic, social/emotional, and behavioral needs are aligned with plans from counselors, interventionists, and EC plans at the alternative school, including, the Day Treatment Psychologist, if needed. This alignment permits AIG students assigned to alternative schools to progress at a pace commensurate with their abilities.

**\* Practice C**

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

The Caldwell County Schools' AIG Program follows closely the mandates of NC Article 9B, including "different types of services provided in a variety of settings to meet the diversity of identified or potentially academically or intellectually gifted students." As the needs of high achieving non-identified, gifted, and highly gifted students vary widely, the program service delivery options are considered thoughtfully and carefully for each student, reflecting the need to not only differentiate for these students in regular classroom settings but also in gifted service settings.

Caldwell County Schools Gifted Education Department is committed to working with other departments to ensure advocacy and inclusion of gifted learners at all levels of the district. The Gifted Education Department works closely with Educational Program Services on the implementation of the District Strategic Plan, as stated in School Board Policy 5000: Schools and the Community, Instructional technology on the implementation of the District Technology Plan, as stated in School Board Policy 3220b: Technology in the Education Program (Deployment of Technology to

Schools), and various other departments as needed for focused Professional Development, Professional Learning Communities, and curriculum implementation.

The Caldwell County School Strategic Plan consists of five goals. Caldwell County Schools Gifted Education Department is committed to implementing district wide goals at both the district level and at the individual schools to which they are assigned through the implementation of school improvement plans.

Goal 1 - Caldwell County Schools will provide challenging, engaging, and relevant instruction and learning opportunities to meet the needs of all learners. Gifted Education Specialists are members of district and school level MTSS teams that develop and deliver PD at the school level to ensure gifted and high achieving learners are considered when decisions about scheduling, grouping, curriculum, and enrichment are decided.

Goal 2 - Caldwell County Schools will recruit, employ, develop, and retain a diverse staff committed to ensuring all students receive a premier education. Gifted Education Specialists work with Beginning Teacher Mentors to offer training on Caldwell County Schools refer, identification, and education of high achieving students and those with the potential to be high achieving to include students identified or those being considered for identification or talent development.

Goal 3 - Teaching and learning will occur in a safe environment that is positive and supports the physical needs, social-emotional needs, and well-being of all. Gifted Education Specialists work with student support services on the implementation of Panorama as a social and emotional data management system to appropriately identify the social and emotional learning needs of the district and individual schools.

Goal 4 - Caldwell County Schools will assist all students in acquiring the knowledge and developing the skills necessary to pursue and attain individual life goals throughout their educational experience and beyond. Gifted Education Specialists work with high achieving students and their families in making decisions that best support high achieving learners in regards to classes, schedules, extracurricular activities, and opportunities outside the traditional classroom. The Caldwell County Schools Gifted Education Department is committed to supporting and offering opportunities for high achieving learners to be well rounded and successful in individual goals both inside and outside the classroom.

Goal 5 - Caldwell County Schools will facilitate and expand opportunities for collaboration among school, families, and the community to support students. Gifted Education Specialists work within their individual schools to support and foster collaboration among all stakeholders through academic competitions, collaborative projects, parent nights, summer opportunity newsletters, and district professional development.

The Caldwell County Schools Digital Learning, Teaching, and Technology Plan has four goals focused on infrastructure and devices, professional learning, curriculum and instruction, and monitoring and evaluation. Gifted Education Specialists are collaborating with the instructional technology staff and participating in DPI's Rethink Education training to become Digital Learning facilitators. As Digital Learning facilitators, Gifted Education Specialists are helping to implement the curriculum and instruction goal of embracing digital tools to strengthen content knowledge. After completing training, AIG Specialists will work collaboratively with Instructional technology Facilitators, Digital Learning Specialists, and Media Specialists to deliver targeted PD, at the district level and to individual schools, focused on blended learning. Specialists attend conferences yearly and collaborate with other specialists, classroom teachers, and district personnel to design PD sessions presented yearly at the annual Caldwell County Schools Summer Tech Conference.

The Caldwell County Schools Gifted Education department is committed to helping all schools in our system implement MTSS across all grade levels K-12. Multiple Gifted Education Specialists work on school level MTSS teams contributing to data reviews, student placements, interventions and enrichments, and summer learning opportunities. School level MTSS teams meet and attend district level MTSS training before designing building level PD tailored to each individual building's school improvement plan. Leadership roles in school level MTSS training and meetings ensures students who are high achieving have representation when curriculum and instruction decisions are made and plans developed.

Weekly Educational Program Services (EPS), our district curriculum department, meetings provide opportunities for the AIG Director to collaborate with Curriculum Directors, the ML Director, the CTE Director, and the Exceptional Children's Director in addressing the needs of higher ability students and twice-exceptional students. The AIG Director also serves on the district Cognia Planning Committee to ensure that the AIG Program aligns with district accreditation goals and the school district's Strategic Plan. The AIG Director also attends district administrative meetings to keep abreast of all county issues and to support the needs of gifted/advanced learners. AIG Specialists are trained on new district curriculum initiatives to allow them to best support classroom teachers. Also, the Specialists are available to be part of each school's MTSS process through team meetings, district professional development, and Student Support Services as needed.

The AIG Department collaborates with the EC and ML Departments to plan for service delivery options on the IEP/504/and ML plan to best support twice exceptional students. In doing so, AIG services are reviewed and policies are created to sustain equitable services for multilingual learners. They receive interpreted forms in the student's home language, when needed, or by providing a personal interpreter to share advanced learning opportunities with students, teachers, and parents/guardians.

The Caldwell County local AIG Plan is aligned to the Caldwell County Schools Strategic Plan Goals for the district in student social/emotional support, literacy, and math. The AIG Department is a section of the district Educational Program Specialists Department and aligns all advanced/gifted services with district reading and math initiatives for K-12 students. Through district professional development in reading and math that is aligned to Caldwell County Schools strategic plan initiatives, Specialists can support classroom teachers in extending the NCSOS for all gifted and potentially gifted students based on reading and/or math identified needs. AIG Specialists collaborate with individual schools in the district to facilitate placement and grouping of AIG students in classes with peers of similar academic and intellectual abilities during their instructional day. Middle school specialists, along with middle school math teachers, attend district professional development provided by the math department in Math I and curriculum compacting for 6-8 math to align to the district's strategic plan for hands-on, innovative strategies for gifted learners.

The AIG Department also collaborates with middle school and high school departments in APEX and Canvas professional development to align to district needs for all students taking courses through those programs. AIG Specialists utilize district platforms of Google Classroom or Canvas and attend district-wide and state offered professional development to stay up to date on best practices to support classroom instruction to ensure AIG differentiation occurs for reading and math in the regular classroom.

The AIG Department collaborates with the district Testing Department to administer the CogAT Test each year to fourth grade students. Across the district, the AIG Specialists work with their principals to evaluate school testing data and to monitor the progress and development of our advanced learners. The AIG Director works with the Title I Director and ELA District Coordinator to complete training in Curriculum, such as Reading instruction in Wit and Wisdom.

**\* Practice D**

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

The Caldwell County Schools' AIG Program encourages schools to utilize intentional and flexible practices in grouping gifted and higher ability students. At the end of each year, AIG Specialists assigned to elementary schools provide cluster group list suggestions and recommendations for the following school year to school administrators. Elementary schools are encouraged to cluster students in the elementary grade levels so that AIG Specialists may provide consultant support to grade level teachers together and/or provide direct instruction through pull out programming.

During the school year, analyzing achievement and growth data from district quarterly Check-ins, STAR assessment data, mClass data, Haggerty, Foundations, teacher made assessments, and EOG performance informs deliberate

grouping, enables the AIG Specialists to support the Multi-Tiered System of Support (MTSS) process, so that gifted students may receive appropriate extension, enrichment, and acceleration during intervention/acceleration times. Advanced learners showing potential to perform at a higher level of accomplishment in math, identified gifted in math, or scoring a level 5 on a Math End of Grade assessment will be provided advanced math opportunities such as K-5 Talent Development, and 6-8 curriculum compacted cluster groups, enabling students to participate in Math I in eighth grade.

AIG Specialists work with classroom teachers on vertical subject acceleration for students who need enriched lessons in reading and/or math. In traditional middle schools, AIG students are clustered in homerooms, thus allowing for direct core instruction by the classroom teacher in advanced reading and/or math. In high school, honors classes and Advanced Placement classes are self-selected thus grouping of AIG students is more fluid and flexible.

K-5 Talent Development Reading/Math grouping is very flexible and based on unit, content, subject/lesson strengths and needs, assessment data, and teacher observation. AIG pullout grouping is determined by DEP, IDEP, AIG identification, and service delivery options. Consultative services by subject identification/grade level is determined through teacher and AIG Specialist collaboration based on the needs of the advanced learner. Grouping in classes is based on individual student performance and school building capacity.

**\* 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.

The Caldwell County Schools AIG Program provides opportunities for communication of vital information about gifted services, regulations, and implementation of the local plan to educational personnel including classroom teachers, school administrators, district administrators, and support staff. AIG Specialists share local AIG plan information in a slideshow with staff members each year. The high school AIG Specialist updates the AIG high school brochure (quick reference guide) and shares AIG local plan information with high school staff members through the standardized AIG slideshow each fall. AIG Specialists share AIG updates concerning delivery of differentiated services and AIG instructional needs at school level MTSS team meetings and middle school/high school PLC meetings as needed. Specialists communicate and collaborate with other stakeholders in those meetings to establish further support for the school's AIG program.

The AIG Director shares district AIG updates concerning delivery of differentiated services and AIG instructional needs at district MTSS meetings and with the AIG Advisory Board in quarterly meetings. This communication leads to analyzing district AIG needs and establishing support to strengthen the AIG program. Annual surveys are distributed to a random number of parents, teachers, and school administrators to provide feedback on AIG programming. Survey information is confidential and is used to adapt and inform academic planning for the AIG Program. The AIG Director attends all mid-month and end-of-month district administrator meetings and receives program input and advocates for AIG programs and students.

The AIG Program is part of the Educational Program Services Department at the district Education Center and is able to participate in all curricular planning with grade level directors, the Exceptional Children's Director, the CTE Director, and the ML Director, as well as curriculum directors in elementary, middle and high school. The AIG Specialists meet monthly to discuss AIG program consistency, needs, and highlights, aligned to Article 9b. This information is shared at the district EPS meetings.

AIG Specialists chair each school site's AIG Review Team which can include administrators, teachers, student support personnel, and MTSS/School Based-Problem Solving Team. This group addresses individual academic and social/emotional needs of gifted and potentially gifted students. The AIG Specialists work with each school's data entry personnel to ensure that Power School information concerning AIG students is up-to-date and accurate. At the end of each year, all district AIG Specialists hold annual transition meetings to receive files on incoming students. These meetings are used to discuss social/emotional and academic needs to inform class scheduling for the next school year. Special emphasis is placed on students transitioning from elementary to middle and middle to high school.

Finally, the AIG webpage is posted on the school district's website and provides program information in home languages commonly seen in Caldwell County, identifies personnel and schools served, and highlights current AIG initiatives and events. It also provides access to the current AIG plan, pathways, and protocol, including remote learning protocols for AIG.

**\* Practice F**

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

As part of on-going communication and collaboration among teachers and schools, an AIG Specialist is assigned to every school as the person committed to answering questions, handling AIG testing and paperwork, and creating

service delivery options that best support the needs of identified gifted and higher ability students. AIG Specialists work with classroom teachers in developing the Differentiated Education Plans.

At the beginning of each school year, the AIG Specialist meets with each teacher, grade level, or department serving identified gifted students. This meeting details the student's AIG identification, service delivery options, and differentiated services delivered by the regular education teacher and the AIG Specialist. The agenda items also detail the academic/intellectual and social emotional needs of the student to ensure a smooth transition from grade to grade, class to class, or school to school. Classroom teachers are also invited to these meetings to provide input and sign the student's DEP.

Middle schools organize transition meetings for rising sixth graders so students will be familiar with their new school. The elementary and middle school specialists also organize transition meetings to discuss student paperwork and service delivery options/placement needs for identified rising sixth grade students. The same process is followed for rising eighth graders, adding ninth grade class registration. The AIG Specialist is involved in the eighth to ninth grade transition meetings with high school counselors and the ninth grade transition advisor/counselor. At the beginning of the summer, the eighth grade specialist transitions all ninth grade DEP's to the high school AIG Specialist. AIG Specialists collaborate with the ML or EC Departments as they transition files to the receiving school to ensure everyone is aware of the twice exceptional student needs, providing consistent services with no break in service to the student's education. ML interpreters collaborate with AIG Specialists and classroom teachers during this transition time if needed. Documents are also translated into the student's home language to maintain equity and streamline communication between the parent/guardian and the school.

If a student enters Caldwell County from another district in NC, the Caldwell County AIG Department honors the gifted placement and continues to offer advanced services consistent with the student's AIG identification. Data managers request AIG records from the previous district, then parent/guardian meetings are held to determine student services and needs within the school and AIG Department. In the case of student transfers, Caldwell County School Board Policy 4155, Assignment to Classes, ensures the student's previous placement and education is honored, and that transitions between schools or districts is seamless and provides continuity for the student. When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes but is not limited to: Honors, Advanced Placement, and career and technical education (CTE) pathway courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is to be a primary concern when considering the student's course placement.

**\* Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

The Caldwell County Schools' AIG Program goal is to provide academic acceleration for higher ability students. Board Policy 3420, Student Promotion and Accountability, provides guidance to the individual school administrator in allowing early admissions, grade acceleration, advanced placement, and early graduation.

Subject and Grade Acceleration

The AIG Specialist at the school site and the AIG Director may make recommendations to the school administrator and to the AIG Review Team concerning grade acceleration, but the ultimate decision will rest with the school administrator per North Carolina policy. The principal, after consulting with the professional staff and the student's parents, may determine that grade acceleration is appropriate. Policy 4100, Age Requirements for Initial Entry, allows for early admission to school if a student who has turned four on or before April 16 of the upcoming school year. The school administrator, based on information supplied by the parent, may determine that the student has the maturity to justify admission to school. However, the Board of Education regards the admission of a four year old to be an extraordinary measure that should not be used merely because a child is developmentally advanced. The school administrator collaborates with the District Elementary Director and the Associate Superintendent for Program Services prior to making any early admission decision. Early admission to schools allows the AIG Program to place the student on a Child Search form in order to secure additional data for potential screening, identification, and placement in the AIG program once the student is enrolled.

Policy 3420 also addresses acceleration in subjects for advanced learners, based on classroom performance and test scores. These recommendations will become part of the DEP developed for the identified AIG student. Proposals for grade/subject acceleration will be made on a case-by-case basis reflecting student need, interest, and data from MTSS and yearly reviews. Higher performing gifted students in elementary school may be flexibly scheduled to move to higher grade level reading and/or math classes as appropriate. In particular, all learners who achieve a Math level 5 on End-of-Grade Testing in grades 3-5 will be provided opportunities to be placed in accelerated math classes at their grade level, or they may be advanced to the next grade level in math to support continuous skill development.

Sixth through eighth grade students at the middle school level take advanced course offerings at their grade levels, depending on their individual academic needs, or they may be accelerated to the next grade level in one or more

subjects. In addition, any student achieving level 5 on End-of-Grade Testing in either subject may be placed in advanced classes to participate in classes alongside identified AIG students. Advanced learners in middle school and high school may enroll in high school virtual classes for high school credit through NCVPS or APEX including classes in Physical Science, Environmental Earth Science, Math 1, and World History.

### Dual and Online Enrollment

Caldwell County students have the opportunity to participate in Dual Enrollment through collaboration between the high school department, school counselors, the school's college transition advisor- employed by the local community college, the High School Director, and the Director of Gifted Services. The local community college partners with the three traditional high schools in maintaining a highway room at each high school for students to participate in Dual Enrollment based on Board Policy 3420: Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options such as Board Policy 3101, Dual and Online Enrollment.

Caldwell County Schools is dedicated to Dual and Online Enrollment. In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, Caldwell County Schools supports high school students who also wish to enroll in classes taught by a college, university, community college, or other approved entity in accordance with the requirements of this policy, state law, and State Board of Education policy.

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma, or degree.

The Board, in collaboration with local community colleges, may provide for dual enrollment of a qualified high school student in community college courses through (1) a Career and Technical Education Pathway leading to a job credential, certificate, or diploma aligned with one or more high school Career Clusters or (2) a College Transfer Pathway leading to college transfer credits.

The Board also partners with institutions of higher education in operating cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree

program, (2) master a certificate or vocational program, or (3) earn up to two years of college credit within five years. Students are eligible for these application-based programs beginning in ninth grade.

The Superintendent shall develop procedures consistent with this policy, state law, and State Board policies.

Caldwell County Schools' high school webpage shares a Career and College Promise student information pamphlet explaining who is eligible for Dual Enrollment, costs, and the process to apply. It is accessible to all high school parents/guardians, students, and teachers with the option to translate into the home language. Through collaboration between the High School Director, AIG Director, and representatives of the local community college, an outline is provided for qualifying tenth graders to elect the CCP pathway. This process is shared through school counselors and then moves to the high school AIG Specialist to initiate the steps that lead to district approval for the tenth grader to begin the CCP pathway. The process for approval involves the AIG Director, High School Director, Principal, School Counselor, Community College Transition Advisor, Parent/Guardian, and a representative from the local community college leadership for approval at the community college level as well as at the district level. The Caldwell County Schools CCP checklist provides explicit guidance for applying and being approved to participate in CCP as a tenth grader.

The Superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college, or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy GCS-M-001, which defines "Course for Credit." The principal shall approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the Superintendent.

The parent or guardian of the student shall give permission for the student to take the course, and the student shall complete any forms required by the school system. Enrollment of a student in a course is the responsibility of the student and the student's parent or guardian. Unless otherwise provided, all special fees and charges, including textbooks, and any special transportation needs are the responsibility of the student and the student's parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered shall provide such essential information as is generally included in official transcripts of school records. This information shall include: (1) a description of the content and subject matter covered by the course; (2) the number of clock hours of

instruction in the course; and (3) the student's achievement or performance level in the course. In addition, a syllabus that includes course goals, course objectives, course activities, and grade requirements shall be provided.

Students can remotely take advanced courses while receiving college and high school credit simultaneously. The yearly high school curriculum guide is posted on the district's high school website in conjunction with a link to a clear explanation of Advanced Placement Courses on the NCDPI Advanced Placement website. The link clearly explains who is eligible for AP, how to access the options, and if accessed with the high school curriculum guide, when the options are available to AP candidates. In the local high schools, honors and Advanced Placement Classes are self-selected with guidance from teachers, the AIG Specialist, counselors, and parents/guardians.

#### Credit by Demonstrated Mastery

Caldwell County Schools supports the Board Policy 3420 supports Credit by Demonstrated Mastery by stating the Superintendent shall provide opportunities for students in grades nine through twelve to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the Superintendent. Caldwell County Schools' high school webpage that is available through the county website displays information in detail for Credit by Demonstrated Mastery FAQ, CDM processes and forms, and the CDM timeline. The webpage explicitly explains CDM and who is eligible for CDM. The district has created a timeline for application, participation, and demonstration of "mastery" protocol that is distributed annually at the school level. The eighth grade middle school AIG Specialist or high school AIG Specialist collaborates with the parent/guardian, school counselor, and high school or middle school director to complete the application process.

With Credit by Demonstrated Mastery, students may "test out" of a designated class and accelerate their high school coursework. Phase 1 consists of a state or local assessment aligned to the course. This assessment could be an End of Course test, a Career and Technical Education (CTE) post-assessment, or a locally developed exam depending on the course chosen. In Phase 2, students will be asked to demonstrate their mastery of the course content through a minimum of a written assignment and a presentation. Phase 2 requirements will vary from course to course but will be directly related to the knowledge and skills for the particular course.

#### Compacted Curriculum

Caldwell County Schools has also established two innovative cooperative high schools - Caldwell Early College High School and Caldwell Applied Sciences Academy. Both of these schools are housed on the campus of the local community college and provide access to all-day community college classes for students. These schools are available to all students in the school district on an application and selection basis. Students selected to attend the Caldwell Early College High School attend five years and earn a high school diploma, an Associate's degree from the community college, and multiple credits eligible for transfer to a larger college or university. Students who attend Caldwell Applied Sciences Academy attend four years and earn a high school diploma and multiple credits eligible for transfer to a larger college or university. AP, Dual Enrollment, CDM, and CCP opportunities are shared at the local school's registration events. Parents and guardians may attend the registration nights and information sessions scheduled at the individual high schools. School counselors share registration information, dates, videos, and materials via email and on the school website to ensure all teachers, parents/guardians, and students are aware of the registration events. The ML Department also works with counselors and transition advisors to ensure all parents/guardians, students, and teachers are aware of the advanced courses and pathways for the high school students in their home language.

**\* 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.

The Caldwell County AIG Program has implemented a Talent Development Program K-12 to provide opportunities that have been created, supported, and utilized for all K-12 potentially gifted students. All students may participate in these activities providing a venue for identifying learners with a potential for strong academic performance. These students have access to AIG materials and resources at their individual school through the AIG Specialist.

Grades K-5

In the Talent Development Program, K-5 advanced learners may be clustered to begin processes for extension and enrichment of classroom content and for activities that promote higher order thinking skills, problem solving, and STEM applications. AIG Specialists pull out nominated students from K-5 classes to support differentiation and extension to advanced learners. Students are nominated by teachers to be a part of the Talent Development program based on STAR data that is analyzed at the beginning of the school year as well as the middle of the school year. Students scoring in the top 10 percent on STAR reading and math tests in addition to teacher recommendation qualify students for Talent Development participation at their school.

## Grades 6-8

In the Talent Development Program, 6-8 gifted and potentially gifted learners may be clustered to begin processes for extension and enrichment of classroom content in both reading and math. These clusters are created based on student End of Grade testing data. Students must score a Level 5 to place into the advanced math class. These clusters of students allow the gifted and potentially gifted students to learn together and participate in activities that promote higher order thinking skills, problem solving, and STEM applications.

## Grades 9-12

For grades 9-12, the AIG Specialist is available for consultative services at the district high schools for Talent Development. At the traditional high schools, students have the ability to register for classes of their choice with guidance from both the AIG Specialist and the guidance counselors. Honors and AP courses are available to all qualifying students, including gifted and potentially gifted students. At the alternative innovative high schools, students have to undergo an application process to be accepted. This application process is open to all upcoming ninth grade students. Once confirmed, students complete the course work for their designated pathway. Students also participate in advanced courses at CCC&TI that adhere to the student's chosen pathway.

Caldwell County Schools is a Title 1 district. The additional federal funds that we receive are utilized to create equity among our students, especially for students living in poverty. The district is one-to-one with chromebooks to provide these students with devices and access to learning. Mobile hotspots are also given to students who live without internet access. Our advanced learners have the opportunity to participate in NCVPS courses in eighth grade to give them a jumpstart on high school graduation credits.

The AIG department consistently analyzes data to evaluate student performance and growth. As a department, we utilize demographic data to monitor identification by school to ensure that our gifted population mirrors the overall school population. In schools where we don't see equitable identification, we provide professional development to school staff on the identification and referral process along with providing teachers with resources to increase student growth. K-12 student data is used to determine placement into pull-out classes, nurturing groups, advanced math and reading classes, and Math 1. Data is also the driving force for parent meetings as we make transition plans for kids moving from elementary to middle and middle to high school. The data helps inform our decisions on honors classes, AP courses, dual enrollments, and CCP placement as we meet each student's individual needs.

**\* Practice I**

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

The Caldwell County Schools' AIG Program serves as an integral part of the extra-curricular program to provide enrichment opportunities for all students in the district.

Grades K-12

Extra-curricular programming for CCS K-12 students for both gifted and potentially gifted is used to develop student talents and interests in reading, math, and STEM. The school district hosts an annual performance event, Kaleidoscope, where elementary, middle, and high school students perform in a talent venue for the community. To select students for Kaleidoscope, schools present a Showcase Night or talent event where students may perform for their local school community. Instrumental and choral music students may participate in numerous all-county, district, and regional competitions.

For students in grades 3-12, the school district holds numerous events open to advanced learners that engage students in STEM learning and leadership. AIG Specialists at all levels may perform roles at these events, helping to serve and support all populations K-12 to meet gifted and potential gifted interests of K-12 students and provide equitable opportunities for all student populations. Google Gravity Games, held each spring, allows AIG Specialists and CTE teachers to coordinate lessons in creating soap box cars for a statewide derby competition sponsored by Google and Appalachian State University. AIG Specialists also participate in Google Students at Work, an event that brings advanced learners together for a day of putting together computers. AIG Specialists also sponsor and direct Science Fair competitions for advanced math and science learners in the elementary schools.

Elementary, middle, and high school students may qualify for membership in Beta Club, where students learn the value of service to the community. Availability of Beta Club for elementary students is a school-based decision. High school students participate in Beta Club Conventions in a variety of areas such as language arts, two-dimensional design, visual arts painting, mathematics, science, visual arts drawing, on-site painting, and campaign skits.

Advanced and possibly gifted students also have access for participation in various advanced learning opportunities based on student interest and talents at each school. These activities include: Recitation Competition, Monologue Competition, Science Olympiad, STEM Trek, Model UN, Spelling Bee, Communities in Schools, Soil and Water Competitions, Battle of the Books, the Code Bus, Jazz Band, clubs, musicals/plays, and sports. They have many

opportunities to develop their interests and skills in all these areas. All of these activities tap into the talents of our students, fuel their passions, and provide all student groups access to these learning opportunities.

#### Grades K-5

Higher ability students in grades K-5 have the ability to participate in numerous Science/Technology/Engineering/Math events including science fairs at local schools, robotics and coding events on the Code on the Go bus. The Code on the Go bus is a new addition in STEM and technology advancements for the district.

#### Grades 6-8

Middle School students are offered real world opportunities with the Eighth Grade Reality Store, Caldwell Middle School Youth Leadership Council, and the Google Students at Work Event. Google partners with the district to provide a WIFI initiative to better serve the K-12 population with adequate access to the internet for school use. CTE and STEM Camps are available for middle school students in the district year round.

#### Grades 9-12

Sponsored by the local community college and the local Economic Development Council, advanced learners take field trips, hear speakers from CEO's of local businesses, and participate in leadership skill activities, all to support a new generation of leaders for the district. High school gifted and higher ability students may also apply for several summer residency programs including Camp Med, Camp Enterprise, North Carolina School of Science & Math, and the North Carolina Governor's School Program.

#### **\* Ideas for Strengthening the Standard**

*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.*

We need translated copies of all AIG forms.

Increase extracurricular and supplemental opportunities across the district to address the passions, academic levels, and SEL needs of gifted students

Create opportunities for AIG students to job shadow or work with a mentor in areas of student interest or special talent

Provide additional training and support for science and social studies teachers to ensure that gifted differentiation strategies are used

Continue support for Summer Reading Camp with AIG STEM activities for students needing intensive literacy intervention

Create an online training on differentiation for regular education teachers

Assign a Talent Development Specialist to high poverty schools that typically evidence an underrepresented AIG population

Develop new and improved classroom teacher AIG training

Work toward more teachers obtaining AIG regional endorsement to promote differentiation in the regular classroom

**Planned Sources of Evidence**

* Census File Exchange Documentation		
* Notes/Agendas from District-Level Meetings		
* District and/or School-Wide Websites		

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <a href="#">Standard 2 Planned Sources of Evidence 2022-2025 AIG Plan</a>

 [DEP Grades K-8](#)

 [Initial High School DEP 9-12](#)

 [IDEP AIG](#)

 [AIGRT Meeting Report](#)

 [Census File Release Form](#)

 [Inactive Census Files  
Destruction Record](#)

 [Talent Development  
Permission](#)

Standard 3: Differentiated Curriculum and Instruction

**Caldwell County Schools (140) 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.

The Caldwell County Schools' AIG Program will continue to implement an evidence-based curricula that enriches, extends, and accelerates the North Carolina Standard Course of Study in reading and mathematics, particularly for students identified and served at all grade levels. For students in the K-3 Talent Development Program, AIG Specialists will utilize resources that focus on promoting problem solving, higher order thinking skills across content areas, and advanced skill work in reading and mathematics. AIG Specialists will provide classroom teachers at each grade level with rigorous and challenging content resources developed locally and from additional resources in the AIG Lending Library. Specialists are also available to model, co-teach, and collaborate with teachers to deliver differentiated instruction for gifted students, to make differentiation the norm and not the exception.

All schools are encouraged to cluster group AIG students in order to provide best practice instruction by the regular grade level teachers and to facilitate pull-out and Talent Development services by the AIG Specialist to provide direct instruction or co-teach lessons. AIG specialists may support acceleration through subject grouping. At both the elementary and middle school levels, flexible grouping options and individualized instruction provide more personalized differentiation for student needs.

At the elementary and middle schools, AIG Specialists are available to provide extended reading and math lessons during MTSS intervention times during the school day. In the high school, Advanced Placement and Honors courses

are self-selected; however, high school students also have dual enrollment classes available through the local community college. The local community college partners with the local high schools by utilizing newly developed highway rooms for remote community college course opportunities to accelerate learning for all high school students. In addition, the district offers two Cooperative Innovative High Schools—Caldwell Early College High School and Caldwell Applied Sciences Academy. Both schools offer students access to advanced college classes. These high schools are on the campus of CCC&TI. Middle school and high school students may be offered advanced classes through NC Virtual Public Schools. Credit by Demonstrated Mastery (CDM) is also available for potential middle school and high school advanced learners. Focused Instructional Enrichment includes:

### Elementary.

- Hands on Equations
- Tangram Activities
- Ed Zaccaro Books- Primary Challenge Math, Challenge Math, Real World Algebra, Becoming a Problem Genius Khan Academy
- Critical thinking puzzles
- Newsela
- Menu Choice Boards
- Independent or group research projects dealing with global/environmental issues
- Jr. Great Books
- Jacob's Ladder
- Tiered learning
- Concept based learning

### Middle

- Ed Zaccaro Books- Primary Challenge Math, Challenge Math, Real World Algebra, Becoming a Problem Genius Khan Academy
- Critical thinking puzzles
- Newsela
- CommonLit
- Menu Choice Boards
- Independent or group research projects dealing with global/environmental issues
- Jr. Great Books

- Jacob's Ladder
- Tiered learning
- Concept based learning

Secondary.

- Ed Zaccaro Books- Primary Challenge Math, Challenge Math, Real World Algebra, Becoming a Problem Genius Khan Academy
- Menu Choice Boards
- Independent or group research projects dealing with global/environmental issues
- Tiered learning
- Concept based learning

Through these enrichment activities, students have the ability to see how things in the world are connected and aligned to research on environmental issues. Identified AIG students may engage in enrichment opportunities throughout the district. These enrichment opportunities may also vary by individual school.

Elementary.

- Spontaneous Science Competitions
- Local school Science Fairs and regional Science Fair opportunities
- Beta Club-based on school offerings
- Caldwell County Soil and Water Contests

Middle

- Spontaneous Science Competitions
- Local school Science Fairs and regional Science Fair opportunities
- Beta Club-based on school offerings
- Spelling Bee
- Google Gravity Games (when available)
- Optimist Oratorical Contest (when available)
- Caldwell County Soil and Water Contests

- NC Science Envirothon
- CTE Summer Technology Camps
- Caldwell Community College Summer Ventures Camps

Secondary.

- Spontaneous Science Competitions
- Beta Club-based on school offerings
- Optimist Oratorical Contest (when available)
- Quiz Bowl
- SAT/ACT Refresher Classes
- Governor's School (High School Juniors)
- After School Academic Competitions/Clubs
- Job Shadowing/Apprenticeships through CTE
- Camp Med - Sponsored by Caldwell Memorial/UNC Health Care Skills USA
- Beta Club Convention Competitions

Examples of opportunities provided by the district for acceleration and extension for advanced learners may include:

Elementary.

- Independent Study Contracts
- Curriculum Compacting
- Tiered Assignments
- Problem Based Learning Events
- Socratic Seminars
- After School Academic Competitions/Clubs

Middle

- Independent Study Contracts

- Curriculum Compacting
- Tiered Assignments
- Problem Based Learning Events
- Socratic Seminars
- After School Academic Competitions/Clubs

Secondary.

- Problem Based Learning Events
- Socratic Seminars
- Advanced Honors Courses
- Individualized Pathways for Graduation
- Innovative high school choices

High schools provide Honors and AP level courses that students can participate in. These classes may include AP US and World History, Honors Biology, AP Biology, AP Psychology, AP Government and Politics, AP Statistics, AP English Literature/Composition, AP Computer Science, and AP Visual Art. The high schools in the district also team together to plan, produce, and present a musical/dramatic performance during the school year sponsored by the school theater departments.

As Caldwell County Schools advances towards the goal of a 1:1 technology, blended learning environment, AIG Specialists work to create personalized instruction through accelerated pacing and differentiation to support AIG in the classroom, providing opportunities for longer AIG content related experiences. AIG Specialists and classroom teachers often meet during common planning times to discuss advanced learner needs and develop opportunities for classroom differentiation.

**\* 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.

The Caldwell County School district realizes that gifted students may require curriculum modification to reach their academic potential, as well as meet their cognitive and social/emotional needs. As a result, the district provides a wide variety of services that respond to students' identified abilities, readiness, and interests.

The AIG Program provides both direct and indirect services, district-wide, to students in grades K-12. The AIG Specialists collaborate throughout the school year with teachers concerning assessment data, resources, technology opportunities, and training. Evidence-based materials are available to assist teachers with differentiation for their students.

The AIG Specialist is part of the assigned school's MTSS (Multi-tiered System of Support) team and meets regularly with administration, counselors, teachers, and other school staff to advocate for the unique and specific needs of the gifted student population. Specialists also provide information and resources for activities that accelerate and extend classroom instruction for advanced learners. AIG Specialists help teachers draft plans, projects, and initiatives that will challenge advanced learners which will support the academic goals of the classroom. This collaboration ensures that advanced learners will receive both the appropriate attention and instruction to promote continuous growth in reading and math skills. The AIG Director serves on the district MTSS team to advocate for the needs of our gifted students and share district concerns related to Caldwell County AIG gifted and potentially gifted students and their parents/guardians.

Gifted Education Specialists and classroom teachers utilize current evidence based instructional practices that differentiate content, process, and product for gifted learners based on their readiness, interests, and abilities. These practices may include but are not limited to: pre-assessments/formative assessments; subject integration; compacted curriculum; differentiated centers, Socratic/Paideia seminar, independent learning contracts, menu choice boards; higher order skills practice; problem-based learning; genius hour activities; flipped classrooms; interest inventories that drive content, process, or product choices; RAFT; small group instruction; thinking maps; and tiered assignments.

At the elementary level, depending on the school and grade level, advanced learners may be cluster grouped or subject grouped for reading and/or math. Across grade grouping is also utilized when appropriate. At the middle school level, learning environment options for reading and/or math include acceleration by subject, block grouping, cluster grouping, or cross grade grouping. Dual enrollment is also an option through online courses. Instructional practices utilized may include curriculum compacting, flexible grouping, tiered assignments, independent learning contracts, self-paced learning, learning stations, project-based learning, seminars, and simulations.

The AIG Program in grades K-8 provides indirect consultant services with regular classroom educators and/or direct services through pull-out delivery to AIG identified students and to students selected for the K-12 Talent Development Program. At the elementary level, depending on the school and grade level, students may be cluster-grouped or subject-grouped for reading and language arts and/or math. Across-grade grouping is also utilized when appropriate for identified students.

AIG Specialists focus on future ready skills, problem-solving models, and extensive integration of current technology supplementing the reading and math curricula. At the middle school level, depending on the school and grade level, students may be subject-ability grouped, block grouped, or cluster grouped. AIG Specialists assigned in consultative roles at the middle school level along with the middle school teachers in grades 6-8 will use data such as EOG scores, CogAT scores, district benchmarks, pre-assessments and formative assessments to determine if/when differentiation is needed. At the middle school level, many of the classroom teachers who provide direct instruction of advanced classes in language arts and math are AIG licensed or regionally endorsed. They provide leadership for the schools in supporting differentiation activities. In addition to the instructional practices listed above, the middle schools may also offer: advanced online classes, compacted advanced math classes for identified AIG students and Level 5 advanced learners, and advanced literature studies and STEM activities. NCVPS high school courses may be offered to select middle school students when available.

At the high school level, the High School AIG Specialist provides instructional support to teachers at the Advanced Placement and honors levels by helping secure resources for high ability learners to accelerate their program of study within the students' individual schedules. The High School AIG Specialist also meets with instructors during their planning period meetings on an as needed basis to provide professional development in differentiation and to help support and understand the gifted learner. These practices may include, but are not limited to curriculum compacting; concurrent and dual enrollment; Honors/Advanced Placement courses; mentorships; Credit by Demonstrated Mastery (CDM); Career and College Promise Classes; and Advanced Programs such as Governor's School. The AIG High School Specialist also collaborates with high school counselors and college transition advisors to ensure AIG students select appropriate classes during registration periods for the following year, as well as support the college admissions process. The High School AIG Specialist works closely with high school parents who have scheduling concerns for their AIG student or who request tutoring for their students in AP classes or honors classes.

The AIG Specialists employ diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles in order to address a range of learning needs at all grade levels. AIG Specialists collaborate with regular classroom teachers in their schools concerning assessment data, resources, technology opportunities, and training. Materials are provided to assist teachers with differentiation for their students.

AIG Specialists provide direct and consultative services at their assigned schools. The AIG Specialist is also available at the school level to provide targeted professional development and support. The district supports AIG Specialists in providing services for advanced learners that may require curricula modification to reach their academic potential, as well as meet their cognitive and social/emotional needs. CCS offers the addition of an IDEP if individual student needs

exceed offerings on the DEP. As a result, the district endeavors to provide a wide variety of services that respond to K-12 students' identified abilities, readiness, and student interests.

**\* Practice C**

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

Caldwell County Schools' AIG Program incorporates a variety of evidence-based resources that enhance student learning. AIG specialists provide support to elementary and middle level classroom teachers to engage students in various challenging curricula, including Junior Great Books; Khan Academy; ReadWorks; Newsela; Jacob's Ladder; Singapore Math; Noetic Problem of the Week; Hands On Equations; Ed Zaccaro Math; Star Math; Prodigy; Math Rules; STEM Activities, NCDPI Learning Labs, and Hyperdocs. Each specialist, K-12, has the materials readily available at their assigned schools for use by the specialists in the classrooms or for use by the general education teachers.

A lending library is available with a variety of evidence-based resources that classroom educators, school administrators, and AIG Specialists may utilize to expand and extend the curricula. The library resources may also be used by teachers preparing for the PRAXIS for Academically Gifted licensure and by teachers supplementing their MTSS plans for advanced learners and personalized learning taking place in the regular classroom setting. AIG Specialists also attend NCAGT professional development sessions as well as NCTIES to keep abreast of new evidence based resources to support gifted programming. AIG Specialists share Advanced Learning Division research-based curriculum such as SuperStars Math and K-8 Advanced Learning Labs with classroom teachers to enrich the NCSCOS in the classroom.

Elementary and middle school AIG Specialists train and collaborate with the regular classroom teachers in the district wide reading program, Wit and Wisdom. AIG lessons and teaching practices are embedded in Wit and Wisdom components for all K-8 students needing extension. Elementary and middle school teachers follow the reading and math grade level pacing guides provided at the district level. Caldwell County Schools' middle school advanced math teachers developed and continue to implement a compacted math pacing guide for sixth-eighth grade. AIG Specialists provide advanced math support to the students in this cohort that allows Level 5 students to participate in Math I in eighth grade. High School AP teachers develop and follow pacing guides for all advanced placement courses provided at the individual high schools.

**\* Practice D**

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

Caldwell County Schools' AIG Program fosters the development of future-ready skills including fostering the ability for students to fulfill their curiosities through critical thinking, communication, collaboration, creativity, and leadership for all advanced learners. Multiple resources to incorporate these skills include but are not limited to: digital learning platforms such as Google Classroom and Canvas, PBL Bemis (when available), local STEM manufacturing, K-5 STEM activities that foster critical thinking skills, Padlet; Mindbenders; K-3 PETS (Primary Education Thinking Skills); Google Students at Work 6-8 grade; Caldwell Youth Leadership Academy; and Optimist Oratorical. Some middle schools participate in Model UN. Model UN, an extracurricular activity in which students typically role play delegates to the United Nations and simulate UN committees fostering critical thinking and leadership skills.

Caldwell County Schools has implemented several new initiatives to promote critical discoveries with like-minded peers. Currently, students in the district have the opportunity to be involved in a virtual book club, where students choose to participate with other students across the district in book discussions related to their interests, age, or abilities in grades 4-10. Using the platform Edmodo, students are invited to discuss the book with their peers from around the county. Some schools provide opportunities in science enrichment by offering Science Olympiad. Science Olympiad is a 23 event science competition for grades 3-12. The AIG Department supports high school CTE competitions such as Soft Skills, Masonry Competitions, Future Farmers of America and Choral MPA events to further cultivate interests of our gifted students. Some high school students participate in community service learning projections embedded in the Caldwell Early College High School. Traditional high school students participate in community service learning projects through various clubs, such as Varsity Club and Beta Club. AIG Specialists also seek opportunities to bring advanced learners together through annual field trips to museums, presentations, and plays, allowing students to form collegial relationships. Some field trip activities may be on hold due to state/district mandates during the pandemic. AIG Specialists also collaborate with the Title I department by offering enrichment in RtA Summer Reading Camps.

**\* Practice E**

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

The Caldwell County Schools' AIG Program promotes and supports differentiated instructional strategies and planning, including alternative assessments and flexibility for focused instruction. Across the K-12 spectrum, AIG Specialists work with regular educators to create flexible groups and rubrics for instruction, lessons or class choices based on student interests, formative assessments, tiered assignments, menu choice boards, and authentic summative assessments that are collaborative and project-based.

AIG Specialists are available for training educators on the implementation of these differentiation strategies as well as providing these resources to teachers for utilization either during face to face or remote learning. AIG Specialists provide guidance in ensuring that program components are deliberately chosen to support the high ability learner. Curriculum acceleration and compacting is encouraged, as core curricula teachers are urged to use pre-assessments prior to beginning units of study. Pre-assessment across all grade levels enables the classroom teacher to be proactive in collaborating and planning with the AIG Specialist to group students for extended and enriched content to meet individual student strengths and needs related to the NCSCOS objectives and interests.

At the elementary level, administrators, teachers and AIG Specialists collaborate to analyze data from mClass, grades, teacher made assessments, teacher observations, STAR assessments, and other district assessments to create cluster groups for Talent Development and AIG services.

At the middle school level, gifted students, as well as all students showing strengths in reading and/or math, may choose to take online classes such as Math I, World History, and Physical Science to complete high school classes prior to entering high school. Math I may also be taught in a face-to-face eighth grade classroom at the larger middle school sites for identified AIG math students and Level 5 Math students.

At the high school level, Advanced Placement classes are self-selected; therefore, the High School AIG Specialist meets with AIG students to ensure that student programs of study are aligned with individual student interests and academic abilities, thus ensuring students of like abilities are learning, communicating, and collaborating with each other. High school students are encouraged to participate in the dual enrollment classes through the Career and College Promise Program offered at each traditional high school in coordination with the local community college. The district also offers two innovative high schools— Caldwell Early College High School and Caldwell Applied Sciences Academy—to provide unique educational opportunities, flexible groupings, and schedules for students. Both are small high schools on the community college campus. Caldwell Early College High School allows students to attend five years and earn both a high school diploma and a two-year degree from the community college. Caldwell Applied Sciences Academy is a four-year high school that specializes in applied technology training, including computer programming, coding, and medical technologies.

AIG Specialists use assessment data to build a more comprehensive data profile for all potential advanced learners. Specialists also use district assessment reading and math data in creating and providing professional development resources for school staff and facilitators, thus helping them utilize mClass, NC Check-Ins, STAR Reports, and all other assessment data in creating enhanced extension activities and flexible groups. Throughout the school year, AIG Specialists track grades, STAR Reports and EOG/Check-Ins in order to identify advanced learners who are excelling and for those that may be struggling. At the elementary level, once struggling student or advanced student needs are identified, the AIG Specialist communicates with the classroom teacher and the school based MTSS team to determine further re-grouping for the student, if needed. AIG Specialists receive training in EVAAS with the district Curriculum Coordinator so they can assist classroom teachers in flexibly grouping students, reaching EOG growth, and supporting academic improvements across the district in all grade levels. AIG Specialists also guide the administration of the district-wide CogAT test in fourth grade and support school administrators and staff in understanding the CogAT reports and stanines and how those results can assist the classroom teacher in differentiating content for students exhibiting strengths in verbal or non-verbal components.

As a member of the school-based MTSS team, AIG Specialists engage in conversations concerning student academics, social/emotional, attendance, and behavior data. District data is gathered by the school-based teams. The AIG Specialist records comprehensive learner profile data on the school's AIG Search Data Spreadsheet to determine further Talent Development services or AIG identification needs for individual students.

**\* Practice F**

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

The Caldwell County Schools' AIG Program recognizes the need to utilize curricular and instructional resources that support the social and emotional needs of AIG students. The AIG Department collaborates with the Student Services Department in the effective use of CASEL, The Collaborative for Academic Social and Emotional Learning, framework. Caldwell County Schools' SEL framework is aligned to our Strategic Plan and is based on CASEL Core Competencies including: self-management, self-awareness, social awareness, relationship skills, and responsible decision making. The CASEL Framework meets the needs of social/emotional learning for all learners as well as staff. Students are connected, inspired, and engaged while interacting in the school environment. The CCS SEL Core belief aligned to CASEL is that social/emotional and behavior instruction should be developmentally appropriate, based on need and integrated with academics. CASEL outlines three signature practices that should be incorporated into content lessons for all students. Each lesson should include: starting class with a welcoming activity or routine/ritual, embedded engaging strategies in instruction/meeting, and ending class/meeting with an optimistic closure. Caldwell County

Schools' Kindergarten through eighth grade students also engage in literature lessons from the Wit and Wisdom curriculum lessons that contain embedded social/emotional components.

The district initiative addresses the academic and social emotional needs of all of our K-12 students. These needs are especially important for students identified as highly intellectual (Pathway I and II), but all AIG students benefit from a strong framework that advocates for, and supports, their social and emotional development. The AIG Program has components in place to support gifted students, starting with the annual meeting with parents or guardians. At the DEP meeting, the AIG Specialist and parents/guardians, along with other members of the school-based AIGRT, will not only discuss academic needs of the student but also any social-emotional support needed. If needed, an IDEP may be created to offer an extended outline in narrative form to describe the specific academic needs and/or social-emotional needs of the AIG student and how to best meet those needs.

The AIGRT and/or MTSS Team is in place at each school site to assist in collaboration between all stakeholders, including the AIG Specialist, counselors, ML teachers, regular educators, exceptional children's teachers, technology facilitators, and administrators. This team ensures that gifted students are known and supported completely, particularly if a student has social or emotional issues that need attention. This team also advocates for cluster grouping to support the social, emotional, and academic needs of gifted students. The ability to pull identified students together during direct services allows the specialist to address social and emotional issues. As well as academics, specialists work with students on respect for others, formulating a growth mindset unit of study, current trends and issues, articles, novels, and the emotional needs of gifted kids. Specialists also use Learning Labs from NCDPI to help support teachers, parents/guardians, and students who are twice-exceptional, ML or identified as gifted.

An annual AIG Census File exchange is held the last month of the school year for AIG Specialists. AIG Specialists and the AIG Director work together at the district level to transfer files to the receiving school at each transition grade level. These face to face conversations allow for more personalized planning and support for advanced learners at the various stages in their educational journey.

**\* 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.

To meet the needs of Caldwell County Schools' potentially gifted learners in K-3, AIG Specialists collaborate with K-3 teachers in nominating students for Talent Development. Talent Development referrals are made based on teacher observations, above grade level performance on the non-graded scale, as well as above grade level performance on mClass assessments and STAR assessments. The AIG Specialist dedicates time for in-class observations, as well as provide teachers with Gifted Behavior Scales to assist with Talent Development placement.

Primary Education Thinking Skills or PETS is the most widely used curriculum in the Caldwell County Schools' Talent Development Program. It is a systematized enrichment and diagnostic thinking skills program used for Talent Development. AIG Specialists foster creativity, curiosity, and critical thinking through lessons in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation suitable for grades K-3. Students engage in communication, collaboration, and leadership opportunities while using the PETS. The program aligns to the higher levels of Bloom's Taxonomy. PETS helps build behavioral portfolios of talented learners that support a differentiated approach to their education. It integrates flexibly into any existing primary curriculum and offers opportunities for learners with different strengths to shine. Specialists also extensively utilize Jacob's Ladder (Primary), Building Thinking Skills, Analogies, MindBenders, Dr. Dorriddles, and Math Stars in pullout sessions and in collaboration with the classroom teacher's lessons. Young advanced learners are supported academically and socially through the Talent Development Program. The goal is to adapt instruction to meet the needs of all students by responding to student needs and opportunity gaps. This program provides the AIG Specialist an opportunity to foster relationships with students and observe readiness and learning abilities for more advanced instruction to develop a student's strengths.

As students enter third grade, the state's established program of standardized testing begins, and students begin to earn grades for academic performance. This data, along with observed behaviors, the K-2 comprehensive learner profile, and Beginning of Year/End of Year standardized tests may be utilized for the referral process for the Academically Gifted Program. Following K-2, AIG Specialists begin the talent search again in third grade to ensure all high potential and advanced achievement students are served in the Talent Development Program.

**\* 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.

Inclusion teaching is widely used throughout the Caldwell County School District. The AIG specialist at each school works with the classroom teacher to provide small group activities to extend the curriculum. Curriculum resources such as curriculum mapping, menu choice boards, and RAFTS are developed through AIG Specialist and classroom teacher

collaboration and are utilized to meet the needs of gifted learners in regular classrooms. Lessons created are based on who needs acceleration and when. Our curriculum resources allow students to explore and learn content in a safe environment that provides opportunities for productive struggle while developing their talents and potential.

AIG Specialists extensively utilize technology to infuse classroom topics that spark curiosity with problem-solving opportunities and creative applications. Units also incorporate hands-on activities along with presentation skills. The high school specialist provides professional development opportunities for classroom teachers, so material will be relevant to the standards and objectives taught in their classroom.

Opportunities for extension and enrichment are embedded in our Wit and Wisdom curriculum for all learners based on individual needs and/or identification across the K-8 spectrum beginning with the 2022-2023 school year. The district provides pacing guides and professional development in our reading curriculum, middle school advanced reading classes, compacted math, and Math I. High School teachers attend virtual professional development offered at the state level for student selected Advanced Placement courses so they can create pacing guides and lessons based on the content they teach. The specialist is available to supplement and/or extend the curriculum for identified students and all high achieving students as needed. Instructors at the NWRESA regional endorsement training also provide ample opportunity for teachers earning AIG regional endorsement to develop lessons that extend learning beyond the basic level of understanding. AIG Specialists advocate that lessons support the regular academic program and extend the curriculum to better address the learning needs of all learners.

Caldwell County joins with a regional consortium of districts serviced by NWRESA in providing and promoting workshops and training geared towards regional endorsement for teachers of AIG students. These regional endorsement cohorts provide teachers with skills, knowledge, and strategies to use in the classroom to meet the needs of the advanced learner. Lessons cover state standards for the gifted trends and issues in understanding gifted learners and their academic needs and characteristics; social and emotional issues, and differentiation strategies to help better serve gifted students in the regular classroom. Examples of staff members who participate in the NWRESA regional endorsement are elementary teachers seeking professional development in gifted student services, middle school teachers teaching advanced course work such as advanced reading classes, math curriculum compacting or Math I, etc., and high school teachers teaching accelerated courses or Advanced Placement courses. Administrators across the district may also select staff to attend the professional development based on the teacher's professional development goals or future teaching assignments so the teacher will be prepared with lesson strategies for the upcoming school year.

The AIG Coordinator/Director participates in monthly district MTSS leadership meetings to ensure AIG collaboration with district leadership is aligned to district curriculum and to advocate for the needs of all gifted and potentially gifted students. The ESL department provides professional development in the SIOP model for district teachers, including Specialists in best practices in serving MLs. The professional development consists of questioning samples and scenarios in developing “I Can” statements in student friendly language. The ML Department shares [99 Ideas and Activities for Teaching English Learners with the SIOP Model and Making Content Comprehensible for English Learners](#) through district professional development opportunities with classroom and Specialist teachers teaching MLs. The non-verbal component on the CogAT is also used to help determine ML student strengths related to AIG identification and DEP services, all of which directly impact classroom lesson design for the underrepresented populations. Caldwell County Schools implements the WIDA 2020 Standards Framework for lesson design and delivery of NCSCOS content beginning in 2022-2023. The AIG Department will receive professional development on these new standards in an effort to support collaboration and lesson design for the AIG and regular classroom. The SIOP model is excellent instruction for all learners but is particularly designed for and successful with the ML population.

The AIG Department collaborates with the Exceptional Children’s Division, counselors, parents/guardians, and the EC teacher to develop IEP/504 modifications for twice exceptional student’s strengths and challenges. Twice Exceptional students may need: read aloud, one to one setting, scribing, or accommodations on the CogAT test, such as extended time to help find strengths that may otherwise be overlooked. Every effort is made to ensure twice exceptional student strengths are identified and their needs are addressed in Talent Development or in AIG identification, when developing and revising the DEP/IDEP.

**\* 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 Differentiated Education Plan is updated annually to adapt to the K-8 identified student’s current needs and determine needs for the next school year. The high school DEP is developed at the end of eighth grade and transitioned to the high school to assist in guiding student course selections. The AIG Specialist, administrator, and/or counselor, classroom teacher(s), and parents/guardians meet to discuss student data, service delivery, and service options. AIG Specialists will hold individual meetings upon parent/guardian request.

The AIG Specialists are equipped with a menu of options, but the menu is a reference for the discussion. The plan is developed and created with the input from the AIG Specialist, administrator and/or counselor, classroom teacher(s), and parents/guardians. The plan reflects the data used for placement in the program, the academic needs of the student, and may include social/emotional support from the counselor in an IDEP. The IDEP is created in addition to the DEP when a student's need exceeds services on the DEP. Classroom teachers and the parents/guardians sign off as stakeholders in the differentiated education of each identified gifted student. The DEP is regularly referred to during parent/guardian meetings, if needed, after report cards are distributed and after annual testing in order to best assess student progress and address student concerns.

The middle school AIG Specialist assists as needed with ninth grade registration events at the middle school prior to the students moving to the high school. The high school AIG Specialist is available as needed for high school registration. The DEP may be revisited at any time, by stakeholders, during the school year to discuss student academic concerns and revisions that need to be made based on student needs.

Each K-8 Specialist completes an Annual Review of student progress at the end of the school year. Data reviewed includes: EOG scores (scale scores and percentages) as well as final report card grades. Data reviewed guides revisions to the DEP that are agreed upon by the AIG Specialist and parent/guardian. The fifth grade data review assists with middle school student groups/placements in reading and math.

The high school AIG Specialist assists as needed with identified student coursework or program of study. The DEP may be revised if needed in tenth grade for Career & College Promise Pathways. In this case, the AIG Specialist will invite parents/guardians to a meeting to discuss/review the DEP and make updates to the DEP and AIG Identification as needed. These meetings can be in conjunction with high school registration parent/guardian information sessions.

The school's AIG Specialist is included in the IEP meeting of a twice exceptional student to provide and receive input needed to develop the student's IDEP. If the AIG Specialist chooses, the IEP may be used as the AIG IDEP when developing the DEP.

**\* Ideas for Strengthening the Standard**

*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.*

After holding all-county gifted sessions during remote learning, we would like to integrate that into our program to allow gifted students to work with other students who are on their level at different schools

Monthly training for the AIG Specialists in best practices for the gifted that can be used to train the staffs at each school

**Planned Sources of Evidence**

\* Caldwell County Schools Lending Library

\* Inventory of AIG Specialist Core Resources

\* Caldwell County Schools AIG Brochures

**Documents**

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	<p> <a href="#">Standard 3 Planned Sources of Evidence 2022-2025 AIG Plan</a></p> <p> <a href="#">Annual Review</a></p> <p> <a href="#">Add On Placement grades 3-12</a></p>

Standard 4: Personnel and Professional Development

**Caldwell County Schools (140) 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.

Caldwell County Schools employs an AIG-licensed educator to serve as the AIG Director to guide, plan, develop, implement, revise, and monitor the AIG Program. The AIG Director works along with other program directors to provide support and guidance for curricular issues that affect AIG students and to provide a cohesive, district-wide program that provides enrichment and enhancement to the core curricula. The AIG Director oversees the following: AIG budget, hires, schedules, and assigns Gifted Education Specialists to the district's twenty-five school sites; selects materials for use in AIG classes; guides AIG Program development; attends state/regional AIG meetings and conferences to support the local AIG program; and conducts meetings and trainings for the AIG Specialists and regular education teachers seeking to work with gifted learners.

The Director will coordinate continuous training for gifted specialists and teachers of the gifted on research-based trends in gifted education such as guest presenters, book studies, online resources, and pertinent articles. The AIG Director serves as the coordinator of the local Governor's School selection process and assists the district High School Director with the Advanced Placement Program, the Credit by Demonstrated Mastery Initiative, and the Career and College Promise eligibility status of AG students. The AIG Director is responsible for all AIG PowerSchool data for NCDPI, including AIG identification, the Advanced Math Course Report for Caldwell County Schools, and verifying the bi-annual AIG headcount. The AIG Director monitors all records and paperwork related to AIG programming and audits placement files and rosters. In addition, the AIG Director reports directly to the Caldwell County Schools Superintendent and the Board of Education about the AIG Program. The AIG Director serves to coordinate AIG due process appeals and to address the concerns of AIG parents/guardians and stakeholders.

**\* Practice B**

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

Caldwell County Schools' AIG Program strongly supports the premise that "academically and/or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program." The AIG Program employs AIG licensed specialists to serve at all K-5 Elementary Schools, K-8 Schools, 6-8 Middle Schools and 9-12 High School settings. All AIG Specialists sponsor activities and mentor students in events that extend and expand the academic and intellectual opportunities from the general education program.

Caldwell County Schools ensures AIG Specialists provide services and resources that address the academic, intellectual, social, and emotional needs of AIG students. Elementary Specialists at the K-5 and K-8 settings serve students through direct services, through resource support with

research-based best practices for regular education teachers and parents, and through identification of gifted learners. They also complete plan paperwork, conduct on-going talent search, and lead special programs in their schools like the science fair, Elementary Battle of the Books, Soil and Water Competitions, Spontaneous Competitions, and STEM clubs.

Middle School Specialists serve in a consultative capacity, facilitating the identification of gifted learners, completing AIG paperwork, providing research-based resource support for regular classroom teachers, co-teaching, and providing special educational opportunities that enrich or extend the core curriculum such as: Beta Club, Soil and Water Competition, poetry recitation competitions, Science Olympiad, and Math Counts. They also serve to enrich and extend the curriculum through STEAM based projects and career-focused educational opportunities.

The AIG High School Facilitator provides academic support and advice for AIG students and their instructors. This specialist serves gifted students through resource support; professional development for classroom teachers; curriculum support; co-teaching; assisting students, counselors, and parents in navigating the Governor's School application process; AP Support and Testing, EOC testing; and helping with AIG student scheduling and registration for classes.

In addition, the AIG specialists support the gifted program and students in meeting their academic, intellectual, social, and emotional needs by developing the Differentiated Education Plans (DEP) with input and support from regular classroom teachers and parents, in creating an Individualized Differentiated Education Plan (IDEP) for any gifted learner that has specific academic, social and/or emotional needs, and conducting differentiation training for classroom teachers. The local AIG team will continue to provide research-supported resources and develop problem solving/higher order thinking skill units for classroom teachers. Caldwell County Schools will continue to provide local professional development that supports gifted learners (differentiation, gifted characteristics, social/emotional needs of gifted learners, overview of gifted plan, rigor and relevance in the classroom). Caldwell County Schools provides opportunities for AIG Specialists and staff to collaborate for the purpose of strengthening services and programs designed to meet the needs of gifted and advanced learners.

The AIG Director and gifted specialists meet regularly as a Professional Learning Community (PLC) to keep abreast of current trends in gifted education through book reviews, articles, and internet sources. The AIG PLC meetings provide elementary, middle, and high school specialists time to meet and exchange ideas and/or participate in professional development opportunities on subjects related to the needs of all gifted students. An AIG Review Team (AIGRT) at each school site helps to determine service delivery options for gifted learners and develops ways to meet the social, emotional, and academic needs of gifted students. The AIG team maintains communication with parents, teachers, and other stakeholders about the AIG Program in order to best provide service delivery options with gifted learners. Identification and placement of students will require continuous assessment of the AIG Program delivery options. Program delivery options will be based on assessment of a student's

academic and affective needs. The process will be structured to match diverse student needs with multiple program options. The emphasis for placement will be to match students with particular services and program options that appropriately differentiate both content level and instructional strategies so that students may succeed at their highest potential. This differentiated educational approach involves extended thinking, applied thinking, and conceptual thinking, all building upon the North Carolina Standard Course of Study. AIG Specialists will serve to match the placement of students with the appropriate learning environment, content modification, and differentiated instructional strategies, all determined by the student's demonstrated abilities and/or performance, as well as by academic needs and expressed student interests and social needs. Specialists will meet with parents annually to develop the DEP and/or IDEP that best meets the needs of each student.

The AIG Program recognizes that there is a direct relationship between general education and program options for students identified as gifted, with gifted programming providing the necessary foundation for academic success for higher ability learners. The Caldwell County Schools AIG Department promotes a variety of professional development opportunities for gifted specialists and regular education teachers, such as local on-

site training and online professional development. This training occurs throughout the school year with various groups of educators. AIG Specialists conduct an informational meeting during new teacher orientation during the summer prior to school opening. Specialists also serve on designated professional development days to provide workshops in differentiation activities for grade level teachers, from elementary through high school. The High School AIG Specialist attends period meetings in the traditional high schools to review extension and enrichment opportunities for the numerous subjects offered. Teachers of gifted students are also encouraged to attend professional conferences, including the North Carolina Association for the Gifted and Talented (NCAGT) conference and/or North Carolina Technology in Education Society (NCTIES) conference to support continuous gifted programs and advanced learners. The AIG Specialists also participate with STEM West Partners in continuous technology training related to robotic, coding, computational thinking, and computer sciences.

**\* 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 Caldwell County School District has established specific and appropriate professional development requirements for all personnel that are involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators. The Caldwell County Schools' AIG Program participates in, and supports, all professional development days offered throughout the district. In particular, AIG Specialists serve as the providers of staff development training in differentiation for elementary workshops, middle school workshops, and after school training and professional development designated for educators at the high school level. Training is conducted on-site at individual schools and at the district office. Online platforms are also utilized and the district is currently planning for the roll out of locally produced online differentiation courses and training for teachers and students.

Professional development is tailored to the needs of individual school sites and teacher needs. Schools and teachers participate in a needs assessment survey to determine the needs of the school sites and ways AIG Specialists can assist the regular education teachers. Regular education teachers have access to professional development concerning characteristics of gifted learners, philosophy of gifted education, how to implement differentiated instruction in a regular classroom setting, the relevance and rigor framework, and ways to meet the social and emotional needs of gifted learners. These trainings are to establish a baseline of expectations for the skills, knowledge, and understandings that support gifted learners. Caldwell County Schools partners with NWRESA which offers summer courses to help prepare regular education teachers in the region at the elementary, middle and high school levels to better serve gifted learners in their classrooms.

AIG Specialists have the opportunity to attend professional development training offered in the district related to reading and math. This allows specialists to better understand the core curriculum and to support the extension of that curriculum in their programs.

AIG specialists collaborate with school counselors to support social and emotional needs of gifted learners. The AIG Director coordinates with other district directors in the Educational Program Services Department. The EPS Department includes all grade level district directors (high, middle, elementary), the ML Director, the Exceptional Children's Director, the Career Technical Education Director, the Pre-K Program Director, and the Accountability/Testing Director. EPS meets weekly to oversee curricular issues in the district, to plan professional development programs of work, and to promote seamless, comprehensive K-12 educational planning for the district.

The AIG Director participates and presents in the bi-monthly principal meetings. Principals meet with their curriculum directors (high, middle, elementary) and other EPS directors, including the AIG Director, at a mid-month meeting to discuss issues pertinent to those grade levels. All principals meet at the end of the month with the superintendent. All directors attend this meeting as well. Both meetings provide opportunities for the AIG Director to advocate and educate administrative professionals about AIG student needs. Information concerning the gifted education program and data to support the gifted program is discussed and updated regularly in this setting to keep principals abreast of pertinent information. The AIG Director also surveys the principals through these meetings to help determine the ways the AIG Department can help meet the needs of individual school sites. Another method specialists utilize to include all stakeholders and support staff is to train instructional assistants at the elementary schools in strategies to support the Multi-Tiered System of Support interventions/extensions for higher ability students.

**\* Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

The Caldwell County School District works diligently to ensure that teachers delivering educational services for gifted students have earned an AIG add-on licensure or have a regional endorsement. The Caldwell County School District employs eight AIG Specialists and one director through the AIG budget who are licensed from accredited institutions of higher education. These employed AIG Specialists serve in some capacity at each of the twenty-four schools in the district, either providing consultant services or other direct and/or indirect delivery options to identified AIG students.

In the traditional middle schools, teachers who specialize in English Language Arts and Math and are AIG licensed or regionally endorse, serve classes for advanced learners. Middle schools that traditionally form teams of teachers for each grade level generally have identified AIG teams. AIG licenses are kept on file in the AIG District Office. Principals are kept apprised of the AIG licensed teachers at their school sites in order to ensure correct placement of gifted learners with AIG licensed teachers. AIG students are placed in regular classroom settings with an appropriately licensed teacher to ensure effective service delivery match. Cluster groups are formed at the elementary level to ensure appropriate services from the regular classroom teacher and the AIG Specialist in order to meet the social, emotional, and academic needs of gifted learners. At the middle school level, subject ability grouped classes and/or cluster grouping is utilized to best meet their needs. AIG Specialists oversee the scheduling of gifted students and model differentiation through a co-teaching model and supplemental resources to extend and enrich the curriculum. In high schools, teachers of honors classes, Advanced Placement courses, and Career and College Promise classes are trained through professional development opportunities, obtaining advanced degrees, or participating in the summer AP training provided by the College Board in order to meet the needs of gifted learners to ensure proper service delivery.

The AIG Program encourages the use of AIG licensed educators to serve on school AIG Review Teams and invite them to participate in AIG workshops and training as needed in order to keep them up to date on current research, procedures, and local plans. In addition, the Caldwell County School District's AIG Department offers after school professional development to provide support to those teachers seeking to complete an AIG endorsement or certification. Teachers may also elect to participate in regional gifted education training presented through Northwest RESA. Teachers are trained in the characteristics of gifted learners and ways to meet the social, emotional, and academic needs of gifted learners in their classrooms. Upon completion of either of these hybrid professional development opportunities, teachers may be utilized at school sites to provide appropriate instruction to all advanced learners in their classrooms. Regular education teachers that complete their AIG certification are recognized at a local Board of Education Meeting to commend their achievements.

**\* Practice E**

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

Caldwell County Schools Gifted Education Department is committed to supporting Caldwell County Schools Strategic Plan Goal 2: Caldwell County Schools will recruit, employ, develop, and retain a diverse staff committed to ensuring all students receive a premiere education. Caldwell County Schools will expand our recruitment area encompassing partnerships with colleges and universities including historically black colleges and universities (HBCUs) to recruit candidates (Objective 1).

Caldwell County Schools employs Gifted Education Specialists who are assigned to every school in the district. All Gifted Education Specialists are required to be highly qualified and state licensed in Gifted Education. Caldwell County has teachers that have previously completed required PD and, therefore, are identified as endorsed within Caldwell County Schools to teach gifted students within their regular education classroom. The Caldwell County Schools local endorsement for gifted education has been discontinued and replaced with a more in-depth regional endorsement.

Caldwell County Schools works closely with NWRESA in their AIG Regional Endorsement within the Northwest Region. Caldwell County Gifted Education Specialists have worked with AIG personnel from other districts within the Northwest Region to develop and implement the regional endorsement. NWRESA offers its AIG Regional Endorsement during the school year and during the summer in multiple formats - face to face, virtual, and hybrid options. The AIG Director advocates at the district level and with principals to have teachers sign up for NWRESA's AIG Regional Endorsement. AIG Specialists work within their assigned schools to advocate for teachers to complete NWRESA AIG Regional Endorsement. Special consideration for teacher participation in the NWRESA endorsement is given to teachers at Title 1 schools and at those schools with the highest number of gifted students. After attaining the regional endorsement, teachers are encouraged to take the PRAXIS exam in Gifted Education to become highly qualified and state licensed in Gifted Education. Caldwell County teachers who have completed regional endorsement and gone on to take the PRAXIS have shown great success in passing and becoming state licensed in Gifted Education.

District principals are encouraged to place gifted students into classrooms that are taught by these AIG regionally endorsed teachers and certified gifted teachers. The AIG Specialists at each school will work with the classroom teachers on differentiating the curriculum, providing resources, and supporting the SEL needs of the gifted students.

**\* Practice F**

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

Caldwell County Schools' AIG Department provides focused, professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Based on district AIG data, an AIG Specialist will be placed at each of the 24 Caldwell County Schools to meet the needs of potentially academically/intellectually gifted students and identified AIG students.

The CCS AIG department partners with NWRESA (Northwest Regional Educational Service Alliance). This partnership provides quality staff development and technical assistance for public school systems in northwestern NC. Caldwell County Schools' collaboration with NWRESA

provides Regional Endorsement for classroom teachers to meet advanced learner needs. Classroom teachers choose to attend a 60 hour training in advanced teaching techniques.

Caldwell County Schools AIG Department aligns professional development to the district Strategic Plan and School Improvement Plan goals. The AIG Department emphasis will be in staff training at schools with the greatest discrepancies between local demographics and AIG Headcount demographics. Talent Development offers support at all schools for dually identified students and students exhibiting strengths and high academic potential. AIG Specialists will partner with schools to offer professional development for classroom teachers in strategies for teaching advanced learners that aligns with NCDPI's Call to Action and Guidebook. AIG Specialists provide professional development aligned to meeting the needs of the gifted learner at the beginning of each school year during faculty meetings.

In regards to equity and excellence within the school system, the AIG Department will provide AIG professional learning opportunities for teachers, K-12. The AIG Department will partner with the English Learner department to further support ML student strengths and monitor for potential giftedness in our multilingual learners by scheduling critical conversation sessions where both departments will meet to discuss multilingual learner needs and potential students who are showing academic or intellectual strengths as evidenced in ACCESS testing, classroom observations, and classroom portfolios.

The Caldwell County AIG department partners with the Exceptional Children's department based on PowerSchool data focusing on under-represented students in EC areas to ensure equity and excellence within the Talent Development and AIG gifted populations. The Caldwell County AIG Department will collaborate with the EC department, specifically school psychologists, on the data collected and used for the identification of Caldwell County students as Academically and/or Intellectually Gifted.

Caldwell County Schools Gifted Education Specialists will participate in Rethink Education's Blended Learning Facilitator training. AIG Specialists will join Media and Digital Learning Specialists to complete coursework focused on blended learning aligned with the district strategic initiative. After completion of Rethink Education's Blended Learning training, AIG Specialists will work alongside Media and Digital Learning Specialists to model and facilitate blended learning at their assigned schools through grade level PLC's and school-based and district-based professional development days.

**\* 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 Caldwell County School District aligns professional development opportunities with district curricular initiatives. The Caldwell County Schools' AIG Program serves as an integral part of the academic program planning in the district with the goal of supporting gifted and advanced learners in order to meet their social, emotional, and academic needs and to achieve growth. Service delivery options and professional development plans are created with these goals in mind. The AIG Program falls under the Educational Program Services Department at the district's Education Center and the AIG Director answers to the Associate Superintendent of Educational Program Services for all decisions and plans. Professional development opportunities for the district are planned, developed, and implemented by this department.

The AIG Program aligns professional development for AIG Specialists to support local initiatives such as Wit and Wisdom. AIG Specialists are also provided with opportunities to pioneer professional development to introduce into the district, such as the newly emerging Blended Learning Facilitator training from Rethink Education. Additional training in gifted education includes Power School training in AIG data input, CogAT

administration teacher training, differentiation refresher courses, and computer coding for robotics. These trainings are ongoing to maintain current gifted initiatives in the district.

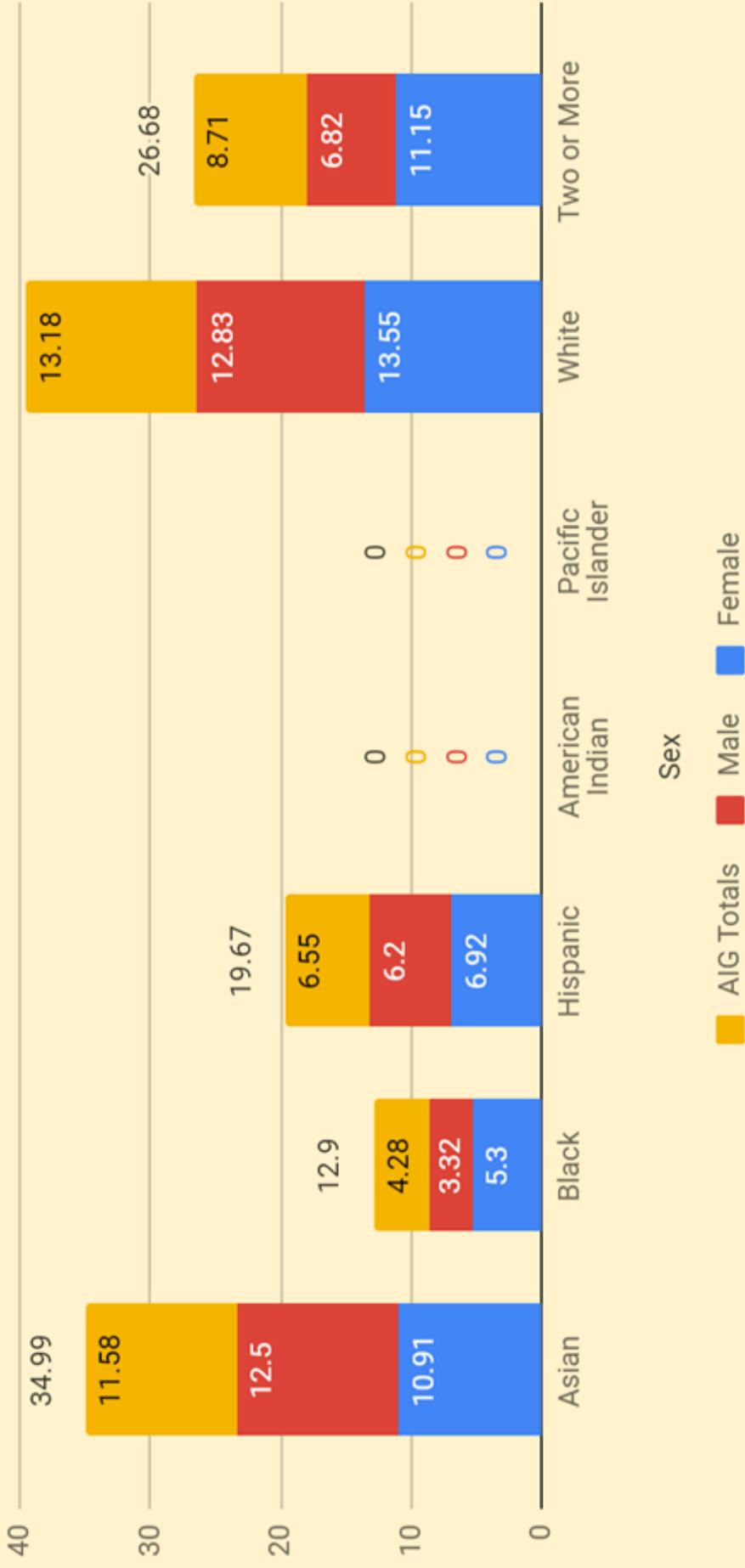
The AIG Program works with the district to provide training that promotes the understanding of gifted characteristics, differentiated instruction, and social and emotional needs of gifted students during countywide professional development days, in faculty meetings, in professional learning communities, and at school sites. The AIG Program will continue to expand the professional opportunities for regular educators who are in need of differentiation support training at any of the K-12 levels.

The AIG Program supports Advanced Placement teachers who attend the summer Advanced Placement workshops. Stakeholders will be provided the opportunity to suggest ideas for ongoing or additional professional development opportunities. In addition, the AIG Program will continue to financially cover the cost of attendance at the NCAGT Conference for all AIG Specialists, where new program ideas and initiatives for gifted education are introduced and shared. AIG Specialists are also encouraged to attend the North Carolina Middle School Conference, the North Carolina Technology in Education Society Conference, the North Carolina Math Conference, and the North Carolina Science Conference. These conferences are resource-rich and serve as professional development experiences for continuous collaboration with regular educators and AIG Specialists.

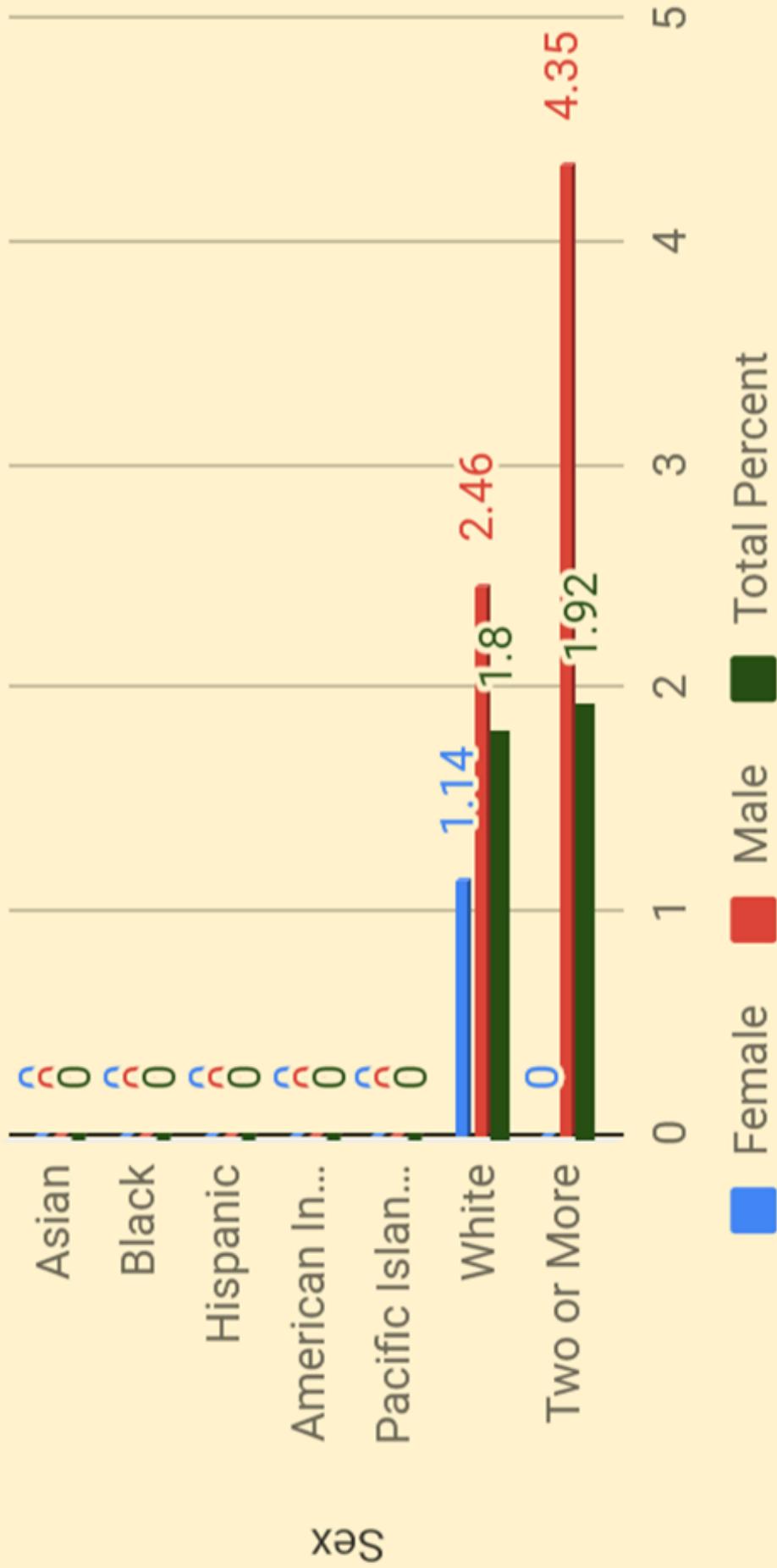
Caldwell County Schools AIG professional development is integrated with other staff development initiatives across the county through designated system-wide Professional Development days. Caldwell County Schools AIG Specialists will assist the roll out of blended learning initiatives in Caldwell County after completing Rethink Education's course to become Blended Learning Facilitators. AIG Specialists will be working closely with Media Specialists, Digital Learning Specialists, and Instructional Technology Facilitators at school levels for focused PD during both district and school level PD days. AIG Specialists who attend conferences in the spring design and present PD sections focused on the needs of gifted learners during various site specific PD events.

AIG Specialists operate as a Professional Learning Community that meets monthly to share and work together on professional development opportunities such as book studies, plan review, data analysis, current trends and research in the field of gifted education. As a group, we plan gifted staff development for Beginning Teachers and other teacher groups as requested and needed by the district and our individual schools. Specialists also meet with teachers in our schools to assist with differentiation and lesson development to share the PD training we have received.

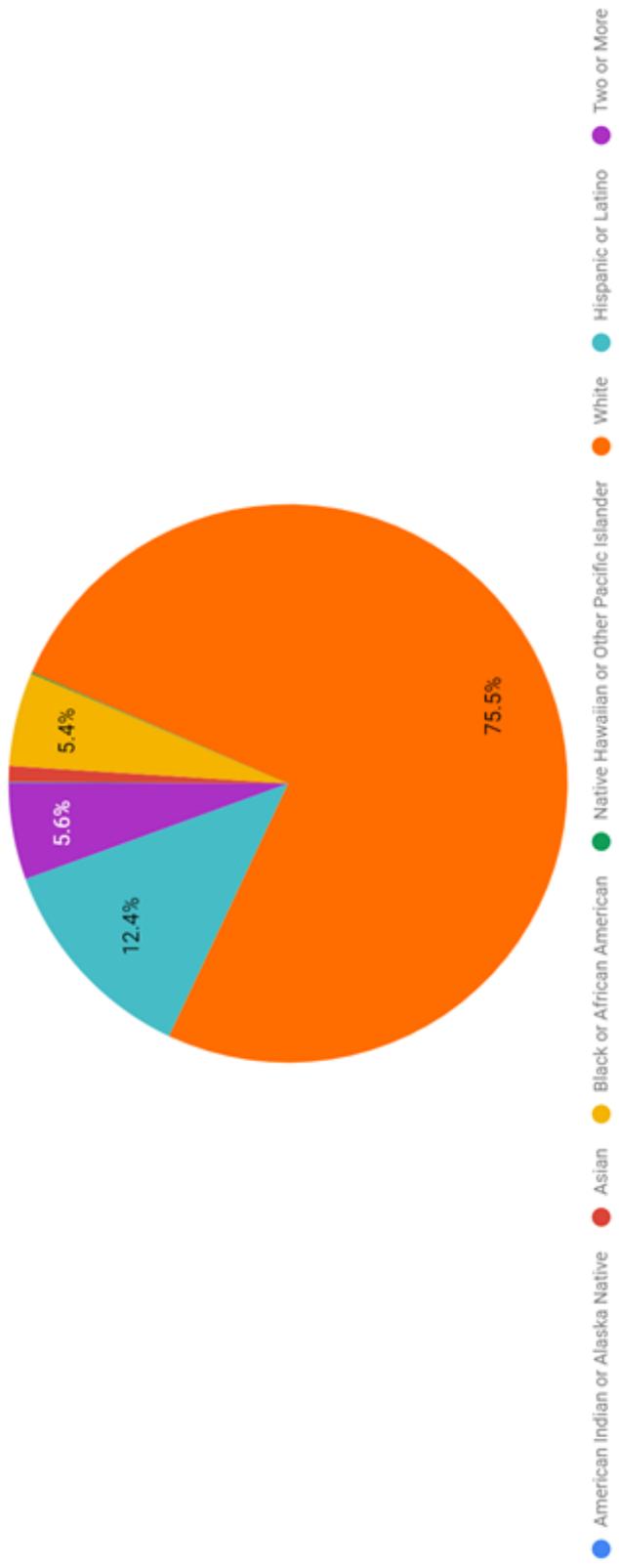
# CCS Percent of Ethnicity Identified as AIG <sup>39.56</sup>



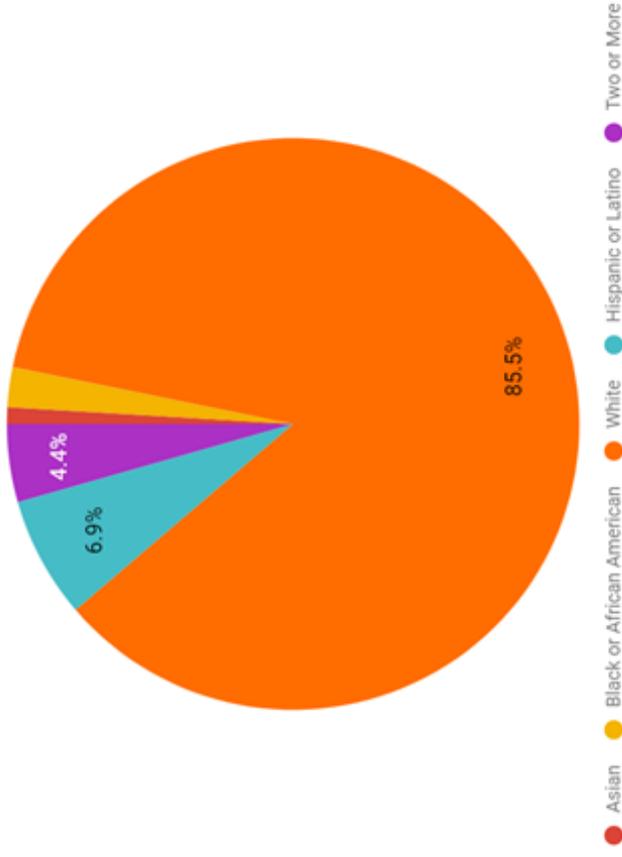
# CCS Dual Exceptionality (AIG and Other EC) Percentage by Race and Sex



# CCS BOY Demographics



## BOY AIG Demographics



### \* Ideas for Strengthening the Standard

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

Encourage teachers who complete the NWRESA AIG regional endorsement course to also take the Praxis to get state AIG licensure

AIG Specialists will provide district training in differentiation tools and resources for district-wide professional development days

AIG Specialists will lead professional development on differentiation tools and resources as needed in their assigned schools.

Specialists will also share knowledge gained from attending state conferences w as needed within each school

**Planned Sources of Evidence**

\* Informational Presentations for Gifted Services

\* AIG Specialist Schedules

\* NWRESA AIG Training Documentation for Specialists and Classroom Teachers- Regional Endorsement Lists

**Documents**

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <a href="#">Standard 4 Planned Sources of Evidence 2022-2025 AIG Plan</a>

Standard 5: Partnerships

**Caldwell County Schools (140) 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.

The Caldwell County Schools' AIG Program partners with parents and guardians in many ways. Elementary and middle school AIG Specialists meet with parents annually to complete the Differentiated Education Plan for each student. An AIG Review Team is composed of classroom teachers, the school counselor, a school administrator, and the AIG Specialist as needed. The team is available to address parent concerns and meet with AIG parents as needed in response to classroom teacher or parent/guardian concerns or when developing the student DEP and/or IDEP for social/emotional support. Interpreters and ML teachers are invited to join the team to facilitate the language needs of the parents/guardians if the student is a current English Learner. EC teachers are likewise included in the meetings if the student is twice exceptional.

The AIG High School Specialist works collaboratively with all high school counselors as well as administrators and meets with AIG parents at class registration events, parent informational meetings, and on days when student schedules are released. The AIG High School Specialist also meets with parents of students selected to apply to the Governor's School Program to help parents and students navigate the application process. Remote communication strengthens the AIG Specialist two way parent communication strategy. Remote and in person meetings are held to

meet parent/guardian needs and to answer any questions that arise about DEP's, North Carolina Governor's School, CCP and other programs offered in the gifted program. The AIG High School Specialist also partners with the local community college in ensuring that AIG students taking dual credit community college classes and online classes have appropriate schedules and course options. The two way communication with parents and guardians for CCP and other college classes are guided by district rubrics to ensure parent involvement in the course selection. AIG Specialists and parents/guardians work with the school counselors to determine the ideal post-graduation pathway for their students.

The Caldwell County Schools' AIG Program works toward a goal of consistent and frequent communication throughout the school year. Parent involvement is seen through participation and volunteering in school events that involve gifted and potentially gifted students, such as STEM nights and Science Olympiad competitions. Parent brochures for the Talent Development Program and the Caldwell County AIG Program are updated annually and given to parents at fall open house parent meetings and are also posted on the AIG District website. AIG Specialists may attend their assigned schools' Title I Parent Meeting twice yearly to address parent concerns and questions about the program. A district-created PowerPoint presentation is shared with parents at the DEP meetings. Parent surveys are distributed to allow parents/guardians an opportunity to give feedback on how the AIG Department can improve communication and inform information regarding the AIG Plan, program policies, and service options. The AIG Director provides an annual update in gifted education procedures and requirements at the summer retreat for local district administrators.

**\* 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.

Building relationships with the community are imperative to the growth and enrichment of AIG students. Stakeholder opportunities include local Board of Education meetings, district curriculum meetings, administrator end-of-month meetings, and AIG Advisory Board meetings. These are on-going and provide venues for sharing assessment data, AIG enrollment numbers, and procedural and personnel changes. Elementary and middle grade AIG Specialists collaborate with local community partners such as Blue Ridge Electric, Western Piedmont Council of Government Service Organization, Google, and local business owners to support the enrichment and acceleration of our gifted learners. Caldwell County AIG students participate in academic events for extension such as Battle of the Books competitions, Blue Ridge Energy Electric Extravaganza, Student/Parent Coding Nights, and Google Gravity Games sponsored by our community partners. The AIG department is involved in the district spelling bee and recitation

competitions that are sponsored by the CCS Education Foundation. These community partnerships support AIG student growth in digital learning, reading, STEM education, advanced math, and student accomplishments at all levels. Our students also participate in an agricultural expo that allows students to interact with careers in agriculture. Community stakeholders are vital to the success of CCS gifted learners.

Caldwell Community College and Technical Institute works extensively with our high school AIG students, and they are given the opportunity to apply for innovative high schools that offer associate degrees upon graduation. In addition, gifted students are encouraged to attend Governor's School. There is an annual high school parent meeting where information is shared virtually through partnering with NCDPI for those selected to apply for Governor's School. These IHE programs help students reach beyond the standard course of the study to provide future goals in higher education and in the workforce. The AIG High School Specialist works in collaboration with personnel at the three traditional high schools and the two cooperative innovative high schools located on the community college campus to ensure that courses offered to advanced learners are appropriate, challenging, and differentiated.

The Caldwell County Schools' AIG Program continually strives to advocate for the needs of gifted and higher ability learners. Specialists attend NCAGT and NCTIES conferences to ensure that current best practices and procedures are being utilized. Building relationships outside of our district, allows for stronger support teams for our gifted learners. Community outreach is critical to ensuring that all parties in the community not only understand the academic needs of these students, but that they also share in the extraordinary accomplishments and successes of these students. Annual parent meetings bring parents and community stakeholders together to learn about the academic service delivery options and about the AIG Plan in the district. When possible, the district brings in gifted consultants/trainers to serve as an outside source of information about the unique academic, intellectual, and social/emotional challenges faced by AIG students and parents. AIG Specialists and the AIG Director are present at community meetings, as well, to answer questions and/or serve as a local source of information and support for parents, students, educators, and other interested stakeholders.

**\* 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 Caldwell County Schools' AIG Program is served by an AIG Advisory Board to ensure the development, implementation, monitoring, and revision of the local AIG program and plan. The AIG Advisory Board is composed of

internal and external stakeholders. The AIG Department strives to include parents/guardians, community organization leaders, administrators, curriculum directors, including the Title III Director, regular classroom educators, an AIG Specialist, and the AIG Director. Stakeholders may also serve on the Caldwell County Schools AIG Plan Revision Committee. The AIG Plan Revision Committee, in collaboration with the AIG Specialists, monitors the AIG Plan to assure that AIG services are appropriate for all identified students and reflect the needs of the diversity of the schools and the community. The AIG Plan is developed with stakeholder input, including feedback from certified staff, parents, students, and members of the AIG Advisory Board. Members of the AIG Advisory Board may include parents, community business leaders, faith-based community members, and AIG staff serving the various demographic regions in Caldwell County, including rural and highly populated areas.

**\* 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 Caldwell County Schools' AIG Program believes communication is critical and that all AIG and potential AIG parents/guardians should receive continuous and meaningful ongoing information. AIG Specialists and the AIG Director remain in contact with gifted parents through Talking Points, webpages, parent meetings, extra-curricular activities, and many other avenues as needed to address the needs of gifted children and their parents. It's an ongoing dialogue to address both the academic and social/emotional needs of these kids. Yearly fall parent meetings outline gifted placement and services for parents and school personnel. Information regarding AIG services is always available to the public through the Caldwell County Schools website and through the AIG brochure that is placed in the offices of each school and at the local Community College. These resources include information about gifted services, our AIG personnel and contact information, and resources for gifted students and families. The district website also includes the Caldwell County Schools AIG plan, the NC AIG Program Standards, Due Process document, and various other AIG resources. Furthermore, this website is used to share NCDPI Governor's School webinars to maintain parent/guardian and student access to Governor's School information leading up to Governor's School application submissions.

The AIG Program collaborates with the Title III Director to ensure that translations for forms, tests, and other documents are available as needed and to secure the appropriate language interpreters for parent meetings and presentations. Bilingual Family Engagement Specialists work closely with classroom teachers and the Director of Diverse Student Populations to ensure parents/guardians have access to information pertaining to all local AIG plan and program services in the student's home language. The Caldwell County Schools district goal is to eliminate barriers in parent/guardian communication pertaining to AIG identification and services. Caldwell County Schools publishes translation options on the district website so every parent can access the local AIG Plan and AIG program specifics in the preferred home language. AIG Specialists have access to various translation programs to assist with parent/guardian and student communication of AIG opportunities and policies related to advanced learning or gifted learning. Caldwell County Schools shares Advanced Math opportunities, identification information, and AIG policies in the student's home language when needed. AIG Specialists and the AIG Director collaborate with the Multilingual Learner Program and the Exceptional Children's Program to address the needs of all gifted and potentially gifted learners. The AIG Director serves on the District MTSS Committee to ensure gifted and potentially gifted student needs are addressed at the district level and communicated at the school level.

Gifted students excel in many areas beyond the regular classroom setting, so AIG Specialists regularly communicate with students and parents on extra-curricular learning opportunities to reach their areas of passion. Specialists share information regarding summer enrichment camps, extra-curricular activities, service projects, academic competitions, and interest clubs as they address student, school, and community needs and interests. This information is shared electronically and through paper communication, both of which are translated as needed. Schools share information in the student's home language for school and district announcements such as CogAT sweep screening. Interpreters are provided for individual parent meetings and other AIG functions at the district and school level.

**\* Ideas for Strengthening the Standard**

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

Move from an AIGRT process to the MTSS model to better align with school procedures

Seek out grant opportunities to strengthen the relationship between community partnerships.  
Partner further with the English as a Second Language Department to translate more AIG documents

**Planned Sources of Evidence**

- \* Presentations and Sign In Sheets from annual parent meetings/Governor's School Evening Meetings
- \* Stakeholder Survey Responses
- \* AIG PLC, MTSS, and AIG Advisory Board Meeting notes

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	<a href="#">📎 Standard 5 Planned Sources of Evidence 2022-2025 AIG Plan</a> <a href="#">📎 AIG Advisory Board Meeting Report 2022-2025</a>

Standard 6: Program Accountability

**Caldwell County Schools (140) 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.

Caldwell County Schools AIG Plan is developed on a three year cycle, in accordance with state legislation, guidelines and policies, utilizing input from various stakeholder groups.

Ongoing data is collected through various means, such as face-to-face meetings, electronic forms, surveys, or emails with the results used to make changes to the identification process, service delivery options, or the procedures of the local AIG Program. Surveys are administered so that stakeholders can provide input yearly to help drive the review of the district's current AIG Plan. In addition, AIG Specialists and the AIG Director complete a self-assessment prior to the development of a new plan. AIG Specialists and curricular directors participate in statewide coordinator conferences, webinars, and regional and local meetings to help develop a clear and concise local AIG Plan to best reflect the instructional needs for gifted and higher ability learners in grades K-12. The goal for the plan is to ensure consistency and accountability. The local three year plan is submitted to the local Board of Education for approval and implementation, then submitted to the NC State Department of Public Instruction for feedback.

**\* Practice B**

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

The Caldwell County Schools' AIG Program will utilize the components of the 2022-2025 AIG Plan to monitor implementation of the program standards with respect to strengthening student identification procedures; maintaining

differentiated curriculum and instruction; supporting AIG-licensed personnel and promoting AIG-aligned professional development; enhancing comprehensive curricular and extracurricular program options for higher ability learners; forming partnerships with parents/guardians, local colleges, and community businesses to promote opportunities for student support; and creating systems of program accountability for the local plan. North Carolina Article 9B provides the state definition for Academically and/or Intellectually Gifted (AIG) students and requires local education agencies to develop three-year plans with these specified components and to submit a newly revised AIG Program Plan on a three-year cycle. The local plan is to be assessed and updated annually. This assessment will be first addressed by the AIG Specialists in two meetings; one meeting will be at the end of the school calendar year after test scores are released. Anticipated improvements and adjustments to the current plan would be part of the school year reflections. The second meeting is to be held just prior to the next school calendar year to address any additional testing data and to determine any changes needed in the program based on district initiatives and school population needs. Any updates and changes would also be reviewed and assessed by the local AIG Advisory Board. Once those adjustments are made, these will be reported to the school district's Educational Program Services Department. The EPS Department will consider any adjustments or changes in tandem with the entire district curricular goals. After that, the EPS Director will take any updates or adjustments to the weekly cabinet meeting with the local Superintendent and to the local Board of Education. The local Board of Education is charged with adopting the local plan and ensuring that monitoring and evaluation occurs throughout the three-year cycle.

**\* 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 Caldwell County Schools' AIG Program maintains a budget based on state allotment of funds for the local AIG Program. Funding is four percent of the ADM—Average Daily Membership—of the school district. The percentage is utilized throughout the state for all local AIG Programs. The local AIG Program does not receive federal or local money for the AIG Program. The AIG Program budget allocations vary from year to year in order to support program goals and objectives.

The primary budget expense is the cost of personnel. The current budget covers the cost of nine positions for the district. All of these positions are AIG Specialist positions and a director. The AIG Director meets at the beginning of each fiscal year with the Director of Finance to evaluate and allocate the remaining funds after personnel expenses are calculated. The AIG Program budget is supplemented by the local district in order to cover all the personnel costs. Budget allocations also support student identification procedures, which includes CogAT testing materials and printing costs; differentiated curriculum and instruction; supplementary texts and technological resources; gifted programming professional development; workshop and training expenses; comprehensive programming; allocations of materials for extracurricular opportunities and support of extracurricular programs; and communication tools for informing stakeholders throughout the

community of AIG service. The Caldwell County Schools Gifted Education Department is committed to NCAGT and pays membership for each AIG Specialist and sends a team of Specialists to conference annually. The Director of Gifted Education conducts an inventory of testing and instructional supplies at the end of the year to assess the needs of the coming year in regards to purchases of mass screener test supplies and individual reassessment or alternate assessment materials.

**\* 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 use of PowerSchool allows for easy submission of enrollment and AIG identification status for students. It also permits roster alignment and helps the district monitor students for headcount purposes. The AIG Director works with the Testing Coordinator for the district to provide universal CogAT screening at grade four. Student performance on the CogAT is printed and distributed to parents with interpretive information provided as needed. This data supports and informs instructional planning at the elementary and middle schools and provides data that may be used for student placement in AIG programs. In addition, the Testing Coordinator provides in-depth EOG and EOC information annually to address AIG student growth and performance as a recognized subgroup for the district. The AIG Specialists complete Annual Reviews on each gifted student in grades 3-8 to track growth and performance. This data is used by school staff and administrators to guide student placement and teacher scheduling along with identifying areas of need in planning for the next year. The AIG middle school Specialists assist with scheduling over the summer taking into consideration the holistic needs of the gifted students.

The district PowerSchool coordinator provides dropout reports for each school to the AIG Director. This report is used to gather any dropout data for AIG students. The AIG High School Specialist uses reported data to search out students who have been identified as at-risk for attendance and/or grades to determine any practices that could make a difference in student retention. The Testing Coordinator also regularly provides SAT and ACT results, along with Career and College Promise and dual enrollment information with the Educational Programs and Services Department in order to identify trends in performance. The Career and Technical Education Director provides data concerning WorkKeys testing and students who achieve career readiness credentials in WorkKeys levels (bronze, silver, gold, platinum.) In addition, the summer release of AP scores gives insight as to the performance of advanced learners in those advanced program classes.

All student achievement data is shared with the Educational Program Services Team at the School District Office in order to coordinate programs across the district and to plan for professional development. The testing data for the district is also shared with the local Board of Education, the AdvancEd Accreditation Agency, and the local news media. Individual schools also release report cards that disseminate the testing growth and performance data by subgroups. The state report card indicates the performance percentages for AIG students for the EOG and EOC testing protocols. Parents

receive copies of the report cards and receive updated assessment performance information after annual testing protocols and at Title I parents meetings.

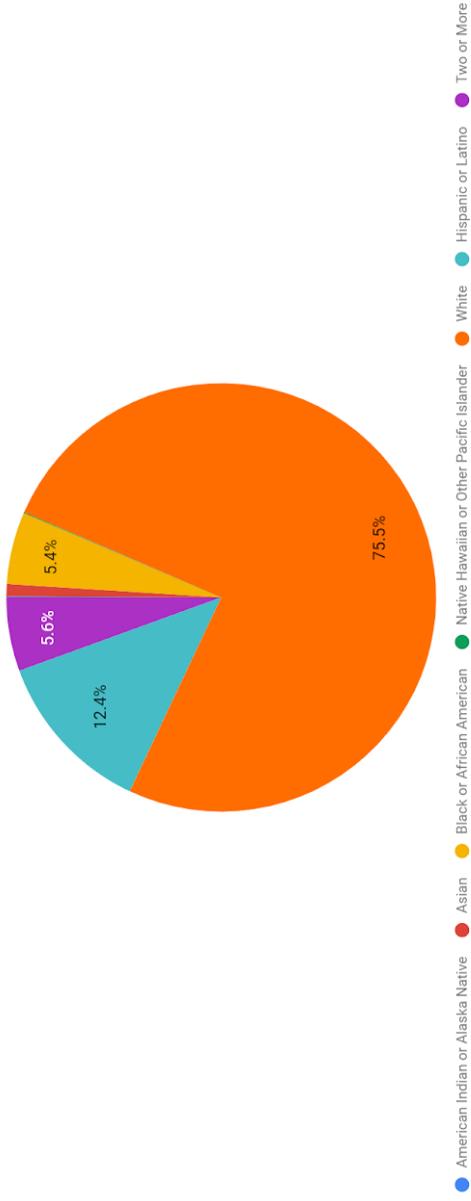
AIG Specialists receive EOG and EOC data after annual testing is completed. AIG Specialists use the data to address district AIG planning and to also address program needs at their assigned schools. In particular, individual schools utilize all testing data for Multi-Tiered System of Support (MTSS) meetings, and administrators receive testing information and share strategies and planning for improvement at mid-month and end-of-month meetings. The AIG Director attends all administrative meetings and provides input for AIG planning and support for student growth.

Each school is required to complete an annual School Improvement Plan, and a component of that plan is to ensure that student academic needs and supports will be provided, including supports for higher ability learners. In addition, the AIG High School Specialist monitors the student rosters at the high school in order to track AIG student graduation data. Also at the high school level, the AIG High School Specialist helps administer AP tests, ACT testing, and WorkKeys testing. The AIG High School Specialist receives the data concerning SAT, ACT, AP, and WorkKeys testing in order to identify program strengths and to provide advising for AIG students in creating class schedules on an as needed basis.

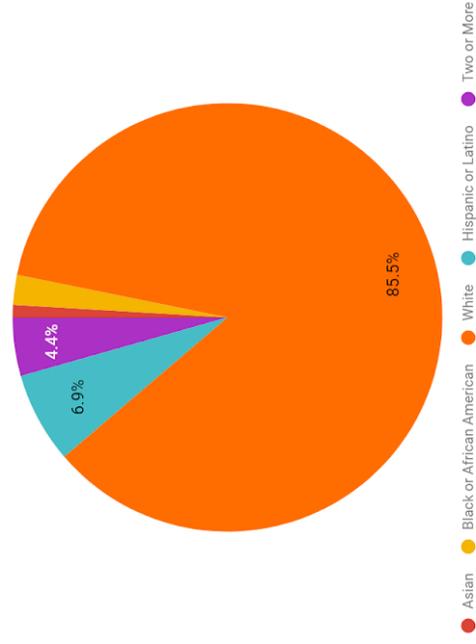
**\* Practice E**

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.

### CCS BOY Demographics



### BOY AIG Demographics



The Caldwell County Schools' AIG Program is committed to maintaining and analyzing multiple data sources that focus on referral, identification, providing services, and retaining students from all racial, ethnic, and economic backgrounds, including students with other exceptionalities and language differences.

Caldwell County Schools' AIG Specialists maintain and analyze data from PowerSchool, CogAT, Stanford Achievement tests, EVAAS, STAR, Amplify, NCEOGs, NCEOCs, NC Check Ins, and teacher completed Gifted Rating Scales to identify students that are showing the potential for placement in CCS' AIG Program. Each AIG Specialist maintains a search data record sheet for every school. These Search Data Sheets track all students referred to AIG Specialists throughout the school year. AIG Specialists participate in BOY MTSS meetings with classroom teachers and grade levels to foster and support the needs of gifted learners. During the BOY MTSS meetings AIG Specialists share lists of students who are identified as AIG in either reading or math as well as the list of students who have been referred in the past and whether or not those students have participated in the CCS AIG Talent Development Program. Classroom teachers use the BOY MTSS meetings as an opportunity to share new students' names with the AIG Specialist so that transfer records can be reviewed for any pertinent data needed for students demonstrating gifted potential.

The middle school AIG Specialists update the search data sheet for their schools after each grading period to analyze academic progress through grades and other testing data. The specialists also work with the MTSS team to address the needs of low-performing AIG and potentially gifted students. These meetings are focused on attendance, academic, and social-emotional learning. Specialists also reach out to parents, counselors, ML liaisons, and other support personnel as needed to help students reach their potential. Students who are showing gifted potential through their academic performance may be tested throughout the school year as needed.

Caldwell County Schools is a Title 1 school district. All of our elementary and middle schools are Title 1 schools with a focus on our low socio-economic students. The under-represented AIG population in our district is the students living in poverty who are receiving free and reduced lunch. We are working with our Title 1 Director to identify these AIG students and to address the learning needs of this specific group of students.

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### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	5.67%	7.50%	---	11.32%	---	14.78%
<b>Male</b>	---	<5%	6.96%	---	8.76%	---	13.92%
<b>Total</b>	12.64%	<5%	7.22%	---	9.90%	---	14.33%

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

<5%

**\* 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 Caldwell County Schools' AIG Program is committed to employing AIG licensed instructional personnel for the district. The AIG Director and all current AIG Specialists are state licensed, and copies of their credentials are maintained at the AIG district office. Other credentials, including teaching licenses for particular grade levels and National Board for Professional Teaching Standards Certification, are also maintained at the AIG district office. In addition to the AIG Director, the Associate Superintendent for Human Resources and the Finance Director for the district also have rosters of AIG Specialists currently employed and the schools where they are assigned. In addition to those employed by the AIG Program and paid through the AIG budget, the AIG Director maintains a current listing of educators who are AIG licensed in the district who are serving in other positions including regular classroom and administrative positions. Caldwell County is also participating with a consortium of school districts in the northwest region to provide regional-endorsed AIG training for teachers of AIG students who are not yet licensed. This training will provide basic foundation information about AIG students, differentiation activities, personalized learning, and AIG policies and procedures. This endorsement will provide districts and school-based administrators with a roster of teachers who have specialized training in teaching AIG students. This regional training will also prepare educators to take the Praxis Test for AIG licensure. Principals are encouraged to place AIG and advanced learners in classrooms with teachers who have state or regional licensure where their academic and social/emotional needs can be met. Gifted Education Specialists develop lists of teachers at each school that may be interested in completing the NWRESA Regional Endorsement. Schools and/or grade levels with few to no endorsed teachers are identified so that Gifted Education Specialists can support groups of teachers taking the regional endorsement together.

**\* Practice G**

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

The AIG Department will conduct annual surveys of all stakeholder groups to analyze our program and to make informed program modifications and services for the following school year. Feedback will be obtained from counselors, administrators, parents, students, and support personnel. The student reflections may be used to set personal goals and to assist with the writing of the next year's DEP and possible MTSS placement. AIG Specialists hold DEP parent/guardian meetings annually, and they meet with individual parents/guardians as needed to review academic plans and develop Individual Differentiated Education Plans as needed. The survey questions distributed to classroom teachers and parents/guardians are posted to the website and are accessible throughout the school year. AIG Specialists meet with their school staff each year to review the AIG program goals and the identification process to ensure consistency and fidelity of program vision. Specialists participate in school-level PLCs and MTSS to gather feedback for ongoing reflection of the AIG program. AIG Specialists collaborate with each other to determine the effectiveness of the program and its implementation at each school.

**\* 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 Caldwell County Schools' AIG Program utilizes multiple sources of data to review and revise the local plan and to provide comprehensive and strategic assessment and monitoring of program standards. Data from Power School, Advanced Math Reports, and twice-yearly headcounts provide rosters to examine and analyze for numbers of students identified, the identification status—IG, AI, AR, AM, AG, the demographic information for those student, and the location of feeder school patterns to support planning for AIG Specialist school assignment and support. Survey data collected from parents and classroom teachers provides information for scheduling supplemental instruction to the core curriculum and allows for determination of needs for differentiation training at various school sites. Principals provide input at mid-month and end-of-month meetings to the AIG Director that address AIG student issues in regards to student growth and performance on annual testing. The onsite evaluation during district-wide accreditation through Cognia requires analysis of each program component, including AIG programs, and the need for addressing comprehensive standards with fidelity. District Directors of Curricula, the Testing and Accountability Director, the MLL Director, and the Associate Superintendent for Educational Program Services all submit information that is utilized in comprehensive program planning, review of the

AIG Program, and the service delivery to students. Interim reports from NCDPI and policy updates and initiatives provide mid-cycle information that AIG Specialists use to assess program progress and make adjustments as needed.

**\* Practice I**

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

The Caldwell County Schools shares data from the AIG program evaluation with school and district personnel, parents and guardians, students, families, and other community stakeholders.

School and district personnel are informed about the district's AIG program evaluation and new local AIG plan yearly at either a faculty meeting or PLC's at each school by their assigned AIG Specialist. The AIG Specialist leads referral meetings throughout the school year where any questions about the local plan can be addressed.

Upon approval by the Caldwell County Schools Board the CCS AIG Plan is placed on the AIG webpage that offers translations in languages representative of Caldwell County stakeholder groups. Each year parents/guardians and students are invited to attend an AIG parent night at their school where the AIG Specialist will review any and all changes to local AIG plan and review their student's DEP.

The AIG director and school assigned AIG specialists are always available to answer community stakeholder questions whether related to individual schools or the AIG department as a whole for the entire district. Community members are solicited annually to complete anonymous surveys to share input for continuous improvement across all grade levels within Caldwell County Schools.

**\* 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.

Caldwell County Schools will conduct summer reassessments of students referred who did not meet requirements for placement throughout the school year. AIG Specialists will meet at the conclusion of the academic school year with updated search data sheets reflecting all referrals for the year including current EOG and EOC data. Referred students who are only missing a standardized testing component will be offered an opportunity to attend a summer testing session for their given grade level and academic referral area. Caldwell County Schools AIG department will notify parents/guardians of students eligible for reassessment by mailing/emailing a packet of testing information including available dates and times to allow ample time for families to schedule a reassessing slot.

The Caldwell County Schools' AIG Program follows established process procedures that are articulated and distributed to parents/guardians at AIG meetings and via the AIG website. The AIG Program Parent/Guardian Rights/Due Process Document has been locally school board approved and is given to parents when students are assessed for placement in the AIG Program and when placement occurs. This document is also available at a review of testing results and at annual DEP/IDEP meetings. The Parent Rights/Due Process Document is available on the website at all times and can be accessed by parents, guardians, administrators, advocates, and other stakeholders. The Parents Rights/Due Process document states that the Board of Education "believes that students and parents have the right to an orderly, equitable solution to problems." Caldwell County School Board Policy Code: 1740/4010 Student and Parent Grievance Procedure

The student/parent/guardian shall start at the school level using established procedures to resolve the matter(s) of concern/dispute/disagreements. The Board of Education will not consider any such matter until all administrative remedies have been exhausted. Whenever a student/parent believes that he or she has been adversely affected by a decision of the school-based committee, then Due Process may be requested. The purpose of this procedure is to ensure that disagreements will be resolved amicably and justly at the lowest possible level. Time limits have been established to assure prompt attention to each situation. If the student/parent does not process his or her complaint within the set time limit, it may be considered settled and not open to appeal." (See Caldwell County Schools' AIG Website for the complete document.)

AIG Specialists utilize the following due process procedures:

- 1) Parent/Guardian may request a conference with the AIG Specialist and with the School-Based Review Team to address the AIG placement or service delivery decision.
- 2) Following that meeting, the parent/guardian may request a meeting with the principal to appeal the decision.
- 3) The principal, in consultation with the AIG Specialist, may support the School-Based Review Team's decision or make a different decision.
- 4) The parent/guardian may then appeal the principal's decision to the Caldwell County AIG Director. The Director may meet with the parent/guardian to render a decision for AIG services.
- 5) The parent/guardian may appeal to the Associate Superintendent for Educational Program Services for consideration of all prior decisions and make a decision.
- 6) The parent/guardian may appeal to the Caldwell County Board of Education. The Board may render a new decision or maintain a prior decision.
- 7) Finally, the parent/guardian may petition the administrative law judge for a contested case hearing for a decision for placement or delivery of services.

A Consent for Evaluation in the form of a parent/guardian signature is required and requested prior to all collection of assessment data for AIG placement and identification, as well as for parents/guardians to obtain private assessments instead of LEA administered assessments. Parents will be advised as to which assessments are acceptable for AIG identification and placement in Caldwell County Schools. Parents or guardians will be asked to provide a copy of the

assessor's results for the AIG file. A Consent for Placement is also required before a student may be placed into the AIG program and officially served in the program. Upon review of data necessary for a placement decision, each AIG Specialist will complete an AIG Placement Packet, with identification evidence attached, and will send the AIG Placement Packet to the AIG District Director. The AIG Specialist will then schedule a meeting with the parent/guardian to review placement data and draft a Differentiated Education Plan for the student with the parent/guardian. The parent/guardian will be required to sign the Consent for Placement Document accepting student placement and the Differentiated Education Plan prior to a student being served by the AIG Program. The AIG District Director will review/audit the paperwork and will initial and sign all documentation for placement if all identification and placement criteria are met. The placement packet will be returned to the AIG Specialist within three days. If students are recommended for placement and do not qualify for identification, that student will be put on a Watch List and parents/guardians may request additional testing for placement. When an identified student transfers to Caldwell County Schools from another district, his or her AIG data will be requested which identifies the student as AIG. Services will begin upon verification (written or verbal) of documentation from the previous school system. Parents/Guardians will be apprised of the process of placement in the district program as it occurs, and a meeting will be scheduled as needed. Placement from the prior public school district is accepted in Caldwell County Schools. When a Caldwell County AIG student transfers to another district, copies of the AIG student's folder will be sent by the student's AIG Specialist to the receiving school upon request. When notified in advance of a child moving, AIG Specialists will provide parents/guardians with an updated copy of the AIG Census File as needed. Throughout the procedures of referral, assessment, and identification, and when families move out of or into the district, parents/guardians rights are protected by our Due Process Policy. The Due Process Policy provides parents/guardians the right to request identification and placement, to appeal decisions of the School-Based Committee and Administrator to the AIG Program Director, the School Superintendent, and the Board of Education. Every effort is made to amicably examine all options available for testing, identification, and placement.

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**\* Ideas for Strengthening the Standard**

*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*

Utilize yearly survey information to modify our program to best meet the needs of all stakeholders

Incorporate a suggestion box on the district website to gain feedback from stakeholders

Update student data sheets to include an area to identify students who are considered multilingual

**Planned Sources of Evidence**

- \* Parent Rights/Due Process and Caldwell County Board Policy related to resolving AIG Disagreements
- \* Parental Permission to Evaluate for AIG Identification and Services
- \* Caldwell County Schools' documentation of licensed AIG teachers through the Human Resources Department and NCDPI

**Documents**

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#">Standard 6 Planned Sources of Evidence 2022-2025 AIG Plan</a></li> <li> <a href="#">Parent/Guardian Due Process</a></li> <li> <a href="#">Translated Parent/Guardian Due Process Spanish</a></li> <li> <a href="#">Permission to Evaluate</a></li> </ul>

Local Board of Education Approval

**Caldwell County Schools (140) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 06/07/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>CCS Local AIG Plan 2022-2025 Board Approval</u>

AIG Related Documents

**Caldwell County Schools (140) 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="#"><u>Local Board of Education Approval Template</u></a>	<a href="#"><u>CCS Local AIG Plan 2022-2025 Board Approval</u></a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	<a href="#"><u>AIG Plan Glossary 2022-2025</u></a>
AIG Standard 1 Additional Resources	N/A	<a href="#"><u>Standard 1 Planned Sources of Evidence 2022-2025 AIG Plan</u></a> <a href="#"><u>3-12 Grade Pathways</u></a> <a href="#"><u>AIG Testing Report Template</u></a> <a href="#"><u>K-2 Pathways</u></a> <a href="#"><u>Parent/Guardian Invitation to Conference</u></a> <a href="#"><u>Permission to Evaluate for Academically Intellectually Gifted Services -Follow Up Statement</u></a>

		<ul style="list-style-type: none"> <li> <a href="#"><u>Student Information Sheet</u></a></li> <li> <a href="#"><u>Permission to Evaluate</u></a></li> <li> <a href="#"><u>Translated Parent/Guardian Due Process Spanish</u></a></li> <li> <a href="#"><u>Parent/Guardian Due Process</u></a></li> </ul>
<p>AIG Standard 2 Additional Resources</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li> <a href="#"><u>Standard 2 Planned Sources of Evidence 2022-2025 AIG Plan</u></a></li> <li> <a href="#"><u>DEP Grades K-8</u></a></li> <li> <a href="#"><u>Initial High School DEP 9-12</u></a></li> <li> <a href="#"><u>IDEP AIG</u></a></li> <li> <a href="#"><u>AIGRT Meeting Report</u></a></li> <li> <a href="#"><u>Census File Release Form</u></a></li> <li> <a href="#"><u>Inactive Census Files Destruction Record</u></a></li> <li> <a href="#"><u>Talent Development Permission</u></a></li> </ul>
<p>AIG Standard 3 Additional Resources</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li> <a href="#"><u>Standard 3 Planned Sources of Evidence 2022-2025 AIG Plan</u></a></li> <li> <a href="#"><u>Annual Review</u></a></li> <li> <a href="#"><u>Add On Placement grades 3-12</u></a></li> </ul>
<p>AIG Standard 4 Additional Resources</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li> <a href="#"><u>Standard 4 Planned Sources of Evidence 2022-2025 AIG Plan</u></a></li> </ul>

<p>AIG Standard 5 Additional Resources</p>	<p>N/A</p>	<p>  <a href="#">Standard 5 Planned Sources of Evidence 2022-2025 AIG Plan</a>   <a href="#">AIG Advisory Board Meeting Report 2022-2025</a> </p>
<p>AIG Standard 6 Additional Resources</p>	<p>N/A</p>	<p>  <a href="#">Standard 6 Planned Sources of Evidence 2022-2025 AIG Plan</a>   <a href="#">Parent/Guardian Due Process</a>   <a href="#">Translated Parent/Guardian Due Process Spanish</a>   <a href="#">Permission to Evaluate</a> </p>

Glossary

**Caldwell County Schools (140) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

<b>Phrase</b>	<b>Definition</b>
ACCESS	Computer Based adaptive test that responds to student performance. It tests speaking, listening, reading, and writing for multilingual learners
AP	Advanced Placement
BOG	Beginning of Grade Reading Assessment
CDM	Credit By Demonstrated Mastery
Concept Based Learning	the teaching of big ideas that span multiple subject areas or disciplines. We study the concept of change in all areas of life and across the disciplines (social studies, math, science, reading). Concepts go across all the subject areas and support students in generalization and theory level
CTE	Career Technical Education
Curriculum Compacting	A technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students have mastered with new content, enrichment options, or other activities
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
Differentiation-Acceleration Opportunities	Opportunities to provide more personalized learning by expanding the curriculum into interest areas for the AIG students or into areas of established content expertise, including field trips, outside clubs, specialized content camps and workshops, competitions, and extra classes. These activities may be during the school year, particularly after-school or during summer break. These activities promote time to learn with other students with similar interests

Differentiation- Enrichment Activities	Activities for the AIG student that provide ore personalized learning by expanding the curriculum into interest areas for the AIG student or into areas of established content expertise, including field trips, outside clubs, specialized content camps and workshops, competitions, and extra classes. These activities promote time to learn beyond the traditional curriculum and time to learn with other students with similar interests or abilities
Differentiation- Extension Activities	Inquiry learning projects that allow an AIG student to reach, stretch, or continue in-depth learning or investigations or investigations for extra learning/research of topics in the current curricular content or topic begun in class. Extension activities add depth to learning after a skill or concept in the content is mastered
Identification Label AI	Academically Intellectually Gifted students who have demonstrated a high ability and achievement: at least 95 percentile on the composite score of a nationally-normed aptitude test and a qualifying score of at least 95 percentile on both reading and math achievement tests
Identification Label IG	Intellectually Gifted students who have show high ability or the potential to perform, score a qualifying score at the 98 percentile on the composite score of a nationally-normed aptitude test
Identification Label AG	Academically Gifted students who have demonstrated high achievement in both Reading and Math. Students have met plan criteria and have been identified in both Reading and Math
Identification Label AR	Students who have met plan criteria and are identified in Reading Only- Students who have demonstrated high achievement in Reading
Identification Label AM	Students have met plan criteria and are identified in Math Only- Students who have demonstrated high achievement in Math
MTSS	Multi-Tiered System of Support
NC Check Ins	Interim assessments developed by the North Carolina Department of Public Instruction that are aligned to North Carolina grade level content standards in English Language Arts/reading for grades 4-8. and in mathematics for grades 3-8. In English Language Arts, North Carolina Check Ins measure all grade level content standar4dsw assessed and increase in text complexity. For mathematics, each NC Check In focuses on selected subset of grade level content standards
NCVPS	North Carolina Virtual Public Schools

PBL	Problem Based Learning
PETS	Primary Education Thinking Skills
PLC	Professional Learning Communities
RAFT	A differentiation strategy where students have writing prompts that provide a ROLE, AUDIENCE, FORMAT, and TOPIC that they address through a writing assignment
STAR	Standards-based, computer-adaptive assessments that measure students' reading comprehension, monitor achievement and growth, and track understanding of focus skills aligned to North Carolina state learning standards
Title I	Federal funds allotted for schools with large concentrations of low-income students to assist in meeting their educational goals

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

Documents	
Type	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A
	 <a href="#">AIG Plan Glossary 2022-2025</a>