

Overview: Mission/Vision Statement and Funding

**Caswell County Schools (170) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Dr. Sandra Carter

\* LEA AIG Contact Name:

Boaz, Carol - cboaz@caswell.k12.nc.us ▼

Caswell 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 Caswell County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

**Caswell County Schools' Vision for AIG Program**

The Caswell County Board of Educations, school leadership, parents, students, and community strive to create a learning environment committed to providing an education that develops maximum potential in all students.

### **Caswell County Schools' AIG Program Stakeholder Beliefs**

- \* Gifted children, existing in all ethnic, geographic, and socio-economic groups, have learning needs that differ from other students of their age, experience, or environment.
- \* Giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students.
- \* An array of service options that teach, challenge, and expand knowledge should be offered, while emphasizing the development of independent and self-directed learners.

### **Caswell County Schools' AIG Program Purpose**

The purpose of the Caswell County Schools' AIG program is to ensure that students who have been identified as academically/intellectually gifted receive appropriate services to meet their unique learning needs.

### **Goals and Objectives of Caswell County Schools' AIG Program**

- \* Provide high quality, differentiated curriculum and instruction that is supported by evidence-based data appropriate for K-12 students.
- \* Provide comprehensive and ongoing staff development opportunities to enable staff to meet the unique instructional needs of AIG students.
- \* Provide a variety of service options and educational experiences that support individual growth at varying levels of abilities, needs, and interests that allow students to learn and move through advanced material.
- \* Continue to expand the talent development program in an effort to help identify underrepresented populations.
- \* Continue to increase the number of classroom teachers and school counselors with state AIG certification and/or the required local AIG professional development.
- \* Increase public awareness and encourage collaboration and communication among all stakeholders to ensure appropriate educational opportunities for AIG learners.
- \* Encourage students to recognize learning as a lifelong process and develop a sense of global awareness.
- \* Increase the identification of students from traditionally underrepresented populations.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
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* \$	130,732.00	* \$	0.00	* \$	1,008.00	* \$	0.00
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Standard 1: Student Identification

**Caswell County Schools (170) 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.

Caswell County Schools' steps to identification for the AIG program include talent development components, multiple screenings, steps to increase identification of underrepresented populations, referrals by multiple stakeholders, and both quantitative and qualitative data. Identification for services involves team decision-making, multiple indicators of giftedness, and multiple pathways to identification to best recognize and meet the needs of the students.

**Definitions & Responsibilities of Teams and Individuals**

**School AIG Team/Committee:** Each school has a working committee whose members are chosen at the school level. Members may include grade-level teachers, teachers serving AIG students, the school counselor, and other elected representatives. The committee meets to discuss school-wide needs, plan events, discuss enrichment or other school/program-related services. (This committee may be different from the team that discusses individual students and their needs.)

**School AIG Chairperson:** This person leads the School AIG Team/Committee at the school level. He/she is a member of the District Steering Committee and attends district meetings to discuss AIG programming within the school district.

**Needs Determination Team (NDT):** Each school has a NDT that meets to discuss individual student's data and needs. At a minimum, the members should include the NDT chair, the principal or principal's designee, which may be the NDT chair, the school counselor, and at least three AIG certified classroom teachers. In elementary schools, these classroom teachers should include one primary representative and two intermediate representatives. In middle school, these classroom teachers should represent the Mathematics and English Language Arts departments and multiple grades. Members of the NDT receive training in the guidelines and criteria for identifying AIG students.

**Needs Determination Team Chairperson:** This person leads the student referral, identification, placement and service oversight processes. This includes the writing and review of Differentiated Education Plans. Often this person is also the AIG chair at each school.

**Central Review Team (CRT):** School Needs Determination Teams may make referrals to this team to improve decision making. This team discusses individual student data and needs. Members consist of the AIG director or director's designee, the AIG

coordinator, a central office director of curriculum and instruction, the student's principal or principal's designee, and one other NDT member. In the case that there is an appeal, a maximum of two out of five members shall be from the school where the appeal originated. The Central Review Team will consider all information and make a decision regarding identification and/or placement.

### **Screening & Referral Phases**

The screening phase of the placement process includes all the activities designed to review the general population of students to determine which students may need further assessment(s) and/or eventual placement in the differentiated services continuum of gifted education. Screening procedures are comprehensive, yet easy to accomplish.

Students in *all* grades are eligible for talent development and formal identification and take part in their grade-appropriate yearly screenings that Caswell County Schools utilizes.

- \*CogAT-3rd grade
- \*Beginning of Grade Test (91st percentile or above)-3rd grade
- \*End of Grade Tests (91st percentile or above)-3rd through 8th grades
- \*End of Course Tests(91st percentile or above)-selected high school classes
- \*Local and State Benchmarks-3rd through 8th grades
- \*Istation's Indicators of Progress (ISIP)-kindergarten through 5th grades
- \*mClass' Dynamic Indicators of Basic Early Literacy Skills (DIBELS)-kindergarten through 3rd grade
- \*IReady's Diagnostic Tests-6th through 8th grades
- \*Student Screening Observation (Form AIG-2) (score of 10 or higher)-kindergarten through 8th grade

Data can be used to create a talent development pool. Each school should have a talent development pool that includes students who show high ability based on the above data sources, who demonstrate mastery of grade-level material, and/or who are identified for early entry to kindergarten. These students should be nurtured, observed, and formally referred at any time during the year when appropriate. In addition, teachers, parents/guardians, students themselves, or others who have academic knowledge of a student, may nominate candidates for the talent pool.

Data from the screeners can also be used to develop a body of evidence to make referrals and for identification. Indicators are gathered and discussed to assist the NDT in determining whether a formal referral for evaluation is needed. No single indicator can be used to deny a formal referral. The NDT makes one of the following decisions:

- \*Formal referral for evaluation
- \*No formal referral at this time

Parents/guardians and principals may also make a formal referral in writing as necessary.

If the decision is made for a formal referral, which requires evaluation, parents/guardians will be notified using the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent (Form AIG-5), which must be signed by the parents/guardians before a NDT can meet and discuss individual student identification and needs.

### **\* 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.

### **Process for AIG Identification**

#### **Step 1: Plan NDT Meeting**

The NDT chair should ensure that the Consent for Evaluation (Form AIG-4) and Your Rights as a Parent (Form AIG-5) have been signed by the parent/guardian and returned. Student data should be collected for presentation at the NDT meeting. Data may include observations, test scores, universal screeners, grades, student work samples/portfolio, student interviews, Screening Observation Form (Form AIG-2), AIG Environmental Factors to be Considered (Form AIG-3), and/or the Gifted Characteristic Scale (Form AIG-7).

#### **Step 2: NDT Meeting**

The student's classroom teacher and/or NDT member will present the information collected and record it on the Summary of Eligibility and Placement Record (Form AIG-6). The NDT will refer to all available data listed in step one to determine if the student meets the criteria for one of the three identification pathways. Within any indicator, a single criterion may reveal a need for services. No single criterion can eliminate a student from consideration. The school NDT may make one of the following decisions:

1. *More information is needed on the student*-More student data can be made available at the school level, such as a student portfolio or grades. The additional student data will be brought to the next scheduled NDT meeting. If more data is needed from the district level, the NDT will use the Alternate Considerations for Placement (Form AIG-8) and refer the student to the Central Review Team.
2. *The student is identified for AIG services*-The student meets the criteria of one of the three pathways (see below) and the NDT agrees that the student should receive AIG program services. The NDT uses data to determine which identification pathway and subject(s) apply. Upon parent approval, the student moves into the placement phase and the initial identification is noted on the Summary of Individual Student Eligibility and Placement Record (Form AIG-6).
3. *Further indicators are needed, but not available until a specified date*-The NDT determines that further information is needed, which is expected to be available at a specific time. For example, the team may decide to wait until the end of the next marking period in order to examine grades. The date to review the student data must be recorded with the decision on the Summary of Individual Student Eligibility and Placement Record (Form AIG-6).
4. *The student will be referred to the Central Review Team*-If the NDT is unsure of placing a student, they may refer the student to the Central Review Team. A student may be referred if the NDT feels that the student may have his/her gifted characteristics and abilities muted by environmental factors or if the NDT feels that an alternate assessment may be required. In these cases, the alternate Considerations for Placement/Request for Alternate Assessment Form (Form AIG-8) should be included in the referral. The CRT will decide if further evaluations are needed.

If further testing is required, the AIG director will coordinate the administration of an approved assessment. Assessment instruments reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and the diversity of the students so that equal opportunity for consideration is provided to all students. Assessments in the language in which the student is most fluent may be administered. The CRT may choose to administer the following: C-TONI, OLSAT, KBIT, AJ, SB,

Iowa Acceleration Scale, or other available screening as necessary.

The following multiple indicators of potential giftedness may provide information to use in decision making:

- \*observation/checklist by teacher, parent/guardian, or other appropriate staff
- \*student work samples, portfolio
- \*nine-week assessments, report cards, progress reports
- \*running records, guided reading levels, Lexile reading levels
- \*student interest/motivation inventory, interview (Form AIG-9)
- \*standardized achievement and/or aptitude scores
- \*environmental factors

5. *The student does not need AIG services at this time*-If a decision is made for no formal identification, a written justification of the decision is filed with the AIG student records at the school for future review and/or referral. The student may remain in the screening talent pool and the talent development program. The student should continue to be appropriately placed in enrichment and intentional flexible small groups based on ongoing specific individual learning data.

In addition, the Central Review Team may review school documents and make needs determination decisions if a parent/guardian or teacher appeals the school NDT decision.

An Invitation to Conference (Form AIG-10) is used to invite parents/guardians to meet and discuss the evaluation results and decisions.

#### **Criteria for AIG Student Identification in Grades K-12**

The Student Eligibility and Placement Record (Form AIG-6) documents the following pathways of quantitative and qualitative data collection used to make identification decisions.

#### ***Pathway One***

Student must meet one criteria.

##### Aptitude

1. CogAT SAS composite score of 124 or above OR
2. CogAT percentile rank of 93 or higher OR
3. Percentile rank of 93 or higher on an accepted aptitude test

Students meeting this criteria may be identified Academically and Intellectually Gifted (AI) or Intellectually Gifted (IG) depending on their grades.

Students are identified AI if they have a 93 or above in Reading/ELA and Math.

Students are identified IG if they have averages in Reading/ELA and/or Math at or below 92.

#### ***Pathway Two***

Student must meet the criteria in both aptitude and achievement.

Student may be considered for placement in Reading, Math, or both subjects based on criteria.

Aptitude

1. CogAT SAS of 120 or above OR
2. CogAT percentile rank of 90 or higher in the composite score or a single subtest area (verbal, non-verbal, quantitative) OR
3. Percentile rank of 90 or higher on an accepted aptitude test

Achievement

\*May be in Reading, Math, or both subjects

1. EOG or EOC score at or above the 91st percentile OR
2. Percentile rank of 91 or higher on an accepted achievement test

Students meeting this criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in both subjects (AG).

Students who meet both criteria in Reading are Academically Gifted in Reading (AR).

Students who meet both criteria in Math are Academically Gifted in Math (AM).

Students who meet both criteria in both areas are Academically Gifted (AG).

**Pathway Three**

Students must meet three out of the five criteria.

Student may be considered for placement in Reading, Math, or both subjects based on criteria.

Aptitude

1. CogAT SAS of 120 or above OR
2. CogAT percentile rank of 90 or higher in the composite or single subtest area (verbal, non-verbal, quantitative) OR
3. Percentile rank of 90 or higher on an accepted aptitude test

Achievement

\*May be in Reading, Math, or both subjects

1. EOG or EOC score at or above the 91st percentile OR
2. Percentile rank at or above 91 on an accepted achievement test

Caswell County School's Gifted Characteristic Scale

Score of 125 or higher

Student Portfolio

Shows at least one to two years performance above grade level

Grades

93 or higher

Students meeting this criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in both subjects (AG).

Students who meet three or more criteria in Reading are Academically Gifted in Reading (AR).

Students who meet three or more criteria in Math are Academically Gifted in Math (AM)  
Students who meet three or more criteria in both Reading and Math are Academically Gifted (AG).



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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.

Caswell County Schools strives to implement procedures which respond to the underrepresented populations in the district. According to the October 2021 AIG state headcount, Caswell County Schools' underrepresented populations are black females and black males. According to the October 2021 AIG state headcount, the numbers in other subgroups are proportionate to the overall district population. In response to the district's high population of economically disadvantaged students and because the district recognizes that cultural differences can affect performance, students are exposed to higher level processing skills by participating in Primary Education Thinking Skills (PETS) lessons and critical thinking activities throughout elementary school. These lessons and activities teach students to think about and solve problems differently and also prepare them for the standardized tests they see beginning in third grade. Additionally, to ensure that the screening process is equitable and responds to these populations, ALL students, not just a select few, participate in aptitude (CogAT) and achievement (BOG, EOGs, EOCs) tests. Moreover, each spring every kindergarten through eighth grade teacher collects data on EVERY student using the Screening Observation Form (Form AIG-2). The Screening Observation Form requires teachers to view students through a qualitative lens, which is helpful in scouting students with talent who may not perform well on standardized tests. This form is completed after teachers have observed their students in the context of their learning environment and after the students have been involved with critical thinking opportunities. Teachers are given protected time to observe their students as the AIG coordinator facilitates PETS lessons in their classrooms. To assist teachers as they observe their students, a sheet that contains "look fors" for each characteristic is included with the Screening Observation Form. This data, along with the others listed in Standard 1 Practice A, is used to place students in a talent development pool or to make a referral.

The Needs Determination Team (NDT) is mindful of students who are in the talent development pool. They revisit the students' data and performance throughout the year. For students from traditionally underrepresented populations, the AIG Environmental Factors to be Considered (Form AIG-3) may be used to determine if a student's giftedness is being masked. This form examines the following factors: language, economics, achievement, school attendance, transience, and extra-curricular opportunities, whether or not the student is part of an underrepresented population in the AIG program, if the child has an IEP, difficulty focusing, struggles with timed tests or providing quick answers, and if the child has skipped a grade. This form can be used to develop a thorough student profile for team decision making and has helped NDTs refer and identify many students from traditionally underrepresented populations. It continues to help NDTs close the gaps in identification. The Needs Determination Team can also request further testing by completing the Alternate Considerations for Placement (Form AIG-8). As stated in Standard 1 Practice B, if further testing is required, the AIG director will coordinate the administration of an approved assessment.

Assessment instruments reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and the diversity of the students so that equal opportunity for consideration is provided to all students. Assessments in the language in which the student is most fluent may be administered. The Central Review Team may choose to administer the following: C-TONI, OLSAT, KBIT, AJ, SB, Iowa Acceleration Scale, or other available screening as necessary.

Three different identification pathways are offered to ensure that students have multiple opportunities for placement utilizing their strengths and individuality.

Each fall and spring, data from the state AIG headcount is analyzed and used to help plan professional development and/or support from the AIG coordinator. Professional development may be based on characteristics of the gifted learner, factors that mask giftedness, or the screening, referral, and identification processes. Support from the AIG coordinator may be planning with PLCs, modeling for teachers, or supporting student observation. Additionally, AIG identification data is continuously reviewed throughout the year as Needs Determination Teams identify students. Identification data is shared with appropriate stakeholders at the district and school levels.

**\* Practice D**

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

Caswell County Schools has established processes for screening, referral, and identification, which are outlined in Standard 1 Practices A and B. To improve consistency, each school's Needs Determination Team (NDT) receives training on all three processes and works closely with AIG director and coordinator throughout the year to ensure that they are following protocols. The AIG department provides flowcharts, such as the Screening and Referrals Flowchart (Form AIG-1) and the Parent Contact Flowchart Following a Referral (Form PC-4), to ensure that NDTs are sequentially following action steps. Additionally, detailed descriptions of screeners, evidences, and decision options are rendered to guarantee proper usage. Forms such as the K-8 Screening Observation Form (Form AIG-2), the Gifted Characteristic Scale (Form AIG-7), and the Student Interview (Form AIG-9) aid NDTs in the screening, referral, and identification process. Forms like the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent (Form AIG-5) support parent communication within the processes.

The screening process is monitored by the AIG director and coordinator. The CogAT is used as a universal screener in third grade. The CogAT is scheduled by the AIG director. Once the CogAT has been administered, the AIG director and coordinator examine the data for each school and print reports that can be used by the NDTs for referral and identification. Examining the data ensures that the district-level AIG staff is aware of students who should be appearing in NDT meeting minutes and who may possibly be identified. To ensure that CogAT data is reviewed and understood at the school level, the AIG director or coordinator review the CogAT data with the NDT chair and principal at each school. Conversations revolve around students who have met cut scores, students who may need to be included in the talent development pool, and the learning styles of all students. The AIG director and coordinator also examine Beginning of Grade scores, End of Grade scores, and End of Course scores once they are made available for the same reasons. Curriculum directors review and discuss the scores with the principals.

Each elementary and middle school teacher receives a digital version of the K-8 Screening Observation Form (Form AIG-2) from the district AIG department. This form is completed in the spring of every year with the support of the AIG coordinator. Having access to every observation form allows the AIG department the ability to make sure it is completed and that the data is ready to

review for class placements and referrals.

The following forms are used during the referral process: Notice and Consent for Evaluation (Form AIG-4), Your Rights as a Parent (Form AIG-5), Summary of Individual Student Eligibility and Placement (Form AIG-6), NDT/DEP Team Minutes (Form AIG-12), the initial Differentiated Education Plan (Forms AIG-13/14/15), and Gifted Characteristic Scale (Form AIG-7). This paperwork is placed in an AIG folder and is kept in the student's cumulative records folder if the student is identified. A copy of all the paperwork is sent to the LEA's AIG department. The forms are reviewed to ensure that referral and identification procedures are being followed with fidelity. Once the appropriate paperwork is submitted to the department and checked for fidelity and NDT and parent/guardian signatures, the AIG director or designee places the student's AIG identification in the PowerSchool platform. If the NDT/DEP minutes or the forms indicate that the referral and identification processes are not being followed with fidelity, the NDT reviews the screening, referral, and identification processes with the AIG director or chair in professional development. Additionally, the AIG director or coordinator will support the NDT with future referrals and identifications until the procedures are happening with fidelity.

**\* Practice E**

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

The Caswell County Schools' AIG plan includes articulated policies and procedures for the screening, referral, and identification processes. The plan also includes forms, flowcharts and checklists to ensure identification is comprehensive, equitable, and that parents/guardians are involved throughout the processes. This plan is shared on the Caswell County Schools' website for all stakeholders to access. Hard copies are printed and distributed to every school board member, principal, and Needs Determination Team chair.

In addition, AIG brochures that describe the screening, referral, and identification processes are available at each school's office and are dispersed at Title I events and family nights when appropriate. Brochures are available in English and Spanish.

Each school's AIG chair, with support from the AIG coordinator, reviews the screening, referral, and identification processes with parents/guardians at their annual AIG parent/guardian night at the beginning of each year. Each chair is given an AIG parent/guardian night presentation template that they modify to reflect their school.

The AIG director, AIG coordinator, or AIG chairs facilitate professional development about the processes during staff or PLC meetings when requested. The District Steering Committee reviews the screening, referral, and identification processes at one of their two (at a minimum) meetings each year.

**\* 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.

Caswell County Schools documents evidence throughout the identification process to ensure that the appropriate identification decision is made. AIG forms are utilized to document the evidence. Each Needs Determination Team utilizes the NDT/DEP Team Minutes Form (Form AIG-12) to document conversations around evidence for placement for each referred student. The Summary of Eligibility and Placement Record (Form AIG-6) is completed to log the quantitative and qualitative data used to make identification decisions.

The Screening Observation Form (Form AIG-2) and the Gifted Characteristic Scale (Form AIG-7) may be completed by the classroom teacher to gather observational data. The Environmental Factors document (Form AIG-3) may be used to recognize aspects that mask giftedness. The Student Interview (Form AIG-9) may be used to gather information about what the child thinks and feels. The Alternate Considerations for Placement (Form AIG-8) may be used to refer a student to the Central Review Team for identification support or for further testing.

The Needs Determination Team works in conjunction with the parents/guardians throughout the identification process. When a student is referred, the parent/guardian signs the Your Rights as a Parent (Form AIG-5), which explains the screening, referral, and identification processes and the rights they have in regards to them. Additionally, the parent/guardian signs the Consent for Evaluation (Form AIG-4), which grants the Needs Determination Team the right to evaluate the child's academic achievement and to determine eligibility. When the Needs Determination Team recommends that a student be identified, the parent/guardian is invited to the placement meeting using the Initial Placement Decision/Evaluation Results (Form AIG-10). At this meeting, the parent/guardian also signs the Summary of Eligibility and Placement Record (Form AIG-6) to give permission for their child to receive AIG services. If a parent/guardian cannot attend this or any other meeting, the NDT chair will invite the parent/guardian to a conference or virtual meeting or speak with them over the phone.

After the initial placement, a copy of the above forms are sent to the AIG department. The AIG director, or designee, creates a folder to house the documentation and adds the student's AIG identification in PowerSchool. The originals are filed in the student's cumulative folder at the school.

**\* Ideas for Strengthening the Standard**

Caswell County Schools recognizes the need to ensure the AIG program remains inclusive of all ethnicities, economic backgrounds, and diverse populations. The "A Call to Action: Equity and Excellence" brief and guidebook, set out by the NC Department of Advanced Learning and Gifted Education, can be used in professional developments and staff discussions about the identification processes. This will help to ensure that all stakeholders have a common language and guide. We will encourage reflection on screening, referrals, and identifications. We will continue to research instructional best practices and aptitude assessments that allow for equitable practices.

**Planned Sources of Evidence**

\* Caswell County Schools' website-AIG department

\* AIG forms and flowcharts

\* Agendas and minutes from Needs Determination Team meetings, AIG Steering Committee meetings, Central Review Team meetings, AIG Parent meetings

\* CogAT, BOG, EOG, EOC, benchmark results

\* Student documentation evidence and forms

**Documents**

**Type**

**Document Template**

**Document/Link**

AIG Standard 1 Additional Resources

N/A

 [AIG Forms](#)

Standard 2: Comprehensive Programming within a Total School Community

**Caswell County Schools (170) 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.

Caswell County Schools' AIG program identifies K-12 students for gifted services based on the strengths of the students. Program service options are designed by grade spans, offer services based on best pedagogical practices in content areas, and provide enrichment opportunities. Each AIG student receives a new Differentiated Education Plan (DEP) at the beginning of each year. The Needs Determination Team (NDT), teachers, and parents/guardians use comprehensive student profiles to develop DEPs by indicating appropriate program service options. The data from these profiles is utilized to select DEP service options appropriate from the list of services that are broken into three categories: learning environments, content area modifications, and enrichment options. The DEP matches the student's achievement, performance, motivation, interests, and needs.

Students who are identified Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), and Academically Gifted (AG) are eligible for all services listed on the DEP. Students who are identified as Academically Gifted in Reading (AR) or Math (AM) are eligible for all environment and enrichment options. Content services are specific to the subject of identification.

In cases where appropriate service options are not available to meet a student's need on the DEP, the NDT has the responsibility of designing an Individualized Differentiated Education Plan (IDEP) based on the

student's identified needs. Underachieving gifted students, students with disabilities, students with high potential from culturally diverse or economically disadvantaged families, and highly gifted students are some of the students who may need an IDEP. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component.

#### Learning Environments K-5

*Cluster Grouping of AIG Students*-ALL AIG students are placed in a cluster group. A cluster group of AIG students is assigned to a regular education classroom. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator and instructional coach to develop appropriate instruction and lessons for this group. If a school has fewer than 8 identified students in a grade, these students are clustered in 1 classroom.

*Flexible Grouping Within the Classroom*-Students are grouped within a heterogeneous classroom based on ability and/or interest. Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

*Subject Grouping Within a Team*-Students are grouped within a heterogeneous homeroom, but are cluster grouped for reading and/or math classes.

*Subject Acceleration*-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects. (See Standard 2 Practice G.)

#### Content Modifications K-5

*Curriculum Compacting*-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.

*Thematic or Integrated Units*-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

*Computer-Based Instruction*-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care must be taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

*Choice Boards/Menus/Tic Tac Toes*-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic

organizers that allow students to choose options. Menus are written in sections and students must choose a piece from each section. TicTacToes list options on a traditional TicTacToe board. Students complete options based on the criteria established by the teacher. For example, students may have to complete 3 activities in a row that include the center box.

*Socratic Seminar*-During a Socratic Seminar students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

*Differentiated Units/Projects*-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

*Tiered Assignments*-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

*Research Paper*-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

*Learning Contracts*-Learning contracts are agreements made between the teacher and student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

*Independent Study*-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

*Differentiated Learning Stations*-Differentiated learning stations are stations set up in the classroom that can be independent, teacher-led, or group-based. The stations are differentiated to ensure each student's success.

#### Enrichment K-5

*WordMasters*-WordMasters is a national competition in which students work with vocabulary and word analogies.

*Math League*-Math League is a national competition in which students solve math problems in an allotted time to earn points.

*Battle of the Books*-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

*Junior Beta Club*-Junior Beta is a national honor organization that recognizes high academic achievement and

encourages civic responsibility.

*After School Clubs*-Schools can list clubs that are specific to their school that may be of interest to the students.

*Community Service Project*-Each school completes at least 1 service project each school year. Students can lead, organize, and/or participate at the level they are comfortable.

*General Exploratory Activities*-Students may have the opportunity to participate in activities that spark interest in a subject or topic.

### Learning Environments 6-8

*Flexible Grouping Within the Classroom*-Students are grouped within a heterogeneous classroom based on ability and/or interest. Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

*Subject Grouping Within a Team-All* AIG students are clustered together in teams. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator and instructional coach to develop appropriate instruction and lessons for this group.

*Subject Acceleration*-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all subjects. (See Standard 2 Practice G.)  
*NC Virtual Public School (NCVPS)*-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

### Content Modifications 6-8

*Curriculum Compacting*-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.

*Thematic or Integrated Units*-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

*Computer-Based Instruction*-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care must be taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

*Choice Boards/Menus/TicTacToes*-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity/assignment from each section. TicTacToes list options on a traditional TicTacToe board. Students complete options based on the criteria established by the teacher. For example, students may have to complete 3 activities in a row that include the center box.

*Socratic Seminar*-During a Socratic Seminar students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

*Differentiated Units/Projects*-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

*Tiered Assignments*-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

*Research Paper*-Students are either given or can choose a topic to study. Students present their research and their interpretation of the information in an expanded essay.

*Learning Contracts*-Learning contracts are agreements made between the teacher and student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

*Independent Study*-An independent study offers students the opportunity to delve deeper into content in a way that builds on a student's readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

*Differentiated Learning Stations*-Differentiated learning stations are stations set up in the classroom that can be independent, teacher-led, or group-based. The stations are differentiated to ensure each student's success.

### Enrichment 6-8

*WordMasters*-WordMasters is a national competition in which students work with vocabulary and word analogies.

*Math League*-Math League is a national competition in which students solve math problems in an allotted time to earn points.

*Battle of the Books*-Battle of the Books is a reading comprehension competition in which students read

selected books and answer questions by stating the title and the author.

*Junior Beta Club*-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

*After School Clubs*-Schools can list clubs that are specific to their school that may be of interest to the students.

*Community Service Project*-Each school completes at least 1 service project each school year. Students can lead, organize, and/or participate at the level they are comfortable.

*General Exploratory Activities*-Students may have the opportunity to participate in activities that spark interest in a subject or topic.

### Learning Environment 9-12

*Honors Courses*-Honors courses are advanced content courses that cover traditional content, but also focus on related issues, programs, themes, and concepts. These courses allow students to develop a specific knowledge base and apply it at an advanced level.

*Advanced Placement (AP) Courses*-The AP program offers college level courses and examinations for high school students. AP course descriptions are carefully followed and are taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas. College credit is available at some colleges and universities for passing AP exams.

*Credit by Demonstrated Mastery-CDM* allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the district uses a body of evidence to award a student credit for a particular course without requiring the student to complete the class instruction.

*NC Virtual Public School (NCVPS)-NCVPS* allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

*Dual Enrollment/College Career Promise*-Students may be enrolled in high school classes and Piedmont Community College (PCC) at the same time. Students have a wider variety of classes available to them and affords them the opportunity to receive college credits while in high school.

*Early Graduation*-Students can create schedules that enable them to graduate early. This allows them to begin job training or enter a higher institute of learning earlier.

*Associate's Degree Pathway*-Students can apply to be part of the associate's degree program at PCC. As a member of this program, students complete an accelerated course of study in the 9th and 10th grades to be

prepared to enroll in college courses at PCC during their junior and senior years. *Work Place Ready Credentials*-Students taking CTE courses have the opportunity to earn the following industry-recognized credentials during high school. The following CTE programs are offered: Animal Science; Automotive Services; Career Management; Collision/Repair; Business, Finance, & Information Technology; Firefighting & Public Safety; Health Sciences; Horticulture; Nursing Fundamentals; Microsoft Academy; Parenting & Child Development; Pharmacy Technician; Personal Finance; and Woodworking.

### Content Modifications 9-12

*Computer-Based Instruction*-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care must be taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

*Socratic Seminar*-During a Socratic Seminar students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

*Differentiated Units/Projects*-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

*Tiered Assignments*-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

*Group Inquiry*-An inquiry process in which groups of students continuously ask questions to drive and refine their research.

*Student-Led Conference*-Students lead conferences with their teacher and parents/guardians. Students explain the content that they have been learning and their mastery of the subject.

*Independent Study*-An independent study offers students the opportunity to delve deeper into content in a way that builds on a student's readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

*Mentor Program*-Students may be assigned an adult mentor who has a similar interest or who serves as a source/contact for their independent studies.

*Internships*-Internships provide opportunities for students to work in real-life situations. Students are selected based on their interest and motivation in specific disciplines.

### Enrichment 9-12

*Beta Club-Beta* is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

*After School Clubs*-The high school can list clubs that are specific to their school that may be of interest to the students.

*Governor's School*-The Governor's School is a multi-week summer program that offers students an opportunity to delve into a specific content area.



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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.

Caswell County Schools strives to ensure AIG students' social and emotional needs are recognized and addressed. Professional development is offered during the fall semester every year for any K-12 teacher, counselor, administrator, or teacher assistant. This professional development addresses the social emotional needs of gifted students. Participants are trained to identify and address the special needs of these students. The Needs Determination Team (NDT) chairs are required to have this training since they lead the team that determines placement and service needs of each student.

The NDT at each school, which includes the chair, the principal, the counselor, and selected teachers, collaborates to recognize any social emotional needs the students may have. The NDT also works with the parents/guardians, as they offer a different perspective. Parents/Guardians have opportunities to share and receive information at conferences, AIG parent/guardian meetings, and during the Differentiated Education Plan (DEP) process. Additionally, resources concerning social emotional needs of gifted students are shared in the AIG newsletters and on the AIG website.

Because research shows that gifted students grow and learn better when placed with other gifted students, AIG students are placed in cohorts in elementary and middle school. These cohorts allow gifted students to be with peers that are similar either academically, socially, and/or emotionally throughout the school day. This helps with the peer pressure and isolation gifted students may feel, particularly during adolescence.

AIG students need to have accessibility to highly skilled and specially trained counselors who understand the above matters, as well as their unique development. Nurturing and meeting the social emotional needs of these students is crucial to their overall well-being and success. Students may require counseling services in the areas of peer relationships, social or emotional adjustments, transition periods, perfectionism, and/or stress management. School counselors include group and/or individual counseling sessions and peer support groups. Individual sessions, scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations, dually enrolled students, and accelerated students (early entrance into kindergarten, subject acceleration, grade acceleration, early graduation) are highly recommended to provide these students with educational encouragement and direction. An Individualized Differentiated Education Plan is provided to any AIG student who needs an individual program to meet his/her emotional needs. Counselors, principals, and teachers ensure that these students and their parents/guardians are informed about after-school and/or summer enrichment programs which foster affective growth.

Furthermore, counselors offer support to teachers of AIG clusters, collaborate with ESL staff to assist students from diverse populations, and cooperate with Exceptional Children staff to assist students who are twice-exceptional. They utilize programs and activities that follow a scope and sequence for an affective curriculum: NC Professional School Counselor Standards, NC Comprehensive School Counseling Program Standard Course of Study, Character Education, and bibliotherapy.

The career counseling program provides gifted students and their families with information on the changing career paradigms, academic planning, and personal/social awareness through career exploration electives (6th-8th grade), career development plans (8th-12th grade), and college days and career fairs with that represent all types of educational, career, and employment opportunities (high school).

**\* Practice C**

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

AIG students benefit from an AIG program that is integrated with the district's priorities and resources. It is critical that the AIG program be an integral part of other system-wide efforts in the school district. The Caswell County Schools' mission is to provide all students with a solid foundation in knowledge and skills. District initiatives that support this mission include rigorous instruction, critical thinking, and high levels of student engagement. AIG goals and objectives correlate with and support district initiatives to meet the academic and intellectual needs of students, increase their performance in all content areas, enhance their critical and creative thinking ability, and expand their technological skills.

Caswell County Schools recognizes the importance of technology and its impact on the learning process. Technology differentiation is explored through staff development and workshops offered by the Instructional Technology (IT) department, the Elementary and Secondary Curriculum departments, and the AIG department. The AIG department partners with the IT department and the media specialists to provide enrichment opportunities, such as drones and Lego robotics, for students.

The AIG program extends and enriches the NC Standard Course of Study. Therefore, it is imperative that the AIG department collaborates with the Elementary and Secondary Curriculum departments to align services, address instructional needs, and to provide differentiation. Instructional coaches at each school support teachers in data analysis, help plan differentiated learning sequences, locate instructional resources, and plan enrichment. Instructional coaches, as well as individual teachers, may request the support of the AIG director or coordinator with any of the previous actions. Instructional coaches offer suggestions to teachers about utilizing the AIG Coordinator Service Options menu. This menu offers a variety of differentiated strategies which the AIG coordinator will model, coteach, or help a teacher implement. Also, the AIG and Curriculum departments offer professional development on best practices for AIG students. Quality Assurance Inventories allow the AIG department, the Curriculum departments, and district-level administrators to monitor the policies and practices that are happening at each school to determine alignment with the district's mission and initiatives.

Because social emotional learning and well-being is critical to students' overall success, the AIG department finds it imperative to coordinate its efforts with the counselors at every school. Counselors are invited to attend professional development that addresses the social emotional needs of gifted students. This knowledge is applied when working with gifted students individually or in small groups, when offering guidance regarding class selection, when providing specialized intervention services for gifted students who are not demonstrating satisfactory performance in regular and/or gifted education classes, and when gifted students are underachieving.

The Human Resources department works in conjunction with the AIG department to support recruiting, hiring, and retaining highly qualified staff in order to provide the best instructors available for the AIG population. Beginning teachers receive an overview of AIG programming and introductory professional development at beginning teacher orientation and required meetings.

#### Highlighted Initiatives That Connect AIG Services with District Priorities and Resources

\*Character education

\*School counselor services

\*Career planning and career fairs

- \*Technology integration, including STEM
- \*Personnel recruitment and training
- \*Honors classes and Advanced Placement courses
- \*AIG professional development
- \*Professional Learning Communities
- \*Student learning profiles (creating and examining)
- \*Universally administering the CogAT in grade 3
- \*Enrichment and curriculum support
- \*Literacy initiatives
- \*Problem/Project Based Learning
- \*Community service projects
- \*NC Virtual Public Schools (qualifying middle and high school students)
- \*Common formative assessments, benchmarks, and check-ins
- \*Subject and grade acceleration
- \*Credit by Demonstrated Mastery
- \*Dual enrollment (classes and/or associate's degree pathway)
- \*Work Place Ready Credentials
- \*Interest-based clubs and organizations

**\* Practice D**

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

Caswell County Schools strives to utilize best practices for intentional, flexible grouping practices in order to facilitate the achievement and growth of AIG students and other students with advanced learning needs.

Students in grades K-5 are cluster grouped and students in grades 6-8 are subject grouped for identified core classes to ensure that their academic and social emotional needs are being met. The AIG director works with administrators to implement best practices in grouping as they create class rosters. Students are grouped according to AIG identification with consideration of assessment data, reading levels, student readiness, teacher observations, student interests, and other details contained in the students' learner profiles.

These learner profiles are also used to determine in-class flexible groups for instruction. Caswell County Schools emphasizes the importance of formative, diagnostic, and summative assessments to inform instructional decisions. Professional Learning Communities (PLC) analyze data and use the results to drive

instruction, remediation, and extension/enrichment. Groups should not remain stagnant, but should be fluid, changing as new data indicates a difference in the students' needs.

Additionally, pacing guides and curriculum units include performance tasks and assessment suggestions. Teachers use pre-assessments, daily formative assessment techniques, and benchmarking to monitor student learning and adjust instruction accordingly within their classrooms.

Using learner profiles and assessment data to differentiate classroom instruction continue to be a focus of local professional development.

**\* 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.

To ensure that the AIG program runs smoothly and the AIG plan is carried out with fidelity, stakeholders must be informed. Each board member, school administrator, and school Needs Determination Team (NDT)/AIG chair receives a hard copy of the AIG plan. The AIG plan is accompanied by a local manual that includes flowcharts and required forms. The plan and local manual are posted on the AIG website for all other stakeholders, such as students and parents/guardians, to view. Additionally, the AIG director and AIG coordinator meet with multiple stakeholder groups to discuss appropriate plan components. This includes meetings with the following groups: district leadership, school administrators, Professional Learning Communities, NDTs, School Improvement Teams, MTSS teams, instructional coaches, and faculty. The AIG coordinator meets with individual teachers to support differentiation efforts.

District leadership, NDTs, and the District Steering Committee meet regularly and discuss the AIG program and plan in relation to the needs of gifted students. Administrators and NDT chairs at each school report findings, lead professional development, and inform other teachers and committee members of practices, procedures, and strategies in the AIG plan. All administrators receive AIG updates about legislation and policies in leadership meetings prior to the beginning of the school year.

Each AIG student has a Differentiated Education Plan (DEP) that is completed annually. The DEPs are explained at the annual AIG parent/guardian meeting that happens at the beginning of each school year. Information about placement and service options are also reviewed at the meeting. The AIG coordinator provides support for the NDT during the creation of the DEPs and with DEP service options throughout the year.

**\* Practice F**

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

The AIG director, AIG coordinator, the Needs Determination Teams (NDT), administrators, school counselors, and teachers work collaboratively to ensure continuity of services for gifted students throughout the year, in the case of student transfers, and at key transition times. The NDT, in conjunction with the classroom teachers at each school, ensure that every AIG student has an appropriately developed Differentiated Education Plan (DEP) each year and that the services listed on the DEP are carried out with fidelity. During grade level transitions within a building, the NDT supports the continuation of services by communicating with administrators and support staff to ensure appropriate placement of gifted students. Communication between former and future teachers of AIG students also occurs.

Students who transfer in from other Local Education Agencies with an AIG identification are placed in an AIG cluster group (K-8) or in appropriate advanced classes (6-12). Once the student's identification is determined (See Standard 6 Practice J), a DEP is created in conjunction with the teacher(s) and parent/guardian. Since the counselor is usually involved with new students and/or scheduling, he/she has knowledge if the student may need additional supports and can provide them if necessary.

The AIG director coordinates the annual transfer of files and oversees placement spreadsheets completed at the end of fifth grade to aid in middle school placement. The placement spreadsheets help to develop learner profiles that include social emotional and other needs to be considered during placement. Administrators and teachers discuss individual cases when applicable. Twice-exceptional students' schedules are preplanned and built as soon as possible due to the possibility of needing a broad array of services. The AIG director, the EC director, and school administration work together in these cases. Vertical alignment meetings occur between grade levels and grade spans.

Because four elementary schools feed into one middle school, the AIG programs offers an enrichment experience called Transition Saturday for identified 5th graders district-wide to come together for enrichment in future ready skills through STEAM and/or Social Studies activities. The experience allows students to meet each other and some of the middle school teachers and to be on the middle school campus for a fun event prior to transitioning to 6th grade. The AIG students also visit the middle school with their classes for a school tour and to learn about the elective courses available in middle school.

Middle school teachers and counselors complete placement spreadsheets and work closely with the Secondary Curriculum director, the CTE coordinator, and counselors at the high school to create transition

plans and career development plans for grades 8-12. Multiple meetings with 8th grade students and their parents/guardians occur prior to the transition to high school. These include information meetings, curriculum nights, freshman orientation, and building tours. Information about classes and course work, clubs, and programs is shared. There are opportunities for students to learn about the electives that can lead to Work Place Ready credentials and how to select appropriate courses which fit interests and future career choices. Students can also attend information sessions and sign up for the associate's degree pathway offered by Piedmont Community College.

**\* 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.

Policies and procedures for acceleration opportunities are in place to ensure appropriate differentiation for students that take into account academic data, the social emotional well-being of the child, and parent/guardian participation.

Subject and Grade Acceleration in Grades K-12

Students are allowed to test out of a specific subject or skill level based on a portfolio of evidence.

Students may receive a higher level of instruction with another group of students, but remain with their peers for most of their instruction. For example, a student who is accelerated in math may participate in a 4th grade math class for 90 minutes a day, and receive the rest of his/her instruction in a 3rd grade classroom. Or, students may be completely accelerated and be placed in the next grade level.

A district-level committee will evaluate the portfolio of evidence and consider placement of students who meet 5 of the 6 criteria listed below. A recommendation will be given to the principal.

*Acceleration Criteria*

1. 95th percentile on nationally normed aptitude assessment
2. 99th percentile on most recent EOG
3. Teacher observation/recommendation
4. Social/emotional development
5. Motivation
6. Recommendation from Needs Determination Team and parent/guardian approval

\*The district-level committee will utilize the results from the Iowa Acceleration Scale as needed to determine if a student is ready for accelerated services.

At the elementary level, subject/grade acceleration opportunities are provided by the classroom teachers.

In the middle school, acceleration opportunities may be provided by classroom teachers and/or through the following services:

*NC Virtual Public School:*

Application is required.

NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met. The classes allow students added opportunities to take advanced courses that correlate with their ability levels and personal interests and are based on course availability and feasibility within the school day.

*Credit by Demonstrated Mastery (CDM):*

Application and follow-up is required.

CDM allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the LEA uses a body of evidence to award a student credit for a particular course without requiring the student to complete the class instruction.

*Compacted Curriculum:*

Students taking advanced math classes in middle school participate in a compacted curriculum, a process that condenses curriculum when students have shown mastery. This process allows the students to proceed to new content in order to receive credit for high school math classes: NC Math 1 and NC Math 2.

In the high school, acceleration opportunities may be provided through the following services:

*Dual Enrollment:*

Students may be enrolled in high school and college courses at Piedmont Community College (PCC) at the same time. This allows students to have a wider variety of classes available to them and affords them the opportunity to receive college credits while in high school.

*Associate's Degree:*

Students can apply to be part of the Associate's Degree Program with PCC. As a member of this program, students complete an accelerated course of study in the 9th and 10th grades to be prepared to enroll in college courses at PCC during their junior and senior years.

***Credit by Demonstrated Mastery:***

Application and follow-up is required.

CDM allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the LEA uses a body of evidence to award a student credit for a particular course without requiring the student to complete the class instruction.

***NC Virtual Public School:***

Application is required.

NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met. The classes allow students added opportunities to take advanced courses that correlate with their ability levels and personal interests and are based on course availability and feasibility within the school day.

***Advanced Placement (AP) Classes:***

The AP program offers highly rigorous courses and examinations for high school students. Course and examinations are available in several curriculum areas. AP course descriptions are carefully followed and are taught by teachers who have received specialized training. College credit is available for these classes at some colleges and universities for passing the AP exam. These classes may require clearly defined prerequisites.

***Honors Classes:***

Honors classes are advanced content courses that cover traditional content, but also focus on related issues, programs, themes, and concepts. These classes allow students to develop a specific knowledge base and apply it at an advanced level. These courses may require clearly defined prerequisites.

**\* 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.

It is critical that the mindsets, policies, and practices of the AIG program promote equity and excellence.

The AIG professional development course, "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners", is offered during the fall semester of every school year and deals with topics related to equity in the screening, referral, and identification processes. Also, participants take a deep dive into misconceptions and stereotypes of gifted learners, examine factors that may mute giftedness, and discuss opportunities for changing their own, as well as others', mindsets. Participants learn about the policies outlined in the local AIG plan to ensure that they are advocating for and following the protocols to safeguard ALL potentially gifted and

identified students' opportunities. In the course, "Differentiation & Instructional Strategies for AIG Students", which is offered during the spring semester of every school year, participants examine the best practices that benefit potentially gifted and identified students and how to modify instruction and assignments to meet the needs of every student.

To nurture talent, students in all grades can be placed in a talent development pool. Students who are placed in this talent pool show high ability, demonstrate mastery of grade-level material, and/or are identified for early entry to kindergarten.

Student learner profiles are created and maintained for every child in the district. Learner profiles contain data from the following: universal screeners, achievement data, diagnostic data, common formative assessment data, running records, work samples if applicable, surveys/interviews, and observation/anecdotal notes. Because learner profiles include multiple types of evidences, there is a greater opportunity to "scout" talent. Information in the profile may assist in identifying students for the talent pool who may not perform well on tests, but show gifted characteristics. Professional Learning Communities (PLC) and Needs Determination Teams review learner profiles throughout the year when new data or evidence is available. Students may be placed in the talent development pool if there is a consideration that the child may be gifted. In addition, teachers, parents/guardians, students themselves, or others who have academic knowledge of a student, may nominate a candidate for the talent pool. These students should be nurtured, observed, and formally referred at any time during the year when appropriate. Data in the student learner profile determines how a student should be nurtured. For example, a student showing potential in Math may be placed in a flexible Math group that works on multi-step problem solving and may participate in Math League. Students who are in the talent pool may be included in classes and/or flexible groups with AIG clusters, may receive more rigorous assignments, and may receive counseling support. Inclusion of students who are not formally identified in talent development programs, enrichment, and self-selected classes at the high school level, all contribute to increased services for underrepresented populations.

Due to Caswell County's rural and high poverty context, all students in grades K-3 receive critical thinking lessons utilizing the Primary Education Thinking Skills curriculum. Field trips in the elementary grades are encouraged to build background knowledge and schema through real-life experiences. Trips to visit a college/university campus in the secondary grades encourages potential first-generation college students, students of low income, or students from underrepresented populations to think about the opportunity of higher education.

Because Caswell County Schools believes that giftedness can be masked by language, economics, lack of motivation, transience, limited academic and/or enrichment experiences outside of school, and/or a disability,

curriculum and programs geared toward AIG students are offered to everyone. All K-3 students receive critical thinking skills lessons using the Primary Education Thinking Skills curriculum. All students are exposed to rigorous, differentiated instruction and/or work so that every student is working in their zone of proximal development. Advanced classes can be taken by students who are not formally identified. School counselors work diligently to ensure that students who are in the talent development pool and/or who are performing at a high level are placed in those classes.

Often when the AIG coordinator completes lessons that involve future ready skills, every student in the class participates. This not only exposes every student to rigorous work, but it allows the classroom teacher an opportunity to look for gifted characteristics of their students while someone else teaches. Also, the AIG coordinator, who may be more familiar with finding hidden talent, has the chance to work with every student, looking at them through the "at-potential" lens. This has led to referrals for talent development, which in turn have led to placement. All students are given the opportunity to participate in any AIG-sponsored enrichment opportunity whether it is completed during the day or after school. For example, the AIG department sponsors and supports the Tello Drones and Science Olympiad programs. All upper elementary students learn to code and fly the drones, not just AIG-identified students. All elementary and middle school students are invited to participate in Science Olympiad regardless of AIG identification.

#### Examples of Opportunities Afforded to All Non-Identified, Talent Development, and Identified Students

- \*Science, Social Studies, and enrichment programs by outside speakers
- \*Adaptive computer-based instruction
- \*Differentiated instruction and flexible groups
- \*Problem/Project-Based Learning
- \*AIG-sponsored academic clubs and competitions-WordMasters, Math League, Battle of the Books, Multiplication Madness, Science Olympiad, and Spelling Bee
- \*After-school clubs such as enrichment, drama, Future Farmers of America, and STEM based on students' interests
- \*Enrichment initiatives-Lego robotics, Tello Drones
- \*Community service projects
- \*Primary Education Thinking Skills
- \*Jacob's Ladder curriculum
- \*Junior Beta and Beta Clubs

Including non-identified and talent development students in the activities listed above has had a positive effect. Students who have lacked opportunities are now receiving them. Gaps created by economics, culture, and/or education levels of parents/guardians are being closed. Teachers and school staff are becoming more aware of hidden talent and how to nurture it. Administrators and teachers are more aware of and recognize the importance of finding talent, especially in those populations that are underrepresented. Teachers are learning that talent can be evidenced in more than grades or a test score. The AIG department acknowledges these improvements and continues to intentionally promote equity and excellence through talent development at all grade levels.

**\* Practice I**

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

Enrichment opportunities are essential in addressing the need and nurturing the talents and interests of the AIG population. Enrichment opportunities are offered both during the school day and after school in order to provide more opportunities for students. Information about after school opportunities is communicated through newsletters, websites, and phone calls. Students complete interest inventories in order to encourage participation in enrichment opportunities.

Enrichment Opportunities

- \*Science Olympiad
- \*Battle of the Books
- \*WordMasters
- \*Math League
- \*Writing contest
- \*Spelling Bee
- \*Multiplication Madness
- \*Makerspace programs
- \*Drones
- \*Lego robotics
- \*Junior Beta and Beta Clubs
- \*School-led after-school clubs based on interests
- \*Problem/Project-Based Learning
- \*Community service projects

- \* Online learning opportunities
- \* Science and Social Studies enrichment programs-local historians, museums, traveling trunks
- \* Independent projects sponsored by the local 4H organization
- \* Governor's School
- \* Additional enrichment opportunities sponsored by colleges/universities and non-profit organizations are listed on the AIG website

**\* Ideas for Strengthening the Standard**

Caswell County Schools will continue to analyze its professional development on equity in the AIG program. It will be modified or changed with increased staff understanding and as data shows less underrepresentation. Also, the AIG department will continue to add components to talent development and enrichment opportunities.

**Planned Sources of Evidence**

- \* AIG plan
- \* Pacing guides, curriculum units, lesson plans
- \* Agendas and minutes from leadership meetings, District Steering Committee meetings, PLC meetings, and NDT meetings
- \* Documentation (emails, invitations, sign-in sheets) of enrichment opportunities
- \* Professional development descriptions, presentations, and sign-in sheets
- \* Differentiated Education Plans and Individualized Differentiated Education Plans
- \* Caswell County Schools' AIG website

Documents	
Type	Document/Link
Document Template	Document/Link

AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

**Caswell County Schools (170) 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.

Teachers in Caswell County Schools utilize the NC Standard Course of Study in grades K-12. Enrichment, extension, and acceleration are all rooted in the Standard Course of Study and should be connected to the standards. Professional Learning Communities (PLC) utilize pre-assessments, universal screeners, and diagnostics from adaptive computer-based programs throughout the year to gauge students' knowledge and to determine each student's readiness. Teachers discuss this data in PLC meetings to determine appropriate ways to differentiate the core curriculum. Differentiation strategies are listed on the Differentiated Education Plan (DEP) for each AIG student and are chosen based on the student's identification and recommendations of the Needs Determination Team and the classroom teacher(s). To address the range of advanced ability levels, English Language Arts, Math, and other content areas are differentiated in the following ways to enrich, extend, and/or accelerate:

*Curriculum Compacting*-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.  
*Thematic or Integrated Units*-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.

**Computer-Based Instruction**-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits through blended learning. Programs such as Istation and iReady place students on individual pathways that allow them to learn at their own pace based on diagnostic results.

**Choice Boards/Menus/Tic Tac Toes**-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to select from a range of options. Menus are written in sections similar to a restaurant menu, and students must choose a component from each section. Tic Tac Toes list options on a traditional tictacoe board. Students complete options based on the criteria established by the teacher.

**Socratic Seminar**-During a Socratic Seminar students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

**Differentiated Units/Projects**-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

**Tiered Assignments**-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple levels of the same assignment. Each student receives the appropriately tiered assignment based on established criteria and student readiness.

**Research Paper**-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

**Learning Contracts**-Learning contracts are arrangements made between the teacher and student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

**Independent Study**-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

**Differentiated Learning Stations**-Differentiated learning stations are stations set up in the classroom that can be independent, teacher-led, or group-based. The stations are differentiated to ensure each student's success.

**Group Inquiry**-Group inquiry is an inquiry process in which groups of students continuously ask questions to drive and refine their research.

**Internships**-Internships provide opportunities for students to work in real-life situations. Students are selected based on their interest and motivation in specific disciplines.

**Problem/Project Based Learning (PBL)**-A PBL is a learning opportunity in which students explore real-life

problems and situations and work to create a solution or answer.

In addition to the differentiation strategies listed on the DEP, elementary teachers differentiate the core curriculum during small group Reading and Math lessons. School book rooms, novel sets, Engage NY units, Scholastic Short Reads, and NewsELA.com are utilized to ensure that all students are working at their instructional levels to achieve optimal growth in vocabulary and reading comprehension and reading texts that are high-interest to ensure engagement. Eureka Math offers extension and enrichment opportunities for students who have mastered the core curriculum. The differentiation strategies on the DEP are used in conjunction with subject acceleration at the middle school level. Advanced Math classes are offered beginning in 6th grade and high school classes are offered beginning in 7th grade. Students at the high school level have opportunities for rigorous differentiation in honors and advanced placement classes. Students can also be dually enrolled and take college classes through NC College Career Promise or participate in the Associate's Degree Pathway at Piedmont Community College.

Because AIG students are clustered-grouped, there is the opportunity for teachers to create differentiated lessons, assignments, and activities that can be used with groups of students with similar needs and abilities. This allows students to think critically while collaborating with their peers. If students are required to work independently, the knowledge that others in the classroom are completing something similar eases the feeling of isolation and allows students to focus on the assignment instead of feeling singled out.

Teachers learn about each of the DEP differentiation strategies during the spring semester of every year when the AIG department offers its professional development course called "Differentiation & Instructional Strategies for AIG Students". Additionally, the AIG coordinator is available to model any of the practices and/or co-teach with the classroom teachers as they begin a new practice. A document entitled "AIG Coordinator-Support Options" is shared with teachers throughout the year. This document describes the differentiated practices and how the AIG coordinator can support the implementation of them. The AIG coordinator is also available to support data analysis and planning. The instructional coach at each school is either AIG certified, has met the local qualifications, or is actively pursuing certification or the local qualifications, and supports the classroom teachers as they differentiate for their gifted learners.

The AIG department sponsors the following programs to enrich, extend, and accelerate the NC Standard Course of Study:  
*WordMasters-WordMasters* is a national competition in which students work with vocabulary and word analogies.

*Math League-Math League* is a national competition in which students solve math problems in an allotted time to earn points.

*Battle of the Books-Battle of the Books* is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

*Science Olympiad-Science Olympiad* is a national competition in which students prepare for challenges and tests in order to accrue points.

*Multiplication Madness-Multiplication Madness* is a local competition in which 3rd and 4th graders compete as teams in a bracket-style tournament to reinforce the memorization of multiplication facts.

*Spelling Bee-Students* memorize the spellings of words and compete at the class and school levels before they compete at the district level.

*Junior Beta and Beta Clubs-Junior Beta and Beta* are national honor organizations that recognizes high academic achievement and encourages civic responsibility.

Additionally, each school offers different after school clubs, community service projects, enrichment opportunities, and counseling services. Makerspaces, Lego Robotics, Tello Drones, Science Olympiad, and STEM labs are several initiatives that the AIG department supports that enrich the NC Standard Course of Study and are used by the schools in different ways.

A districtwide focus on analyzing student learning and responding appropriately with evidence based practices is the expected priority for teachers, instructional coaches, grade level Professional Learning Communities, School Improvement Teams, and MTSS teams. Due to this emphasis on data-driven instruction, schools employ remediation and enrichment times built into schedules. Intentional remediation and enrichment plans for content areas are implemented during these blocks of remediation and enrichment time. This allows gifted students to receive differentiation during core instruction and also during remediation and enrichment times.

**\* 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.

Caswell County Schools promotes the use of evidence-based instructional practices to accommodate a range of academic, intellectual, and social emotional needs of gifted learners. AIG service options are based on best pedagogical practices and include differentiated learning environments, content modifications, and enrichment activities, which are noted on each child's Differentiated Education Plan (DEP). It is recognized that

students need appropriate differentiation and evidence-based practices to maximize their potential. The Needs Determination Team (NDT), teachers, and parents/guardians use comprehensive student profiles to develop DEPs by indicating appropriate program service options. Student profiles are comprised of standardized test data, formative assessment data, observations, student interest surveys, and student work samples when applicable. The DEP matches the student's achievement, performance, motivation, interests, and needs. It indicates expected instructional practices to be used with each AIG student. Implementation of these services challenge and meet the needs of AIG students. Additionally, the comprehensive student profiles are used by teachers to support deeper differentiation in the classroom. For example, the profile may indicate that not only does a student need a book at a significantly higher Lexile level, but that the student may be interested in reading about a specific topic such as animals in the rainforest. The teacher can use this information to select appropriate texts for the student to read independently or as part of a small group lesson.

Teachers that have AIG clusters are required to be AIG certified or meet the local professional development requirements, which ensures that they have knowledge about the differentiation strategies listed on the DEPs: curriculum compacting, thematic or integrated units, computer-based instruction, choice boards/menus/tictactoes, Socratic Seminar, differentiated units/projects, tiered assignments, research paper, learning contracts, independent study, differentiated learning stations, group inquiry, internships, and problem/project based learning. (Strategies are described in Standard 3 Practice A.) The AIG coordinator is available to support teachers as they implement these instructional practices. As teachers master these strategies and use them with fidelity, they may be interested in learning other instructional practices that are appropriate for AIG students. The AIG coordinator can facilitate professional development, model, co-teach, and observe these additional practices:

*Taba's Concept Development Model:* Students choose words from a selected text that correlate to a concept. Students meaningfully group and label the words and then re-sort them with new labels. Students explain how their groups have changed.

*Visual Thinking Strategy (VTS):* VTS is an inquiry-based strategy in which students examine a visual image. They make observations and give observable evidence about what they see.

*Question Formulation Technique (QFT):* QFT is a method in which students ask and refine questions based on given information.

*Jacob's Ladder:* Jacob's Ladder is a comprehension program designed by the William & Mary School of Education. Students participate in an inquiry process that moves from lower order to higher order thinking skills.

Due to the economically depressed, rural community that encompasses Caswell County Schools, many students lack background knowledge. A strong push to reform instruction to include more rigor, high level of Blooms Taxonomy, and critical thinking in all subjects has led to an increased use of evidence based instructional strategies that support the development of schema. All content areas work on integrating reading with their standards by utilizing reading and Lexile levels to choose highly engaging texts that include culturally responsive materials and primary sources, by teaching strategies to analyze texts, and by using classical literature when appropriate. Battle of the Books is an enrichment opportunity that extends from the core curriculum and is recommended to students whose profiles indicate an advanced ability or interest in reading. Math instruction has shifted from the memorization of strict algorithms and is now focused on recognizing patterns, thinking abstractly, problem solving, and applying concepts. STEM subjects are the focus of many enrichment opportunities such as Science Olympiad, Tello Drones, Lego Robotics, and Math League. These opportunities are used for Science and Math in the same way Battle of the Books is used for reading.

District leadership uses a Quality Assurance Inventory (QAI) to examine school practices such as instructional strategies, learning environments, classroom management, and social emotional learning. The following are expectations that are looked for during a QAI walkthrough: differentiation based on data, cooperative groups, inquiry based learning, higher order thinking activities, strategies that foster content knowledge, instructional dialogue, productivity and high levels of teacher and student questioning. Once walkthroughs, teacher interviews, and administrative data dives are complete, schools are given timely feedback in response to observations and data. QAIs allow district level staff to monitor the instructional practices throughout the district to ensure that they are being done with fidelity and are effective.

**\* Practice C**

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

Caswell County Schools incorporates a variety of evidence-based resources in grades K-12 to ensure that AIG students are being challenged with appropriate lessons and materials. Reading and ELA instruction focuses on rigorous grade-level curriculum and instruction in each student's zone of proximal development. Fountas & Pinnell's Shared Reading and Read Aloud programs are implemented in kindergarten through second grade. Engage NY ELA units are used in grades 3-12. These grade-level curricula utilize themes and concepts and integrate high quality texts such as classic literary materials, expository texts, and primary sources. Students also work on their instructional levels to achieve maximum growth. Books based on students' Lexile levels, leveled Scholastic Short Reads, NewsELA.com, and the Jacob's Ladder program are all used to

supplement the core curriculum and are resources geared towards differentiation. Additionally, elementary students use Istation and middle school students use iReady. These computer-based programs are utilized to provide individual pathways for students in Reading and ELA based on diagnostic assessments.

Eureka Math is implemented in kindergarten through 8th grade. Eureka Math is an extremely rigorous sequential curriculum that focuses on deepening mathematics knowledge, problem solving, and reasoning instead of rote memorization and focusing on algorithms. Manipulatives are utilized to introduce new concepts and are used to support students until they can think abstractly. Middle school teachers use the instructional resources in iReady to supplement the core curriculum during whole group instruction. Both Istation in elementary and iReady at the middle school level are also used in Math. Students' performance on diagnostic tests dictate their personal pathways in these computer-based programs.

Science instruction includes resources that promote STEM. Tello Drones, Lego Robotics, Nat Geo magazines, Science kits from Delta and Carolina Biological, and the integration of expository texts based on Science standards are used to make Science more relevant, hands-on, and integrated throughout the day at the elementary schools. CTE courses at the middle and high schools offer opportunities for students to choose subjects that interest them. Teachers take advantage of travelling trunks from the NC Museum of History and primary sources to support their Social Studies curriculum. Field trips at all levels are a way to expose rural students to the complexity and vastness of Science and Social Studies in the world.

Other supplemental programs that are used in conjunction with the core curriculum are the following: Primary Education Thinking Skills critical thinking program, Battle of the Books, WordMasters, Math League, Scripps Spelling Bee, Multiplication Madness tournament, and Science Olympiad sponsored by NC State University.

After-school, EduFocus sessions increase teacher interest in resources and best practices. District staff, instructional coaches, coordinators, and teachers share and collaborate to create lesson plans and units that are differentiated, include activities with higher order thinking, and have real world problem solving connections.

**\* Practice D**

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

District leaders, administrators, coordinators, and instructional coaches encourage teachers to develop future-ready skills in their classrooms. Having these instructional practices as part of the Professional Growth Process in the NCDPI Educator Effectiveness self-assessment and evaluation system enables district leaders

and administrators to continuously have conversations with teachers about ensuring that critical thinking, communication, collaboration, creativity, curiosity, and leadership are visible in every classroom. It also helps teachers reflect on their practices. Quality Assurance Inventories are another way that Caswell County Schools monitors the development of future-ready skills. District leadership expects to see these skills in practice as they complete walkthroughs and observe classrooms.

Instructional practices and resources, explained in Standard 3 Practices A, B, and C, are chosen because they foster future-ready skills. Professional development and support accompanies the implementation of new curriculum. Instructional coaches and coordinators monitor the implementation and provide support to teachers at the different stages. This ensures that the programs that are chosen will be done with fidelity and increase students' future-ready skills, as well as their academic growth. Additionally, the AIG professional development, "Differentiation & Instructional Strategies for AIG Students", is offered during the spring semester of every year and emphasizes practices that support future-ready skills: utilizing Revised Blooms' Taxonomy, choice boards/menus/tictactoes, problem solving, flexible groups, critical thinking, historical perspectives, global issues, ethical dilemmas, Socratic Seminar, and Problem/Project Based Learning.

Future-ready skills are embedded in the instructional practices and curriculum that Caswell County Schools adopts. For example, the integration of Eureka Math, collaborative groups, and Math dialogue have led to a shift in the teachers' role in the classroom. Direct instruction is provided using the Eureka Math curriculum, but as students work in small collaborative groups to think critically and communicate with rich Math language and dialogue, teachers instruct less and facilitate more. This allows students to take ownership of their learning and become leaders in the classroom.

Opportunities to develop future-ready skills are also included through enrichment opportunities. Students who participate in Battle of the Books must be able to communicate and collaborate with their team members to be effective in answering questions. Science Olympiad participants' curiosity coupled with critical thinking often leads to new solutions. These competitions along with Junior Beta club, Beta club and other service-oriented organizations, often help students develop their leadership skills. The school district couples with the Caswell Council for the Arts to provide two drama productions per year. The middle school offers an after-school drama club and the high school offers music, visual arts, and dance electives. These opportunities in addition to the district-wide art show offer students an opportunity to be curious and creative. AIG sponsored enrichment activities such as Science Olympiad, Lego robotics, and Tello Drones require students to use all the future-ready skills to complete challenges.

Students of today will be the leaders of tomorrow. Fostering the development of future-ready skills is the best way to ensure they are prepared for the lives ahead of them.

**\* Practice E**

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

Assessment data is a critical component of each student's learner profile. Teachers use assessment data to monitor student learning and adjust instruction accordingly. Teachers work in Professional Learning Communities (PLC) to review data and make instructional decisions. Assessment data is examined in a timely manner in order to make responsive changes to pacing, content, and flexible groups.

Pre-assessments are utilized to determine readiness and possibly curriculum compacting for that unit of study. Formative assessments such as exit tickets, graded and non-graded assignments, quizzes, student interviews, and anecdotal notes are used throughout the unit of study. These data points show if students should continue on the same path or if flexible groups need to be changed. They can also show whether the pacing needs to be modified or if remediation or acceleration need to be added. Summative assessments are used at the end of a unit and help teachers decide if reteaching is necessary or if students are proficient with the content. Additionally, benchmarks and check-ins provided by the district and the state are used for this purpose. Summative assessment data is also one of multiple data points used at the end of the year to determine placement for the following year.

Diagnostic testing is used to determine readiness and proficiency, especially in foundational skills. PLCs and MTSS teams utilize this data, in addition to learner profiles, to determine students' levels of needed support and to place them in appropriate groups. Progress monitoring data is reviewed at the appropriate times and is added to each student's learner profile. DIBELS and Istation are used at the elementary level for Reading. Istation is used at the elementary level for Math. Iready is used for Reading and Math at the middle school level.

Teachers, also, use data gleaned from the CogAT, Caswell County Schools' universal aptitude screener. Riverside Insights provides individual learner profile reports created from CogAT data. These reports explain students' learning strengths and the areas they need support in when learning. They help teachers differentiate the process of learning for the students in their classes and support student placement in flexible groups according to learning styles.

They are used in conjunction with the assessment data pieces mentioned in the previous paragraphs.

PLCs work hard at utilizing all the assessment and data pieces that they are given to make the best

decisions about instruction and grouping practices.

**\* Practice F**

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

Affective curricular and instructional practices that support the social emotional needs of AIG students are part of the AIG professional development entitled "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners". This course covers the following topics: characteristics of gifted students and underachievers, perfectionism, fear of failure, underdeveloped recognition of social cues, communication skills, social development, twice-exceptional students, and the muting of giftedness in culturally diverse situations. Teachers of AIG clusters and school counselors are required to take this professional development or have AIG licensure so that they can recognize the character traits and needs of gifted students and meet the social emotional needs of this particular subgroup of students. Teachers and counselors are asked to implement practices that address the social emotional needs of their students. The AIG department provides lists of books and links to promote bibliotherapy.

The AIG department collaborates with the counseling department to ensure that the counselors are updated on best practices and expectations. They problem solve special cases, plan affective lessons, and coordinate transfer students. Some examples of what has transpired due to this collaboration are as follows: lessons on peer pressure due to being a high achiever were created due to a recognized need, lessons using "A Bad Case of Stripes" to promote the idea of being comfortable with who you are, referrals to the social worker due to attendance, and ways to incorporate growth mindset throughout the schools. School counselors are part of their schools' Needs Determination Team (NDT) and are involved in the creation of Differentiated Education Plans and Individualized Differentiated Education Plans. Therefore, counselors are kept abreast of students who may need additional support with social emotional topics, time management, or other areas.

High school counselors work with AIG students to determine the best course load for each student and aid students in college preparation by planning visits to colleges/universities, and supporting the application, financial aid, and scholarship processes. They support the transition from middle to high school by individually conferencing with students as they choose courses and express concerns. The AIG coordinator regularly meets with underperforming students with Individualized Differentiation Education Plans. These sessions often shed light on other areas of concern that the teacher(s), counselor, or social worker may need to be involved with. The counselors follow up with additional sessions and the social worker is involved when applicable. The AIG

coordinator and counselors document their student sessions on shared documents in order to keep all support personnel up-to-date.

Another transition that is important is when students move from the elementary to middle school level. Tours and information sessions are offered to all fifth graders. AIG fifth graders are invited to Transition Saturday, which offers students an opportunity to meet AIG students from other elementary schools, middle school teachers, and middle school administrators. Students work on their communication, problem solving, critical thinking, and collaboration skills during STEAM or Social Studies activities that also encourage creativity and curiosity. This is an opportunity for students to learn more about the peers they will have in their middle school classes.

All students benefit from strong affective curricular and instructional practices. When a students' social emotional needs are managed and controlled, they are more prepared for academic learning.

**\* 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.

Kindergarten through third grade offers an opportunity to develop every students' talent and to close gaps that are based on a plethora of factors such as pre-school experience, exposure to literacy and numeracy, socio-economic status, and/or family dynamics. Therefore, Caswell County Schools' nurturing program is offered to every K-3 student to enhance and cultivate the potential in every child.

Teachers use data to create differentiated flexible groups in core subjects. Flexible small group Reading and Math lessons are used to work on missing skills, to continue work on grade-level standards for proficiency, or to work on enhancing and differentiating the curriculum by digging deeper and increasing the rigor. Progress monitoring and benchmarking allow teachers to monitor each student's growth, differentiate appropriately, and move to the next concept in a timely manner.

The nurturing program focuses on exposure to critical thinking, creativity, and curiosity. K-3 teachers are expected to integrate these skills into lessons throughout the day. In addition, the Primary Education Thinking Skills curriculum is provided as a supplement to teach students how to solve problems and puzzles by thinking convergently and divergently. Teachers are encouraged to use the resources such as the Department of Advanced Learning and Gifted Education's learning labs, the University of Cambridge's NRICH program/resources, and the University of Waterloo's problem of the week program.

Students are offered enrichment opportunities in their classrooms and in the media center. Materials, such

as Legos and marble runs, have been purchased to promote spatial awareness, creativity, and curiosity. Challenges using these materials require students to think critically as they plan their solutions. Additionally, students are exposed to content in K-3 that leads to enrichment opportunities in the upper grades. For example, curriculum has been developed called "Introduction to Flight" that exposes students to the forces used while flying an airplane or helicopter. Lessons include hands-on activities, video clips, discussions, and kinesthetic movement. "Introduction to Flight" gives students background knowledge and builds schema that students will utilize when they work with the Tello Drones later in elementary school.

K-3 students are observed for gifted characteristics throughout the year. Teachers complete the Screening Observation Form (Form AIG-2), which is based on This form is placed in each student's learner profile and is used to determine the strengths of the student and how to use those strengths to support learning. It is also used to determine placement in the talent pool or for a referral.

**\* 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.

Because each gifted learner has different academic and/or intellectual needs, curriculum and instruction must be differentiated. The central office and administrative teams have high standards in regards to differentiation. These expectations are expressed to teachers through staff meetings, observation and walkthrough conferences, and School Improvement Team goals.

When choosing differentiated curriculum and resources, teachers, instructional coaches, administrators, and curriculum directors examine the differentiated lessons, assignments, and projects in a program, which must align with the NC Standard Course of Study, have evidence-based practices, and include rigor. Curriculum directors, coordinators, instructional coaches, and teachers receive training on new curriculum. The instructional coaches support the teachers in the classroom during implementation. They model, co-teach, observe, and offer feedback. The directors and coordinators support the training and implementation when applicable.

To support collaboration around differentiation, EduFocus groups and Professional Learning Communities (PLC) meet several times throughout the year to learn about new practices and programs, to plan instructional units, to integrate differentiation throughout all subjects, and to review and evaluate current practices. Teachers are encouraged to collaborate and share resources with colleagues in the same grade from across the district. With support from the instructional coaches and the AIG coordinator, differentiated choice boards/menus/tictactoes, learning stations, and tiered assignments are created based on the current content

and are shared. They formulate rubrics for research papers and independent studies and choose texts that can be integrated and are appropriate to use in a Socratic Seminar.

The AIG director and coordinator collaborate with each grade level, as do the instructional coaches. Grade level and department PLCs collaborate at the school level. Exceptional Children (EC) teachers are included to support differentiation for EC students and to help differentiate for students who are twice-exceptional. Enhancement/Elective teachers may be included when appropriate. Advanced Placement (AP) teachers are encouraged to participate in College Board learning series and educator groups since they are often the only teacher instructing that course in the district. Differentiated resources, activities, lessons, and assignments are added to the district pacing guides and district resource lists for everyone to access. The Instructional Technology department and facilitator are called upon when technology is integrated with curriculum. They can offer technical support, training, and help with implementation.

The AIG coordinator is available to any teacher to support differentiation in the classroom. A menu of differentiation best practices and programs, called the AIG Coordinator-Support Options, is available for teachers to use when requesting help. Teachers may request modeling, co-teaching, support with implementation, assistance with Differentiated Education Plan and Individualized Differentiation Education Plan service options, and/or professional development. The AIG coordinator is available to work with an entire grade level or can work with one teacher at a time. The support is differentiated for each teacher and can be requested by the teacher and/or suggested by the instructional coach or administrator.

Administrators, instructional coaches, and teachers analyze different data points (Standard 3 Practice E) to determine the appropriate differentiation for students during PLC meetings. Administrators monitor the instruction and differentiation during walkthroughs and formal observations. Instructional coaches support the implementation of differentiation and can ask the AIG coordinator to support if applicable.

**\* 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.

Differentiated Education Plans (DEP) are developed to articulate the differentiated learning environments, content modifications, and enrichment opportunities that are available for each student in Caswell County

Schools.

Prior to an identification and the creation of a DEP, parents/guardians are notified and grant permission for the screening process. Parents/Guardians are given due process rights and are informed of their role in the AIG identification process, which includes receiving information and data, offering input and observations, and participating in the creation of the DEP every year. Results of the screening process are shared with parents/guardians at an initial placement meeting. At this meeting, the student's evaluation results that support an AIG identification are matched to the services the student will receive and the DEP is created with input from the parents/guardians, the Needs Determination Team (NDT) members, and the teacher(s). Students who are identified Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), and Academically Gifted (AG) are eligible for all services listed on the DEP. Students who are identified as Academically Gifted in Reading (AR) or Math (AM) are eligible for all environment and enrichment options. Content services are specific to the subject identification.

Each year following the placement, a new DEP is created. The NDT, teacher(s), and parents/guardians use comprehensive student profiles to develop the DEPs by indicating appropriate program service options. The data from these profiles is utilized to select DEP service options appropriate from the list of services. (See below.) The DEP matches the student's achievement, performance, motivation, interests, and needs.

DEP Service Options (K-8)

*Learning Environment:* in-class flexible grouping, subject grouping within a team, subject grouping across teams, subject acceleration

*Content Modifications:* curriculum compacting, thematic or integrated units, computer-based instruction, choice boards/menus/tictactoes, Socratic Seminar, differentiated units/projects, tiered assignments, research paper, learning contracts, independent study, differentiated learning stations, Problem/Project Based Learning  
*Enrichment:* Word Masters Challenge, Math League, Battle of the Books, other academic competitions, Junior Beta club, after school clubs, community service project, general exploratory activities

DEP Service Options (9-12)

*Learning Environment:* honors courses, Advanced Placement courses, Credit by Demonstrated Mastery, NC Virtual Public Schools, dual Enrollment/College Career Promise, early graduation, associate's degree program, work-place ready credentials

*Content Modifications:* computer-based instruction, differentiated units/projects, tiered assignments, group inquiry, student led conference, independent study, mentor program, internship

*Enrichment:* academic competitions, after school clubs, Governor's School, Beta club, community service projects, summer opportunities through colleges/universities

In cases where appropriate service options are not available on the DEP to meet a student's needs, the NDT has the responsibility of designing an Individualized Differentiated Education Plan (IDEP) based on the student's identified needs. Underachieving gifted students, twice exceptional students, students with high potential from culturally diverse or economically disadvantaged families, and highly gifted students are some of the students who may need an IDEP. These students are likely to need a variety of service options to address their learning needs, may require an added counseling component, and may receive other appropriate supports.

Parents/Guardians attend an AIG meeting at the beginning of every year. The AIG chair shares the DEPs with the parents/guardians and reviews what the service options look like. Parents/Guardians have the opportunity to ask questions and offer suggestions. A DEP Midyear Review letter (Form AIG-17) is sent home after the 2nd marking period with another copy of the DEP. The letter offers parents/guardians an opportunity to get additional information about the services the student is receiving. The DEP not only documents the services a student receives in a school year, but is also a form of communication between the school and home.

**\* Ideas for Strengthening the Standard**

Caswell County Schools will continue to reflect on the core curriculum utilized and modify it when necessary by substituting, eliminating, or adding to it. Teacher-created differentiated units, assignments, and activities will continue to be created and added to district pacing guides and resource lists. The AIG department will investigate offering professional development concerning teaching conceptually and Problem/Project Based Learning and will continue to offer local professional development and support for classroom differentiation.

**Planned Sources of Evidence**

\* AIG forms-Differentiated Education Plans (K-12), Individualized Differentiation Education Plans, DEP Midyear Review letter

* District pacing guides and resource lists		
* Student reports from computer-based programs, data for formative and summative assessments, benchmark and check-in results, CogAT reports		
* Professional Learning Community and MTSS meeting minutes and data dives		
* Differentiated lesson plans, Advanced Placement syllabi		
* AIG parent/guardian meeting presentations		
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

**Caswell County Schools (170) 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.

The AIG director at the Central Office level is the lead coordinator of AIG services, plan development, and program oversight and holds an AIG license. The AIG coordinator collaborates with the AIG director to support AIG services, plan development, and program oversight and also holds an AIG license.

Responsibilities of the AIG Director

- \*Advocate for gifted students and gifted education.
- \*Actively participate in regional meetings, professional development opportunities, and other state initiatives to support gifted programming.
- \*Oversee the financial budget for the gifted education program.
- \*Provide the administrative leadership to assure adherence to program guidelines.
- \*Help to develop, plan, monitor, and evaluate the local AIG plan.
- \*Meet regularly with AIG teachers to develop, plan, monitor, and evaluate the local AIG plan.
- \*Establish clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification.
- \*Chair the District Steering Committee and the Central Review Team.
- \*Maintain documentation of Central Review Team decisions.
- \*Oversee accelerative instructional and placement options with the schools.
- \*Ensure consistency in program implementation and adherence to NC Board of Education policies, state

legislation, and federal mandates.

- \* Communicate district-wide program concerns to the Superintendent, Board of Education, principals, and the community as appropriate.
- \* Coordinate communication with AIG stakeholders about district informational meetings, publications, and any paperwork regarding the AIG program and its services.
- \* Inform AIG stakeholders of all aspects of the AIG program: the local AIG plan, services, fidelity, state funding, program evaluation, data collection and dissemination, and the rights of AIG stakeholders.
- \* Oversee processes for Differentiated Education Plans and annual reviews.
- \* Create resources about identification procedures, underachieving student characteristics, differentiation strategies, social emotional needs, gifted characteristics, and continued parent/guardian learning regarding high achieving students.
- \* Provide curricular resources to appropriately challenge and serve gifted learners and students with gifted potential.
- \* Provide support to personnel overseeing the delivery and planning of AIG instruction.
- \* Encourage and support the use of future-ready content and resources.
- \* Provide annual staff development for AIG teachers that address the social emotional needs of gifted students, differentiation techniques, instructional grouping, and managing the AIG classroom.
- \* Provide annual staff development for stakeholders, including counselors and media specialists, that review AIG plan requirements and stakeholder expectations.
- \* Provide professional development opportunities for AIG teachers to plan, implement, and refine application of gifted programming.
- \* Organize and oversee professional development required for teachers of gifted learners within advanced placement courses.
- \* Monitor the credentials of teachers serving AIG students and AIG cluster groups.
- \* Facilitate quarterly districtwide PLCs with school AIG chairs to promote professional development, systematic programming, program evaluation, and synergize AIG efforts in each school.
- \* Form partnerships with school personnel from various departments including, but not limited to, MTSS Instructional Support, Instructional Technology, Exceptional Children Program director, finance and accountability officials, and school counselors to meet the academic, intellectual, and social emotional needs of gifted learners.
- \* Form partnerships with AIG stakeholders, including students' families, community members, and district

personnel to promote the goals of gifted education.

**\* Practice B**

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

Caswell County Schools' AIG department is comprised of the AIG director and the AIG coordinator, both of whom are AIG licensed. Due to the size of the department, it is critical that the LEA employs teachers who are AIG certified or who complete the local AIG professional development requirements to serve the district's AIG population. Teachers who serve AIG students, school counselors, media specialists, and other school specialists are expected to meet the academic, intellectual, and social emotional needs of gifted learners within the schools each day.

Each teacher of AIG students, member of the school AIG committee, and Needs Determination Team (NDT) member must meet the following qualifications: Bachelor's Degree or higher in Education or Counseling from an accredited college/university; hold a North Carolina teaching license; have the Academically or Intellectually Gifted licensure, hold a Masters in Gifted Education, or meet the local requirements of professional development coursework; and knowledge of state standards, educational guidelines, and effective differentiation teaching methods.

The AIG Director is responsible for coordinating and monitoring the AIG program as described in the local AIG plan. Staff at the district and school levels implement the plan. See below for a detailed description of responsibilities for each role involved in the academic, intellectual, and social emotional need of K-12 learners.

Responsibilities of the AIG Director

See Standard 4 Practice A for a list of the director's responsibilities.

Responsibilities of the AIG Coordinator

\*Supports the AIG director with the responsibilities listed in Standard 4 Practice A.

\*Collaborates with the Needs Determination Teams during annual parent/guardian meetings, with program policies, and throughout plan implementation.

\*Collaborates with AIG chairs during the creation and implementation of the students' Differentiation Education Plans.

\*Shares and models best practices and resources for gifted learners with principals, instructional coaches, and

teachers.

- \*Promotes STEM activities that promote future ready skills at all grade levels.
- \*Offers and participates in district professional development related to the academic, intellectual, and social emotional needs of gifted learners.
- \*Provides CogAT preparation for third graders and data follow-up with administrators and instructional coaches.
- \*Teaches and provides support for the Primary Education Thinking Skills curriculum and critical thinking lessons.
- \*Prepares, shares, and supports teachers with rigorous, differentiated choice boards, menus, tiered lessons, books studies, and independent projects for them to utilize with their students.
- \*Supports the implementation of different enrichment opportunities: Science Olympiad, Battle of the Books, WordMasters, Math League, Scripps Spelling Bee, etc..
- \*Provides support to students who have an Individualized Differentiated Education Plan through meetings and emails and finding needed help in the areas of academics and social emotional concerns.
- \*Assists guidance counselors with providing support to students that address the problems and issues of underachievement.

#### Responsibilities of Educators Teaching AIG Students (K-12)

- \*Collaborates with the NDT and other AIG teachers to develop and implement DEPs and conducts mid-year and end-of-the-year reviews.
- \*Communicates student progress to parents throughout the school year: DEPs, progress reports, report cards, and conferences.
- \*Provides appropriate and regular differentiation for identified gifted students and for those students who are in the Talent Development Pool.
- \*Documents and monitors ongoing evidence of the DEPs.
- \*Provides referral information to the NDT for students nominated to the AIG program.
- \*Participates in local and state professional development in gifted education and is strongly encouraged to obtain state certification or an advanced degree in gifted education if applicable.

#### Additional Responsibilities of Advanced Placement/Honor Teachers (9-12)

- \*Prepares honors class syllabus with adequate rigor.
- \*Provides college board approved syllabus for advanced placement course.

- \*Provides adequate honors portfolio/honors frameworks.
- \*Teaches specialized courses for which they have been trained.
- \*Communicates class expectations, student performance, and other information to parents.
- \*Plans enrichment opportunities at each school.
- \*Encourages student participation in enrichment activities and enrollment in classes with appropriate rigor.
- \*Attends content specific Advanced Placement Institutes and workshops.

#### Responsibilities of School Counselors

- \*Provides counseling and affective education for gifted students in need of social emotional support.
- \*Attends professional development addressing the social emotional needs of gifted students.
- \*Provides guidance regarding class selection (middle and high school).
- \*Provides college and career guidance that is appropriately different and delivered earlier than typical programs.
- \*Provides specialized intervention services for gifted students who do not demonstrate satisfactory performance in regular and/or gifted education classes.
- \*Provides specific guidance and counseling services that address the problems and issues of underachieving gifted students.

#### Responsibilities of Needs Determination Team and/or AIG Committee Members

- \*Coordinates AIG identification by educating school staff on characteristics of gifted students, sharing AIG nomination process procedures with teachers, gathering available data on students being nominated, and overseeing the appropriate creation and implementation of the DEPs.
- \*Oversees implementation of the service delivery options by conferencing with teachers concerning appropriate differentiation strategies and meeting DEP expectations.
- \*Provides support to teachers through dissemination of appropriate curricular materials and training (differentiation strategies, developing instructional strategies, modeling lessons, analyzing student data).
- \*Checks fidelity regarding student placement, teacher credentials, and DEP component completion.
- \*Supports teachers enrolled in the required AIG professional development courses.
- \*Assists the principal and AIG department staff in providing leadership to improve instruction for AIG students.
- \*Facilitates staff development at schools when new, relevant information is used to reenergize the AIG program.
- \*Helps develop, plan, coordinate, and monitor the school program for gifted learners.
- \*Assists K-2 teachers in implementing an evidence-based talent development program.

- \*Attends professional development on gifted education.
- \*Provides information to parents/guardians about gifted education.
- \*Participates in AIG program planning and evaluation.
- \*Performs duties designated by principals and/or the AIG director.

**\* 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.

All stakeholders need to be involved in the AIG program and its services in Caswell County Schools. Understanding characteristics of AIG learners, as well as identifying and meeting their needs is an integral part of effective AIG programming. Therefore, stakeholders need training to ensure services are rendered appropriately. Teachers, instructional specialists, student services personnel, and school administrators are encouraged to seek AIG licensure and/or meet the local requirements set forth for working with AIG students. Teachers are afforded opportunities to acquire the knowledge, skills, and understandings that are essential for successfully implementing instruction for gifted learners in local professional development that is offered through two classes; forty-eight hours of total professional development each year.

The first class is entitled "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners". Topics covered include the following: characteristics of gifted learners; trends and issues related to the education of gifted students; using evidence based strategies to identify gifted students and ensuring that they are identified equitably and served appropriately; recognizing ethnic, socio-economic, language, and home factors that can mask giftedness; achievement, motivation, emotional development, health, and social behaviors of gifted students; and understanding the local AIG plan. The second class is called "Differentiation & Instructional Strategies for AIG Students". This class covers the following subjects: effective differentiation and instruction; effective strategies and models of teaching; using various assessment tools; planning instruction according to the characteristics and special cognitive needs of gifted students; and research-based best practices.

To ensure that AIG services are provided by those who are involved with the AIG program, members of school AIG Committees and/or NDTs, school administrators, K-8 teachers serving AIG students, and Honors and AP teachers are required to have acquired NC AIG licensure, be in the process of completing licensure courses at an Institute of Higher Education, or must complete the forty-eight hours of local professional development offered in the two classes described above. It is recommended that Exceptional Children's

teachers take both classes to be prepared for twice-exceptional students and that school counselors complete the "Introduction to Gifted Education and Social Emotional Needs of Gifted Learners".

Additionally, Beginning Teachers (BT) receive an introduction to the above topics during their new teacher orientation and BT meetings. NDTs should provide their school with professional development related to identification, underachievement, differentiation, and the social emotional needs of gifted learners. Administrators and teachers receive an annual overview of the plan procedures, where the role of each of the service providers is defined. Teachers new to the AIG program, those with AIG cluster groups, and those in need of refreshers, receive additional support from the AIG director and AIG coordinator. Teachers of Advanced Placement (AP) courses will be provided opportunities to attend AP training through the College Board institutes and workshops.

Professional development requirements reflect the local AIG plan's emphasis on the shared responsibility for gifted learners by recognizing how all educators impact gifted learners and are involved with their education.

**\* 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.

Caswell County Schools must ensure that every AIG student is placed in a classroom setting with a teacher who is highly qualified. In order to be considered highly qualified to teach gifted students, teachers should have AIG licensure, possess a degree in Gifted Education or be in the process of completing licensure courses, or should have taken the required local professional development courses described in Standard 4 Practice C. Teachers of Advanced Placement (AP) courses should be considered highly qualified to teach gifted students *and* will be provided opportunities to attend AP training through the College Board.

Teachers' AIG licensure, coursework, Continuing Education Units (CEU), and/or AP coursework will be shared with school administration prior to class placement and scheduling decisions. Students in grades K-8 are to be cluster-grouped and placed in classrooms with teachers who are highly qualified to teach AIG students. Administrators at each school, assisted by the AIG director, will develop class lists of cluster-grouped students and match them to teachers with appropriate training to ensure effective AIG placement.

In grades K-5, a cluster group of AIG students is assigned to a regular education class. The cluster teacher is highly qualified and works with the instructional coach, the AIG coordinator, and the school AIG chairperson to develop appropriate differentiated curriculum. If a school has fewer than eight identified students in a grade, these students will be clustered in one classroom.

In grade 6-8, core subject grouping within a team is assigned for specific blocks of instruction to content area teachers who are highly qualified. The group placement is open to AIG students as well as other students who meet certain criteria. Courses should not have less than eight cluster-grouped AIG students. Students can also be identified for middle school advanced pathways. These advanced pathway courses will be taught by highly qualified teachers.

**\* Practice E**

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

Caswell County Schools (CCS) recognizes that having a teaching population that is licensed in AIG and/or AIG trained is imperative to improving student performance because these educators know, understand, and can implement best practices that are beneficial to all students, in particular, gifted learners. Additionally, CCS believes that the teaching community should be diverse and represent the student population. To recruit teachers of these descriptions, the director of Human Resources and principals attend recruitment fairs at different colleges and universities to promote careers within CCS. Schools welcome student teachers to fulfill their final training requirements with the hope that they will return to CCS to work. Additionally, administrators include questions during the interview process to determine how prepared a candidate is to meet the needs of gifted learners.

Since many teachers that are hired in CCS are not licensed in AIG, the AIG department offers two classes that equate to forty-eight hours of professional development that support understanding the characteristics of gifted learners, the social emotional needs of them, and how to appropriately differentiate instruction to meet their needs. This professional development is a great segway to pursuing licensure through an institute of higher education or by taking the Praxis in Gifted Education. The AIG director discusses these options during the professional development to make participants aware of the opportunities. The AIG department offers assistance by providing study materials for the Gifted Education Praxis upon request.

**\* Practice F**

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

Caswell County Schools' AIG Department recognizes the importance of providing professional learning opportunities to help realize equity and excellence in its AIG program. Topics related to equity in screening,

referral, and identification are thoroughly presented in the course, "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners", which is offered during the fall semester of every school year. Participants take a deep dive into the needs of gifted learners and the misconceptions associated with gifted education. They challenge gifted stereotypes and discuss opportunities for changing their own mindset as well as the mindsets of others. Additionally, participants examine the policies outlined in the local AIG plan to ensure that they are safeguarding services for identified students and advocating for all potentially gifted students. In the course, "Differentiation & Instructional Strategies for AIG Students", which is offered during the spring semester of every school, participants examine the best practices that benefit different types of students and how to differentiate instruction and modify assignments to meet the needs of every student.

Mini professional-development sessions are offered and round-table discussions are held at AIG Chair meetings and Steering Committee meetings using the "Call to Action" brief and guidebook provided by the Department of Advanced Learning and Gifted Education. For example, when information about using the Screening Observation Form (Form AIG-2) is reviewed, Action 5, Collect and Use Meaningful Data, is discussed. Or, when the Needs Determination Teams are preparing for the creation of yearly Differentiated Education Plans, Action 3, Provide a Range of Services within the Program, is linked to the information. By integrating the different action steps in meetings throughout the year, the concepts of equity and excellence are constantly being discussed.

Additionally, professional development can be requested by principals for weekly Professional Learning Community meetings, Needs Determination Team meetings, monthly staff meetings, or to be presented on workdays. Co-teaching and modeling of differentiation strategies and one-on-one support may also be solicited. Administrators can choose from a variety of topics that may help to change mindsets, explain policies, and/or offer practices. Topics may be similar to the ones addressed in the two classes described above or may specifically address a school's needs such as their headcount or standardized test scores.

**\* 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.

A strong focus on student data analysis and alignment to instructional needs in conjunction with Multi-Tiered System of Support (MTSS) has promoted a system-wide emphasis on differentiated instruction that works for all students. This, in turn, has created an overarching goal for the AIG department of providing rigorous, differentiated instruction for all students to enhance their learning experiences and encourage growth.

Action steps to reach this main goal include having the AIG director be a member of the district MTSS team; collaboration among departments such as Elementary Education, Secondary Education, Career Technical Education, and Exceptional Children; providing professional development about differentiation and best practices at the school and district level; supporting Professional Learning Communities (PLC) as they develop and plan instruction; and offering individual support to teachers as they implement practices that are evidence-based and support gifted students.

By collaborating with different departments, directors, administrators, and instructional coaches understand the importance of differentiation. This leads to decision-making that encompasses the AIG goal of rigorous, differentiated instruction for all students.

Grade level and department PLCs meet regularly with instructional coaches who are highly qualified. These groups of teachers share best practices, recent professional development experiences, new ideas to improve instruction, and instructional successes. District-wide PLCs serve as opportunities to discuss best practices and offer time for creating differentiated lessons based on recent professional development that are added to pacing guides and/or district resource lists as appropriate.

The AIG department understands that while everyone needs to have the same general understanding of differentiation, educators move at different paces of implementation due to their prior knowledge and experiences. Therefore, individual support is offered by the AIG director and the AIG coordinator. Teachers are given a menu of support options that they may use to ask for assistance. They can request modeling, co-teaching, and/or coaching.

The AIG department offers support to district instructional goals and initiatives through training, modeling, and co-teaching. Understanding cultural diversity and global awareness remain two district goals. Both subjects are integrated into the yearly professional development offered by the AIG department at the district level and by the Needs Determination Teams at the school level. The AIG department supports district initiatives like the Drone Initiative that exposes students to Tello Drones in elementary school, deepens the exposure in middle school, and then, offers drone CTE classes at the high school level. The AIG coordinator is responsible for training and supporting all elementary media specialists on the Tello Drone coding and technology. Additionally, the AIG coordinator creates lesson plans and resources to be used by the media specialists as they integrate the Tello Drones into their schedules.

All of the above practices result in professional growth for teachers and the improvement of instruction at all schools.

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

Caswell County Schools will continue to implement practices to recruit highly qualified professionals and to provide effective local professional development that is on-going and comprehensive. The AIG department will work with principals to ensure that priority registration is given to teachers who serve AIG students, but have not obtained licensure or met the local requirements to teach gifted clusters or classes. The AIG department will continue to seek opportunities to provide resources and support teachers as they differentiate to meet the needs of their students.

Moreover, the AIG department will seek collaborative avenues with nearby districts to develop, improve, and offer professional development opportunities. It will look for AIG licensure and/or master's coursework opportunities (online and on campus) offered by institutes of higher education and encourage candidates to obtain AIG licensure through coursework or by taking the Praxis in Gifted Education.

**Planned Sources of Evidence**

- \* Professional Development descriptions, rosters, and sign-in sheets
- \* Master list of teachers that hold a NC AIG license and/or who have completed the local requirements
- \* Elementary cluster-group rosters and middle school subject-group rosters
- \* Credentials and job descriptions of the AIG director and AIG coordinator
- \* Differentiated Education Plans-learning environments, content modifications, enrichments
- \* Agendas and minutes for AIG chair meetings, Steering Committee meetings, Professional Learning Community meetings, staff meetings
- \* AIG Coordinator Support Options menu

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

Standard 5: Partnerships

**Caswell County Schools (170) 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.

Caswell County Schools strives to build intentional, two-way partnerships with parents/guardians to better meet the needs of AIG students. Each spring, an AIG Stakeholder Survey is shared with parents to gather their input for the following topics: enrichment, extension, and acceleration; whether or not their child is being challenged; what services are most beneficial for their child; whether or not their child is encouraged to participate in extracurricular activities; the social emotional needs of their child; how technology is used; how their child has learned in real-world situations, problems, or projects; the Differentiated Education Plan; and their comfort level with communicating with the school. The survey also offers the opportunity to describe any strengths/positives and needs/weaknesses they see with the AIG program and asks for suggestions on how to develop partnerships with parents/guardians/families that are intentional and two-way.

Parents/guardians participate in face-to-face and/or virtual conferences with their child's teacher(s). This affords both the teacher and the parent/guardian an opportunity to express their thoughts about how the child is performing academically, what are the child's academic needs because he/she is gifted, how the child's social emotional skills are developing, and what supports he/she needs in the social emotional area.

Parents/Guardians of AIG students, also, have the freedom to ask questions and give input about the AIG

program during the creation of the Differentiated Education Plan at the beginning of each year and during the mid-year review. Because both the parents/guardians and the teachers have an opportunity to share and collaborate, the home-school relationship becomes one of a team that has a common goal.

Additionally, parent/guardians are invited to participate in interactive workshops, on committees, such as the District Steering Committee, and as volunteers during school events, such as career fairs. They bring their expertise and point-of-view to these, which in turn allows the school to gather input on how to modify or better the academic, intellectual, and social emotional supports offered to the AIG population.

**\* 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.

Caswell County Schools partners with its community stakeholders to enhance and support the local AIG program and services. There is collaboration between Caswell County Schools and local community groups and Piedmont Community College to offer enrichment, extension, and acceleration opportunities.

The Veterans of Foreign Wars Post 7316 sponsors the Patriot's Pen every fall for middle school students. This writing competition allows teachers to extend and connect the ELA and Social Studies curriculum. Students work on writing standards while linking civics to their daily lives.

The Caswell County Sheriff's department sponsors the D.A.R.E. program for middle school students. This enrichment program's goals are to prevent substance abuse and to teach students how to resist violence and gangs.

The Caswell County Public Library offers enrichment programs throughout the year. The 1000 Books Before Kindergarten program helps expose students to books and vocabulary before they enter the public school system. The Book-Baggers program provides elementary and middle school students an opportunity to supplement their reading opportunities during the school year. The Summer Reading Program encourages students to read throughout the summer months and provides students an opportunity to participate in educational activities and events that spark curiosity. The Teen Advisory Board offers leadership opportunities and the weekly teen programs allow students of like-minds to socialize in a safe and educational environment. In addition to the different programs, the library supports the AIG-sponsored Battle of the Books by providing lists and books for students to read in preparation for the competition and hosting meetings, etc. as appropriate.

The Caswell County 4-H provides enrichment programs to be used in the schools. These programs relate to the curriculum and are supported by the 4-H coordinator. Additionally, the 4-H has created independent projects that extend the content students are learning in the classroom. These independent projects can be

used in conjunction with learning contracts or independent study units.

AIG-supported clubs such as Junior Beta and Beta participate in enrichment activities that teach students about their civic responsibilities. They partner with local service organizations and other groups in the community. Club members volunteer and/or collect items and donations for the organization of their choice, such as the Caswell Parish, the Brian Center, the Caswell County Senior Center, and/or the Animal Protection Society.

The Caswell County Chamber of Commerce offers high school juniors the opportunity to participate in their Decide to Succeed enrichment program. The students meet once a month to discuss the book "Seven Habits of Highly Effective People" and to learn more about their community through speakers and field trips.

Piedmont Community College supports high school acceleration in two ways. First, students may opt to take college classes that will later transfer to any participating university or college through the NC College Career Promise. Second, students may choose to join an Associate's Degree Pathway in order to complete an associate degree by the time they graduate from high school. Both options offer students rigorous content above the high school level.

**\* 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.

Caswell County Schools' AIG District Steering Committee helps to develop, implement, monitor, and revise the local AIG plan. The committee is comprised of the AIG director, AIG coordinator, each school's AIG chairperson, parent/guardian representatives from each school, at least one principal, curriculum directors, and other community members. Many members remain on the committee for multiple years. This helps bring consistency and knowledge to the committee. However, each year, as new members are recruited, school administrators collaborate with district personnel to determine new parents/guardians and/or community members who would be willing to serve on the committee to replace members who have stepped down from their positions. When inviting potential members, district personnel monitor demographics ensuring that the diversity of the county's population is represented, which increases the opportunity for the committee to consider the perspectives of all its stakeholders.

District Steering Committee members offer feedback regarding the local AIG plan during the rewriting cycle. They review each practice within the six standards and offer their opinions regarding successful practices and what practices may need to be added, modified, or removed. The committee members review all the

components of the final draft plan before it is submitted to the local school board for approval. During implementation years, the committee discusses how the district is adhering to the plan. Additionally, they review the local AIG Stakeholder Survey data and discuss programming that may be applicable.

**\* 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.

In order to inform students, parents/guardians, and the community about the AIG plan, program, policies, and opportunities within the district, Caswell County Schools utilizes multiple forms of communication.

Caswell County Schools' Local AIG Plan includes the policies and procedures for the identification process. Additionally, the plan contains the blueprint for delivering and monitoring program services for students throughout all grade levels, utilizing school personnel, and working with partners in the community. The plan is shared on the Caswell County Schools' website, which is ADA accessible, for all stakeholders to access. Hard copies are printed and distributed to every school board member, principal, and Needs Determination Team (NDT) chair.

AIG brochures that describe the AIG identification processes and services are available at each school's office and are dispersed at Title I events and family nights when appropriate. Brochures are available in English and Spanish.

An AIG newsletter is sent to the parents/guardians of every AIG student each semester. The newsletter may contain any of the following items: contact information for the AIG director and coordinator; evidence of program services, enrichment, and staff professional development; achievements of local gifted students; academic and enrichment opportunities for gifted students within the state or nation; explanations of AIG paperwork; and/or academic and social emotional resources about gifted students for parents. Each newsletter is posted on the Caswell County Schools' website and can be translated into Spanish when necessary.

Each school's NDT chair reviews the identification process, the Differentiated Education Plan, differentiation strategies, and the social emotional needs of gifted students at their annual AIG parent/guardian

night at the beginning of the year.

Press releases are shared with the local newspaper, The Caswell Messenger, to highlight AIG students' accomplishments and to inform the community of the positives that occur within the AIG department and throughout the school district.

Individual schools share AIG information through their websites, the district's automated calling system, and school newsletters.

The AIG department's website can be found on the Caswell County Schools' website. The AIG website provides a list of enrichment opportunities for students throughout the summer and the school year. Also, a directory of useful websites is available. The websites offer information for the social emotional needs of gifted students, lists of recommended books, links to state and national AIG organizations, among others. Also, the North Carolina Department of Public Instruction-Department of Advanced Learning and Gifted Education site is highlighted as a place to learn more about the following: AIG programming, Advanced Placement, Credit by Demonstrated Mastery, and NC Career & College Promise.

**\* Ideas for Strengthening the Standard**

Caswell County Schools recognizes the need to have stakeholder participation and partnerships in planning and implementing the local AIG plan. The AIG department will continue to build two-way partnerships and will work with higher education institutions, non-profit organizations, and others to locate and offer enrichment opportunities for the gifted population.

**Planned Sources of Evidence**

* AIG Stakeholder Survey
* AIG District Steering Committee minutes
* AIG brochure and newsletters
* Caswell County Schools' AIG website

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

Standard 6: Program Accountability

**Caswell County Schools (170) 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.

North Carolina statutes require each Local Education Agency (LEA) to develop a three-year local AIG plan designed to identify students who are academically and/or intellectually gifted and to establish procedures for providing appropriate services to those students. The Caswell County Schools AIG District Steering Committee develops an LEA plan based on the North Carolina Academically Intellectually Gifted Program Standards.

When completing an AIG program evaluation, the following are analyzed in order to develop a comprehensive AIG program: self-assessment results, yearly survey results, District Steering Committee and administrative input, information from AIG chair meetings and Needs Determination Team meetings, board input, and other informal communication. Every three years, comprehensive needs assessments are also completed and stakeholder input drives the plan revisions. Subgroups of the represented stakeholders analyze the data mentioned above and make recommendations about which standards are considered areas of high focus and make suggestions about revisions.

The draft plan is developed with consideration to additional local factors such as the rural nature of the county, the lack of large businesses, the diverse cultures, and community poverty. The plan outlines the procedures for student identification, explains the differentiated instruction that will be used to meet the needs of AIG students, describes personnel roles and professional development, highlights partnerships, involves various stakeholders, and ensures program accountability. Revisions and changes are channeled through the District Steering Committee until a final draft is approved. The final draft is taken to the Caswell County Schools'

Board of Education by the AIG director for approval. Upon board approval, the plan is submitted to the State Board of Education and the NC Department of Public Instruction.

**\* 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.

Caswell County Schools monitors the implementation of the AIG program and plan in accordance with Article 9B. The District Steering Committee, the AIG director and coordinator, administrators, the superintendent, and the Needs Determination Teams at each school monitor the components of the AIG program and plan throughout each school year.

The District Steering Committee meets three times annually to monitor and address AIG issues. The AIG chairs meet quarterly. The Needs Determination Teams (NDT) and/or the School AIG Teams should meet two times a year in addition to whenever students are referred for AIG. These teams are critical in ensuring that the screening, referral, and identification processes are completed with fidelity and that the AIG program and plan are being implemented consistently. The AIG director and coordinator will support all committees and teams as they execute the AIG program and plan.

Surveys of stakeholders (students, parents, teachers, and administrators) are completed every spring. The AIG director will distribute, collect, and disseminate the survey data to all stakeholders through the AIG website and/or meetings.

Procedures to Ensure Program and Plan Accountability.

- \*Maintain AIG rosters, student records, and NC Department of Public Instruction headcounts
- \*Maintain current data regarding credentials of teachers serving AIG students
- \*Post AIG stakeholder surveys on the Caswell County Schools' AIG and schools' websites and analyze the results annually
- \*Monitor representation and retention of underrepresented populations in the local AIG program
- \*Monitor student performance, growth, and achievement
- \*Ensure that the District Steering Committee represents the diverse population of Caswell County Schools
- \*Post the local AIG plan online for use by all stakeholders
- \*Maintain a District Steering Committee with parents/guardians, AIG chairs, and other stakeholders
- \*Maintains policies and procedures that protect the rights of all AIG students and parents/guardians

\*Facilitate the examination of school instructional practices and require administrative learning data dives that include AIG student data analysis through Quality Assurance Inventories

**\* 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 AIG director works in conjunction with the AIG coordinator and the district administrative team to ensure that AIG funds are budgeted and spent in the best way possible to support the AIG department's goals and the students it serves.

Yearly budgets are created with the collaboration of the AIG department and the district Financial Officer, in accordance with the local plan, consideration of student needs, stakeholder input. The AIG director monitors the budget to ensure that funds are utilized for comprehensive AIG plan implementation. Required expenses such as salary needs, identification assessment costs, required professional development offerings, and program service options are prioritized prior to the fund year beginning. Professional development costs may include contracts for the two professional development courses offered yearly, teacher stipends for course completion, and attendance at the North Carolina Association for the Gifted and Talented conference for course attendees, the AIG director and/or coordinator, and other appropriate staff members.

Benefits to students, alignment to the AIG plan, and costs verses value added are considered prior to any additional purchase and/or expenditure throughout the year. These expenditures may include supplies for enrichment activities and AIG initiatives, such as STEM supplies, individual student evaluation assessments, school transition activities, materials for differentiated instruction and program service options, acceleration, enrichment opportunities for students, additional professional development for staff, and requested technology tools, devices, and software if appropriate.

The MTSS model requires that teams regularly analyze student data, programming, and support for students at all tiers, which includes both remediation and enrichment. This model provides avenues to add rigor and differentiation to the core curriculum for all students and has enabled multiple departments collaboratively to fund projects such as the drone initiative and adaptive computer software applications. AIG, Curriculum, CTE, Title I, and state funds are often combined to create these schoolwide programs that benefit all students. Grants produced from the collaboration of multiple departments, as well as technology partnerships, provide resources to assist in AIG programming and enrichment.

**\* Practice D**

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

The AIG department and the district testing and accountability department work closely together to maintain, analyze, and share AIG student performance, growth, and drop-out rates. This data is posted by school on the district website for all stakeholders to view.

AIG student growth and achievement data determined by End of Grade (EOG) and End of Course (EOC) tests, Advanced Placement (AP) exams, and the American College Test (ACT) is reviewed and analyzed by leadership teams at the district (MTSS) and school levels (MTSS and School Improvement Teams (SIT)) as soon as it is released. Additionally, the AIG data found in these tests is evaluated in District Steering Committee meetings, administration meetings, and school AIG team meetings. AIG drop-out data is discussed in meetings with administration and SITs. District and school staff make programming changes that appropriately respond to the student needs discovered by the data analysis of student performance, growth, and drop-out rates.

Additionally, the principals, instructional coaches, and teachers analyze data on an ongoing basis to determine learning needs and to monitor for growth and mastery. This data may come from mClass, Istation, iReady, common formative assessments, and check-ins. As with the tests mentioned above, attention is paid specifically to the data belonging to the AIG population. While this data is not published for all stakeholders to view, it is shared in Quality Assurance Inventories, with school-level staff, and each student's individual data is shared with the parent/guardian.

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The AIG department believes that by maintaining, analyzing, and responding to data concerning identification and enrollment in AIG, factors that prevent student identification and mute giftedness can be mitigated. The identification process recognizes elements that can impact a student's likelihood of access and participation in gifted education programs; such as students' racial, ethnic, economic, and other demographic

factors. Caswell County Schools' AIG department promotes teacher awareness of these factors and encourages the use of the factors to be considered in placement. Teachers and Needs Determination Teams (NDT) are provided training and support to recognize factors that can mute giftedness. AIG environmental factors encouraged to be considered include multiple facets. Language considerations include dominant language (first-acquired language spoken in the home is other than English) and opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment, dialectical differences acting as a barrier to learning). Economic factors such as residence in a depressed economic area, homelessness, low family income (qualifies or could qualify for free/reduced lunch), necessary employment or home responsibilities interfere with learning time. Achievement factors such as peer group devaluing academic achievement, little motivation to succeed, irregular attendance, and transience in elementary school (at least 3 moves). Limited exposure can also mask giftedness, such as limited opportunities for exposure to developmental experiences for which students may be ready, limited enrichment experiences outside the home, limited availability of enrichment materials and resources at home, lack of school-related extracurricular learning activities in a student's area of strength/interest. Other considerations include being a member of a group that is underrepresented in the gifted program, difficulties such as vision, auditory or other sensory deficits, attention deficits or focusing/concentration problems, projects or classroom work, not tests, best reveal student's strengths, a high ability displayed in focused area the student is highly interested in, performs poorly on timed tests, is a highly reflective thinker and does not provide quick answers to questions. See Environmental Factors to Be Considered (Form AIG-3).

### Representation

An AIG headcount is completed each semester. This data is broken into groups based on ethnicity and gender and then shared with the schools. The AIG director will analyze this information with administration, school teams, such as the School Improvement Team, the MTSS team, and/or the Needs Determination Team (NDT). School discussions should include trend data concerning screening, identification, performance, and achievement. Disproportionality issues will be addressed by the school administration, NDTs and the AIG department. Responses to enrollment data often include reviews of factors that mask giftedness, characteristics to observe, observations, and reviews of nurturing lists.

Caswell County Schools (CCS) AIG department leadership examines school and district AIG headcount data twice yearly and monitors progress in between the official headcounts. We compare district AIG population to previous data, to our district population, as well as to state data. For current comparison, Spring 2022 AIG headcount data was compared to CCS K-12 student enrollment in Powerschool in May 2022. The

NCDPI AIG Child Count, Statewide Overview for the 2019-2020 school year, was also utilized for comparisons (most recently posted on NCDPI in May of 2022 when comparisons were made). It is noted the state data set includes all AIG students identified in NC's 115 LEAs and select charter schools with official AIG programs. (Please note percent calculations have been rounded to whole percentages.) CCS spring 2022 headcount data indicates multiple subgroups are represented proportionally to the district population. AIG populations in the subgroups of Asian, Hispanic, Native American, Pacific Islander, and two or more races are all within 3% of the district population proportion. Specifically in CCS Asians comprise 0% of the CCS AIG population and less than 1 percent of the district population; Hispanics are 8% of the AIG population and 9% of the district population; Native Americans are less than 1% of the CCS AIG population and district population; two or more races are 3% of the CCS AIG population and 5% of the district population.

Utilizing Spring 2022 headcount data for Caswell County Schools and the most recent data published currently for the state of North Carolina (Spring 2020), analysis of district data indicates that Caswell County Schools is identifying AIG students more proportionately to our district population when the same data is compared at the state level. At the state level, Pacific Islander and two or more races have populations similar in proportion when comparing the state enrollment statistics and state AIG statistics. Utilizing the state report, state populations of Asians are identified as 7% of the state AIG identified population while the overall state enrollment for Asians is at 3.64%. Hispanics' proportion of the state AIG identified population is at 9%, while the state Hispanic enrollment proportion is 19%.

Statewide support of equity and access to AIG services, along with overidentification and underidentification locally, continues to be an area of focus in the CCS AIG department. From the 2020 state AIG Child Count, state student enrollment indicated 24% of students were black while identified AIG students in the state was 9.6%. Black males comprised 12% of the state enrollment with 4% identified AIG. CCS 2022 spring headcounts indicate 24% of the district's AIG population is black while 36% of the district K-12 population is black.

CCS continues to close the over and under identifying gaps in AIG headcounts. More specifically, black females comprise 18% of the district population and 13% of the district AIG population. Black males comprise 18% of the district population and 11% of the AIG population. White females comprise 22% of the district population and 33% of the district AIG population. White males comprise 26% of the district population with 31% of the district AIG population white male. At the state level, white females comprised 23% of the state student enrollment while 33% of the state reported AIG population is white female. White males comprise 24% of the state population while 35% of the state's reported AIG population is white male. Students considered to be identified with dual exceptionality are 2% of the district's AIG population, compared to 1%

when comparing the same data at the state level on the available report.

School meetings and spring observations with the AIG director or AIG coordinator are currently underway and include discussions of underrepresented populations, factors which mask giftedness, and ongoing support for observing characteristics. Efforts continue to identify students more proportionately to our local population. The CCS AIG program has increased the segment of the black AIG population to 24%, up from 20% in 2020. Additionally, the Hispanic proportion of the CCS AIG population has increased to 8%, closely mirroring the 9% of our district student population which is Hispanic. Another area that remains a focus of support and professional development is how males present AIG characteristics. While 48% of our district K-12 enrollment is female, 52% of identified AIG students are female. Males comprise 51% of the district population while 48% of the AIG population is male.

### Performance

Individual student performance is analyzed during the mid-year review and again at the end of the year in preparation for the following year's Differentiated Education Plan (DEP). Changes can be made to a student's identification by adding a new area or a student's services can change. An Individualized Differentiated Education Plan (IDEP) is created when necessary. AIG grade level population data is reviewed on a continuous basis in Professional Learning Communities (PLC).

### Retention

Students in Caswell County Schools are not "degifted". Aptitude which was once present for the child to be identified is typically still present. There are often factors that are muting the student's giftedness and decreasing achievement. Instead, if a student is struggling, the NDT creates an IDEP that determines the services that best fit the student's needs. Often the IDEP includes support from the AIG coordinator. Also noted on the IDEP, is additional support from the school counselor to assist with social emotional needs to help mitigate outside factors affecting student performance. AIG student retention, especially at grade level changes, is noted annually. See Standard 6 Practice D for information about AIG student drop-outs.



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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

Caswell County Schools maintains current data regarding the credentials of personnel serving AIG students in order to ensure that the goals and strategies outlined in the local AIG plan are being met.

The AIG director and the human resources office maintain current data regarding AIG licensure and local professional development requirements, which includes Advanced Placement certification and/or the completion of the locally required AIG professional development. Teachers' AIG licensure, coursework, Continuing Education Units, and/or AP coursework are shared by the AIG department with school administration prior to when class placement and scheduling decisions are made. Administrators at each school, assisted by the AIG director, develop class lists of cluster-grouped students and place them with the appropriate teachers in grades K-8. In high school, teachers with the correct credentials are matched with the appropriate advanced classes/courses.

Additionally, administrators use the personnel data to encourage teachers to partake in the local AIG professional development to build their school capacity of teachers who are trained to serve gifted students.

**\* Practice G**

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

Stakeholders, such as students, parent/guardians, families, teachers, and administrators, are given opportunities to provide feedback regarding the implementation and effectiveness of the local AIG program. Each spring, an AIG Stakeholder Survey is shared with the stakeholders to gather their input for the following topics: enrichment, extension, and acceleration; whether or not their child is being challenged; what services are most beneficial for their child; whether or not their child is encouraged to participate in extracurricular activities; the social emotional needs of their child; how technology is used; how their child has learned in real-world situations, problems, or projects; the Differentiated Education Plan (DEP); and their comfort level with communicating with the school. The survey also offers the opportunity to describe any strengths/positives and needs/weaknesses they see with the AIG program.

Notification of the survey is shared via email and printed in the spring AIG newsletter, in school communications, and on the county website. The survey can be taken online. Results will be shared with school administrators, and in turn shared with the schools' Professional Learning Communities (PLC) and Needs Determination Teams (NDT) meetings. Survey information is also shared with stakeholders in District Steering

Committee meetings and district leadership meetings.

Informal feedback is collected at open houses, DEP meetings, AIG parent nights, through student interviews, administrator observations, and district leadership meetings. This qualitative data will be shared, discussed, and evaluated by the District Steering Committee. AIG chair meetings, PLC meetings, and district-wide administrator meetings also offer opportunities to gather feedback about the implementation and effectiveness of the AIG program.

**\* 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.

Caswell County Schools believes it is best to continuously evaluate the AIG program throughout the three years of each plan cycle. Data points collected both formally and informally are used to evaluate programming. Data is collected every spring from different groups through the AIG Stakeholder Survey. Parents/Guardians, students, teachers, instructional coaches, assistant principals, and principals offer their thoughts and opinions about the AIG plan, program, and services. Survey data is collected in Google and is converted into easy-to-read graphs and charts, which are shared appropriately. The AIG District Steering Committee continuously evaluates the AIG program throughout the three year cycle. They examine data from the Stakeholder Survey, AIG identification data, and AIG subgroup growth and proficiency data to determine if programming is successful or if it should be modified to better serve the needs of the AIG students. Also, budget information is discussed and members offer input regarding the enrichment programming that is being implemented. The AIG department and the Needs Determination Teams review screening, referral, and identification data whenever students are identified in PowerSchool. This happens throughout the year as individual students show a need for identification and when larger numbers of students are identified utilizing the CogAT and EOGs. AIG headcounts are monitored to ensure that disproportionality is being eliminated. District leadership and administrators analyze AIG performance data, including proficiency and growth. EVAAS provides data to determine which teachers are effectively growing AIG students. Including all of the stakeholders and using multiple data sources allows for a continuous discussion about the effectiveness of the AIG plan and program throughout each school year.

Additionally, the AIG plan is explicitly evaluated during each rewrite year. The following stakeholders are involved in this evaluation: administration at the central office and school level, AIG chairs, teachers, parents/guardians, the AIG director, and the AIG coordinator. Each group of stakeholders offers a different perspective, which allows for rich conversation around the AIG plan and program. Feedback is gathered during

District Steering Committee meetings, AIG Chair meetings, administrator meetings, and through conversations with teachers and staff. Feedback from the Department of Advanced Learning and Gifted Education is utilized to begin the evaluation of the plan and program. From there, the most current qualitative and quantitative data from the above paragraph is reviewed. Each standard in the AIG plan is examined by reviewing every practice and determining if the practices were effective. It is determined if each practice needs to be completely rewritten, if it needs to be modified, or if it should continue in the way that it is currently written. Stakeholders have the opportunity to approve the draft plan before it is presented to the local Board of Education.

**\* Practice I**

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

Data from the Stakeholder Survey, described in Standard 6 Practice G, is shared with district and school-level administrators each summer, with the Needs Determination Teams, and AIG chairs. The fall AIG newsletter contains excerpts of the data with a note that results are posted on the district AIG website for parents/guardians, students, and community members to view. Since the survey is completed anonymously, confidentiality is not an issue.

Evaluative feedback collected informally at open houses, DEP meetings, AIG parent nights, through student interviews, administrator observations, and district leadership meetings is reviewed at District Steering Committee and AIG chair meetings. Feedback that is specific to one school, may be shared with that principal, AIG chair, and/or instructional coach during a meeting with the AIG director and/or AIG coordinator. When appropriate, data is shared with the district and/or school MTSS team to ensure that AIG students are considered during MTSS planning.

The Local Plan Review and comments offered by the Department of Advanced Learning and Gifted Education are shared with district leadership, the District Steering Committee, and AIG chairs. Feedback is reviewed and discussed initially and then as part of the evaluation process while rewriting the local AIG plan. Identification and performance data is also shared with school administrators, the Needs Determination Teams, school MTSS teams, School Improvement Teams, and teachers and appropriate data can be found on the district website.

Sharing data from local AIG program evaluation allows for transparency and creates a tool to spark conversation and discourse.

**\* 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.

The District Steering Committee annually reviews the policies and procedures related to informed consent regarding identification and placement, reassessment procedures, transfers from other Local Education Agencies, and procedures for resolving disagreements.

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<b>Process</b>	<b>Procedure</b>
Informed consent for identification	* To ensure personnel working with gifted children consider the rights of these students, potentially gifted students, and their families when making decisions, the AIG plan outlines procedures for resolving disagreements, parents/guardians' rights, and informed consent. Parents/Guardians are informed of these through Your Rights as a Parent/Guardian (Form AIG-5) This form and Consent for Evaluation (Form AIG-4) must be signed by a parent/guardian before any evaluation of the student begins. These forms are placed in the initial placement AIG folder that is sent to the AIG department.
Informed consent for placement	* Once a Needs Determination Team (NDT) has determined that a student meets the criteria to be identified as AIG, the parents/guardians are invited to a conference to discuss service options and offer their input. The Initial Placement Decision/Evaluation Results (Form AIG-10) is used as an invitation to this conference. During the conference, the Summary of Individual Student Eligibility and Placement Record (Form AIG-6) is reviewed with the parent/guardian. This form explicitly details the evidence for the placement recommendation. The parent/guardian signs the form and agrees or does not agree for the child to receive services in the AIG program. If the parent/guardian agrees, a Differentiated Education Plan (Form AIG 13, 14, or 15) is created with support from the NDT and the parent/guardian.

<p><b>Transfer procedures</b></p>	<p>* Students who transfer in from other Local Education Agencies with an AIG identification are placed in an AIG cluster group (K-8) or in appropriate advanced classes (7-12). The Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) are signed by a parent/guardian. The school Needs Determination Team convenes to determine the appropriate placement (AI, IG, AG, AR, or AM) according to Caswell County Schools' criteria and a Differentiated Education Plan is created to address the students' needs. If an Individualized Differentiated Education Plan needs to be created, the AIG director is notified and individualized alternative service and support options are determined.</p>
<p><b>Reassessment procedures</b></p>	<p>* Each AIG student's performance and data is reviewed two times a year. During the semester change, the Needs Determination Team (NDT) in conjunction with the student's teachers evaluate performance as evidenced in grades and work samples, if applicable, and data as evidenced by universal screeners and assessments such as benchmarks and check-ins. During this evaluation, it is determined if the Differentiated Education Plan (DEP) is appropriate or if it needs to be modified. The DEP Midyear Review letter (Form AIG-17) is sent to the parent/guardian to ensure that they are aware of the services listed on the DEP and/to determine if the parent/guardian needs more information regarding the services.</p> <p>At the end of each year for elementary and middle school students and at the end of each semester for high school students, End of Grade and End of Course data is reviewed in a NDT meeting. Additionally, teachers may bring a portfolio of work to this meeting. These items may lead to a change in identification due to the addition of a subject. For example, a student may be identified as AR and meets the score requirement on the EOG to add Math to her identification, thus, changing her identification from AR to AG.</p>
<p><b>Procedures to resolve disagreement</b></p>	

\*

When a student is referred to the Needs Determination Team (NDT), the parent/guardian must sign Your Rights as a Parent/Guardian (Form AIG-5) before any evaluation of the student may begin. This form explains the due process rights of the parent/guardian in regards to the processes leading to an identification and explains the steps for resolving disagreements.

Excerpt of the Your Rights as a Parent/Guardian (Form AIG-5)

*If a parent disagrees with any decision(s) of the school-site committee regarding referral, identification, or services, the following procedure will be followed:*

- 1. The parent may request in writing a conference with the NDT within 10 days of the decision being appealed. Written response will be sent to the parent within 10 days.*
- 2. If the parent still disagrees with the decision, he/she may appeal in writing to the principal within 10 days. The principal will schedule a Central Review Team conference with the AIG director within 10 days.*
- 3. If the disagreement is not resolved, the parent may make a written appeal to the superintendent within 10 days. A conference will be scheduled within 10 days of the request. The superintendent will respond in writing within ten days. Mediation may be an option at this point.*
- 4. The superintendent's decision may be appealed in writing to the local Board of Education within 10 days. Following Board of Education review, a written decision will be made within 30 days of the complaint being received by the Board.*
- 5. If local efforts fail to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an AIG student or (2) whether the local plan has not been implemented appropriately.*

*Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.*

**\* Ideas for Strengthening the Standard**

In order to strengthen this standard, the AIG department could create a list of all data that should be analyzed to ensure that all data points are discussed. Some of this data may include EVAAS AIG growth, retention rates, AIG EOG and EOC data. Also, a deeper analysis of trend data should continue to evaluate the AIG program.

**Planned Sources of Evidence**

* AIG forms
* District Steering Committee and Needs Determination Team agendas and minutes
* AIG budget, approved purchase orders, requisitions, invoices
* Stakeholder Survey questions and results
* Database of teachers' licensure and local AIG professional development requirements
* District, AIG, and school websites
* AIG subgroups test data
* NC Department of Public Instruction AIG headcounts and identification data sets
* AIG professional development sign-in sheets and feedback

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

Local Board of Education Approval

**Caswell County Schools (170) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/09/2022 

Original Application Submission Date: 05/16/2022

**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>Board of Education Approval</u>

AIG Related Documents

**Caswell County Schools (170) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

Glossary

**Caswell County Schools (170) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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