Elkin City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 24-JUN-19
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Submitted to NC Department of Public Instruction on: 22-JUL-19

Elkin City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Elkin City Schools local AIG plan is as follows:

Elkin City Schools Vision for local AIG program: The Elkin City program for gifted students will provide a unique, varied, and authentic learning experience that is challenging and rigorous for identified AIG students and all advanced learners K-12.

Sources of funding for local AIG program (as of 2019)

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<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
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Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Information is shared in school handbooks that are given to each student at the beginning of the school year.
Information is shared on the district and school websites.
Information is printed in brochures in English and Spanish and sent home with students.
An AIG refresher is given for staff at the beginning of the year staff meetings reminding staff of the identification procedures.
Parent letters are sent home prior to the universal screening in 2nd grade using the Cognitive Abilities Test.
Beginning the 2019-2020 school year, students in grade 8 will be given a screener before entering high school for class placement purposes (Honors versus Regular).
If a student scores a Level 5 on an End of Grade test, they will be referred to take the Cognitive Abilities Test if not already identified as AIG. In grades 9-12, the referral process is based on teacher recommendation.

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.

District Response: Early Kindergarten Entrance: Children who reach their 4th birthday by April 16th may enter kindergarten if they demonstrate an extraordinary level of academic ability and achievement maturity. The following is required:

1. APTITUDE—Although superior aptitude is a strong indicator of extraordinary intellectual ability, every child may not need Early Kindergarten Entry. Some children may have a negative experience if the demands of a structured school day are imposed too early. The child shall score at the 98th percentile on a standard individual test of intelligence, such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable tests, that shall be administered by a licensed psychologist. The parent is responsible for arranging and paying for this test.

2. ACHIEVEMENT—Although superior achievement is a strong indicator of extraordinary academic ability, every child may not need Early Kindergarten Entry. Beyond reading and rote counting skills, a child ready for Early Kindergarten Entry must demonstrate analytical thinking and problem solving using academic concepts. The child shall score at the 98th percentile on either Reading or
Mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford early School Achievement test, the MiniBattery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics (TEMA), or any other comparable tests that shall be administered by a licensed psychologist. The parent is responsible for arranging and paying for this test.

3. PERFORMANCE-Children displaying a need to enter kindergarten early shall be able to perform tasks above their age peers. The parent shall submit a sample of student work showing outstanding examples of ability in any (not all) of the following areas: Art, math, Writing, Dramatic Play, Creative Productions, Science, etc. For further indication of performance, the principal may instruct a teacher to complete an informal reading assessment.

4. OBSERVABLE STUDENT BEHAVIOR/STUDENT INTEREST-If a child is to be successful in early admission, he/she should socially and developmentally mature enough to be in a structured setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults with direct knowledge of the child.

5. MOTIVATION TO LEARN/STUDENT INTEREST-A child ready for early admission to kindergarten should be eager to learn....be excited about a new school experience...display a thirst for knowledge. The Principal or his/her designee shall determine this information in an informal interview with the child and a more structured interview with the parent.

**This information is excerpted from HB-1099, as an attempt to help inform principals and interested parents.

K-3 Nurturing Clusters: Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified teacher based on current academic performance using such indicators as M-Class reading assessments, the state math assessment, and the STAR reading test through accelerated reader; Students in kindergarten-3rd grade may also be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of behavioral checklist that is filled out by teachers.

Grades 4-8: Multiple Pathways are used to identify students
Pathway 1-Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted).
Pathway 2-Students who score at 95% or higher on the Cognitive Abilities Verbal Subtest AND at a Level 5 on the NC EOG Reading Test are identified as AR (Academically gifted in reading). Students who score at 95% or higher on the Cognitive Abilities Quantitative Subtest AND at a Level 5 on the NC EOG Math Test are identified as AM (Academically gifted in math).
Pathway 3- Students who score at 95% or higher on the Cognitive Abilities Verbal or Quantitative Subtest and at a Level 5 on a non-correlating NC EOG Test are identified as AG, AR, or AM based on the input of teacher recommendation.
Pathway 4-Students maybe identified as Intellectually Gifted with a valid high IQ score and approval from the AIG Committee OR Documented Portfolio/Anecdotal evidence showing high intellectual ability and AIG Committee Approval; Pathway 4 would seek to identify students who are intellectually gifted, but might not be performing to their academic potential.
Grades 9-12: Multiple pathways would primarily follow the elementary and middle school pattern. EOC scores, PLAN scores, and/or ACT scores would be used in addition to the Cognitive Abilities Test, along with teacher recommendation.

Universal Screening: With parental consent, all students in grade 2 are first screened in the spring using the Cognitive Abilities Test. After grade two, students who are not identified as AIG may be tested every other year based on parent request or teacher referral.

**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.

**District Response:** The school-based test coordinator and the Chief Academic Officer collaborate to review aptitude scores of all students in second grade and EOG scores of all students in grades 4-8 to screen for those students who are not yet identified but who have performed well. Those students are placed on a list of students to monitor.
The school-based test coordinator collaborates with teachers in EC, Title I, EL to recognize students who have the potential to succeed, but who have not yet been identified. Those students are placed on a list of students to monitor.
The school-based test coordinator asks teachers to identify high performing students with special circumstances such as minorities, lower socioeconomic groups, and unique family situations. Administration will monitor and analyze sub-group data to ensure that underrepresented populations are not being overlooked.
For EL students, the Cognitive Abilities Subtest serves to recognize students who are strong in the Quantitative and Non-verbal batteries, respectively.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** All three schools in the district (one elementary, one middle and one high) follow the same identification procedures which are made known through the district website, brochures, staff AIG refresher sessions at beginning of year staff meetings, and reminders through staff e-mail.
The administrator at each school in collaboration with the Chief Academic Officer keeps record of which students have been referred, tested, and identified.

**Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.
**District Response:** The Chief Academic Officer ensures the AIG website, AIG Handbook, AIG brochure, and other relevant resources contain accurate information about the comprehensive AIG program. School administrators and teachers help disseminate this information via letters home in English and Spanish, phone calls home in English and Spanish, and in face-to-face meetings.

**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.

**District Response:** The school-based administrator and Chief Academic Officer maintains, stores, and updates AIG student files containing the identification and service option documentation. An AIG Eligibility and Placement Record is completed and reviewed with the student and parents at the onset of identification. This demonstrates which pathway qualifies a student and his/her subsequent identification.
For students in grades 4-8, a differentiated education plan (DEP) is written yearly to describe service options and student goals. The DEP is written with input from the student, teacher, and parent. Finished copies are provided to parents and the student's regular classroom teacher(s). DEPs are reviewed annually with students and parents.
At the high school level, the DEP will correspond with possible course selections for students and will be reviewed with the student by the School Test Coordinator and/or guidance counselor, and then given parental approval.
Student documentation will be maintained in a student's AIG folder in the records room at each respective school.

**Ideas for Strengthen the Standard:** Ensure that all stakeholders are aware of the screening, referral, and identification procedures by maintaining websites, brochures, and handbooks with updated information made available in both English and Spanish.

**Sources of Evidence:** Student/Parent handbooks
School/District websites
Notes from AIG refresher staff meetings
Logs of Staff Attendance at AIG refresher meetings
Student/Parent Brochures in English and Spanish
K-3 Nurturing cluster referral forms
AIG Eligibility Placement Record forms
Parent letter for CogAT Testing in English and Spanish
Lists of students being monitored
Copies of Differentiated Education Plan (DEP) at grades 3-6 level, grades 7-8 level, and grades 9-12 level
Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Use students' DEPs to evaluate current level of need and implement appropriate services.

Early Kindergarten Entry for students who meet criteria.

Grade Acceleration: Student must be working significantly above grade level for this option, and the following criteria are required: IQ at 99%tile as measured by an individual IQ test, score of 99%tile on a nationally normed test, unusually high classroom performance, evidence of outstanding work from student portfolios, work samples, evidence of a high degree of motivation and social maturity from testimonies and teacher checklists.

Cluster grouping: 5-9 identified students placed into the same regular classroom for the purpose of intentional differentiation and cooperative learning.

In-class flexible groupings to be used with all students as often as appropriate to improve students outcomes.

Enrichment pull-out classes for referred students in K-3 nurturing clusters and 4-8 students identified as academically gifted in reading and math (AG), Academically gifted in reading (AR), or Academically Gifted in Math (AM), and when needed for students who are Intellectually Gifted (IG).

Resource support for students who are identified as IG; AIG Coordinator works with classroom teacher to differentiate.

Grades 7-8 Subject Grouping in reading/math: students must meet three of the following criteria: teacher referral, EOG score of 85%tile or higher, grade averages of A, EVAAS predictor of high EOG levels

Grades 9-12: Honors classes for students with a past A or B in the subject area, EOG or EOC percentile of 85 or higher.

Advanced Placement courses for students in grades 10-12 who are independent learners and have been successful in honors classes in a given area.
College and Career Promise courses for students in grades 11 and 12 who qualify to take one or more college courses per semester.

Course offerings for high school students through the NC School of Science and Math

Internships available to all juniors and seniors by application

E-LEARN - Course offerings in an innovative academic alternative through the Elkin Virtual Learning Academy

Course offerings in Career & Technical Education Honors Learning Initiative

School administrator and the School Counselor works with staff at each school to help plan differentiation of services.

School administrator and the School Counselor provides information to regular classroom teachers regarding information on student DEP's.

**Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** Elkin City Schools is a small district with three schools. The Chief Academic Officer attends all principal meetings and periodically attends the schools' School Improvement Team meetings to review policy and practices as it relates to the delivery of AIG services.

The Chief Academic Officer collaborates with the school-based administrators to address differentiation and AIG resource needs. The school district does not have a layer of support between the Chief Academic Officer and the administrators. Administrators assume the role of curriculum expert in their school and embrace the opportunity to support all students and teachers.

Continue to develop, implement, and improve a sequential program for academically and/or intellectually gifted students which is based upon compacting, enriching, or extending the curriculum.

Differentiate the curriculum for gifted learners in K-12 to meet the diverse needs of AIG students with a spectrum of gifted services.

Provide in-service for all teachers regarding the characteristics of gifted students and the learning environment best suited to meet the needs of these students.

Involve counselors, support personnel, parent volunteers, and other community resources.

**Practice C**

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

**District Response:** Each school year current AIG student achievement and growth data is reviewed among administration and AIG staff to inform grouping practices and procedures at the school and district level. This allows for students to receive differentiated services at each grade level within the regular classroom and beyond. As the team reviews each student’s data, strengths and growth opportunities are identified. Based on each students’ individual data the AIG team places each student based on the following levels:

**Level I**
- Regular education classroom
- Flexible grouping
- Differentiated services
- Differentiated Specialist consultation

**Level II**
- All Level I options and ....
- Cluster classroom
- Classroom teacher trained in gifted practices & strategies
- Differentiated Specialist direct and indirect support

**Level III**
- All Level II options and ....
- Subject Advancement
- Dula enrollment

**Level IV**
- All Level II options and ....
- Grade advancement

**Practice D**
Informs all teachers, school administrators, and support staff about delivery of differentiated services
and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

**District Response:** Administrators will use a presentation in opening staff meeting developed by the Chief Academic Officer that informs everyone of the AIG program and services provided at each school. Highlights to be included are: ways staff and others can access the local AIG plan, breakdown of AIG students by school and grade, opportunities for future AIG professional development, Advisory Group opportunities, and a brochure that is available.

Updates relating to the AIG program and services are provided to the administrators to share at regular staff meetings.

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

**District Response:** Staff meetings at the beginning of the year are used to share program goals and other pertinent information.

As appropriate throughout the year, administrators will share updates in PLC meetings or staff meetings.

Conduct transition meetings between grade spans to help develop DEPs.

The Chief Academic Officer ensures AIG documentation is ongoing.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Guidance counselors and the Exceptional Children's Director conduct multiple trainings and refreshers throughout the school year for all teachers. Elements of the training recognize various intellectual needs of students. The principal, counselors, and teachers take pride in knowing their students and identifying when they have social emotional needs. Outside agencies are integrated into our school day as an additional layer of support.

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

**District Response:** Grade acceleration is an option available for highly gifted students provided their
is evidence on file. The parent, student and school staff collaborate to develop the individualized DEP.

Early kindergarten entry is available for students who meet established criteria.

Curriculum compacting is encouraged for cluster groups in regular classrooms.

Middle and high school students may earn credit for high school courses through the process of Credit by Demonstrated Mastery. Guidelines for the CDM process are outlined on the district webpage under AIG services for middle and high school. Parents and students are reminded of this option yearly through newsletters and automated phone calls home.

**Practice H**
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** AIG certified teachers provide staff development for K-3 teachers to better understand the research-based practices for nurturing AIG students in K-3.

The Chief Academic Officer and principals work together to identify and recognize the potential of students in underserved populations.

Use of the quantitative battery subtest, apart from the Verbal battery on the Cognitive Abilities Test, provides evidence of giftedness in our EL population.

The principals communicate with EL, EC, and Title I teachers who have specialized student focus to monitor students with potential.

**Practice I**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** Elkin City Schools provide opportunities to foster academic and intellectual interests to enrich the services for AIG students. Students are encouraged to participate in opportunities such as:
Duke Tip Program for elementary and middle school students

District Project Based Learning Expo K-12

Graduation Project - Freshmen start with a project of interest and refine that through their high school years to create and present a project to share their Senior year before a committee. The Graduation Project provides students the opportunity to connect content knowledge, acquired skills, and work
habits to real world situations and issues. Through the graduation project process, students will engage various specific skills that include: computer knowledge, employability skills, information-retrieval skills, language skills – reading, language skills – writing, teamwork, and thinking/problem-solving skills.

Junior National Young Leaders Conference - Leadership development program for nominated middle school students.

Youth Leadership Surry - Students with a 3.5 GPA are eligible to apply

Honors level classes, Career & College Promise Courses, Ap course offerings

Elementary Clubs: BETA - promote and attain state and national competition with recognition at both levels; Robotics; Battle of the Books; Chess Club; Math Olympiad; Odyssey of the Mind

Middle Clubs: BETA - promote and attain state recognition; Math Counts; Robotics

High Clubs: BETA, National Honor Society, and Career Technical Educational opportunities such as:

National Technical Honor Society - Students must earn at least 3 CTE credits, active membership in a CTE club and have a 3.5 GPA in CTE courses

CTE Student Organizations - students can compete at local, regional, state and national levels in business (FBLA), health occupations (HOSA), & family and consumer sciences (FCCLA).

National Leadership Conference - Students attend Washington DC through FCCLA. They meet with legislators and discuss education and careers

**Ideas for Strengthen the Standard:** Align differentiation strategies and best practices in gifted education across all grade levels through professional development and continued collaboration with the AIG Coordinator and regular classroom teachers.

Work with regular classroom teachers to compact the curriculum at each grade level, as needed.

Collaborate with classroom teachers, AIG Coordinator, administrators, and counselors to strengthen the ability to address the social and emotional needs of gifted learners.

**Sources of Evidence:** Student portfolios and work samples

Class schedules that allow for flexible groupings and/or Enrichment pull-out classes

Differentiated lessons from classroom teachers

Differentiated learning opportunities for students (i.e. College and Career Promise courses, course offerings from NC School of Science and Math and E-LEARN, and internships)
Beginning of the year presentation of AIG program and services

Local AIG plan and brochure of goals and services

Agendas from staff meetings that include discussions of AIG program and goals

Transition meetings between grade spans

Training opportunities provided by qualified teachers, counselors, and/or other personnel to discuss various intellectual student needs

Collaboration between schools and outside agencies
Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of 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.

District Response: Teachers at all grade levels implement project-based learning in the regular classrooms.

In K-3 classes teachers plan centers to extend the curriculum and create reading groups that correspond with ability.

In grades 4-8, classroom teachers plan for more flexible grouping options, look for ways to compact the curriculum, and tier assignments with input from other AIG certified teachers during PLC time and administration.

In grades 7-8, AIG students, and students who have potential, are placed into advanced language arts and math classes. Those students in 8th grade have the opportunity to enroll in Math I. Students clustered into these advanced classes should have teacher referral, a grade of A in the previous course, a high EOG level, and/or a high predicted EVAAS level.

In grades 9-12, honors course teachers write the descriptions of their honors course, and work with the administration and the CAO to ensure the level of rigor is satisfactory.

The use of tiered assignments and curriculum compacting is encouraged and supported by the CAO at each grade level.

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.

District Response: Each of our LEA's teachers have been trained by the Buck Institute on how to implement successful project-based learning into the classroom.

PBL Cohort I - 18 teachers for 2018-2019. PBL Cohort 2 - 18 to 20 teachers for 2019-2020 - customized program to deepen teachers' PBL work to build capacity to create authentic learning opportunities for students, deepen their understanding and implementation of PBL pedagogical practices across all content areas, and emphasizing cross-curricular planning practices.
Available learning environments include: Advanced Placement Courses, Cluster Grouping within the regular class and/or within teams, Distance Learning through NC School of Science and Math and NC Virtual Public School, Career and College Promise Courses, Grade Acceleration, Honors Classes, In-class flexible grouping, Resource pull-out class, Subject-area Grouping, Grade and/or Subject Advancement

Ways to modify content, process, and product include: Academic Enrichment, Advanced Content, Computer-based Instruction, Curriculum Compacting, Differentiated Units of Study, Independent Studies or Investigations, Learning Centers, Mentorships/Internships, Seminars, Socratic Questioning, Special Electives, STEM/STEAM Incorporation, Tiered Assignments

Ways to develop talents/interests include: Enrichment Centers, Extracurricular Art Classes, Independent Investigations, Internships, Multiple Intelligence Awareness

Special Programs include: Battle of the Books, Governor’s School, Math Olympiad, Odyssey of the Mind, Quiz Bowl, Robotics, Science Fair, Summer Ventures

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

District Response: The Chief Academic Officer or designee attends the NCAGT conference and becomes aware of research-based resources which are shared with staff, as applicable.

Teachers are made aware of the AIG Instructional Resources Project.

AP teachers attend summer institute or other workshops throughout the year.

Middle school teachers attend Pre-AP workshops as they become available through the NC Advanced Placement Partnership.

Teachers use Thinking Maps to help students organize information in a graphic way.

Teachers are trained on how to best use Open Educational Resources (OER) Commons as part of the #GoOpenNC Initiative

Teachers use project-based learning resources from the Buck Institute and RTI International Center for Educational Services.

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

District Response: The system-wide integration of project-based learning implements collaboration, critical thinking, creativity, and communication.
District-wide PBL Expo provides an opportunity to view student work and learn from practitioners from across the district who have implemented PBL. The expo focuses on the experiences of teachers and students engaged in project-based learning during the past school year, highlighting successes and challenges, and showcasing an array of authentic learning outcomes and products. Students are present at the expo to share their experiences.

A system-wide emphasis on STEAM promotes being college and career ready.

Student experiences such as Odyssey of the Mind, Robotics, Job Shadowing, Internships, and participation in Senior Graduation Projects encourage 21st Century skills.

**Practice E**
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** Teachers are encouraged to give pre-assessments for the purpose of knowing student readiness. Data derived from pre-tests allows teachers to plan for curriculum compacting, tiered assignments, and flexible grouping options.

NC Check-Ins are used in all available areas.

For courses without a NC Check-In, the district partners with CASE/TE21 to provide quarterly benchmarks for all other courses that have an EOG or EOC.

**Interest or learning style inventories are given in grades ____ to better understand the style of each learner.**

**Explain career interest assessment/Career Cruising ...... if it fits here.**

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

**District Response:** The school-based administrator collaborates with the school guidance departments to make aware and help address any social and emotional needs. He/she provides information to classroom teachers about what needs AIG students have as well as the persistent myths regarding AIG students.

Rising 9th grade students participate in the "Freshman Academy" to help with the transition to high school.

Teachers of transition year grade levels meet to vertically plan and to discuss any social and emotional needs of students.
Social and emotional needs of AIG students are addressed at PLC Team meetings which are composed of classroom teachers, teachers of EL and EC, and the guidance counselor. This opportunity gives all areas a chance to communicate and problem solve together for varied student populations.

An AIG Intervention Plan is written for AIG students who are struggling. A meeting is held between administration, the student, parent, and teacher to discuss student needs and to provide a support plan.

**Practice G**
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** Students are clustered in their regular classrooms to allow them to have others of similar interest and readiness with whom they can work with in class.

The school-based administrator and/or guidance counselor provides information on the characteristics of young analytical thinkers to teachers and parents.

Specific differentiated strategies for potential gifted students is reviewed and discussed during PLC time.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Administration promotes and monitors the implementation of differentiated curriculum and instruction for all instructional staff.

AIG teachers serve in the local Project Based Learning Cohorts and create relevant units and lessons where students solve problems relevant to an authentic environment.

Common grade level planning time at the elementary and middle school is protected to provide opportunity for teachers to plan advanced content for differentiation for AIG students.

**Certified staff continuously share strategies for differentiation for the gifted learner.**

**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/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** The DEP at the elementary and middle school levels establishes individual yearly goals for students and indicates what service option(s) is available.

The teacher of record from the previous academic year records the gifted learner's strengths, growth opportunities, and any other relevant information for the current academic year teacher to review before the initial meeting of the new school year. This meeting serves to discuss goals, measurements, and evidence of completion with the student and parent.

Prior to September 30, the classroom teacher conducts a face-to-face conference with the student and parent to discuss data (baseline, benchmark, Lexile, SRI, pre-assessments, etc.) in detail that describes what the student is doing in class. Detail is given to his/her AIG needs and how the instruction is different from typical core instruction. Discussion will also include how the teacher will know if the gifted learner has achieved success and strategies used to promote achievement. Check-Ins occur before December 1st and March 1st before the end-of-year review is conducted.

In high school, the DEP is integrated into a student's four year plan. Using Course Planner, students can initiate a four year plan and review with a guidance counselor and/or the administration. It is accessible almost year round, and parents must sign off on course verification each school year.

Administration and the counselor monitors the transition of all AIG students and their records from elementary, middle, and high school and works to create, update, maintain, and monitor all AIG files and documents.

**Ideas for Strengthen the Standard:** ***

Continue to offer professional development on the best ways to differentiate for gifted learners in the regular classroom.

Research and seek funding for more research-based supplemental resources.

Provide more opportunities for the AIG Coordinator/Specialist to collaborate with teachers in order to help develop more differentiated curriculum and instruction.

**Sources of Evidence:** *****

Lessons that integrate project-based learning, tiered assignments, curriculum compacts, etc.

Class schedules that reflect flexible groupings, clusters, advanced placements, etc.

Programs and avenues targeted at developing talents and student interests

District-wide PBL Expo

Formative and summative assessments (NC Check-ins, benchmarks, pre-tests, etc.)
Interest/learning style inventories

Collaborative planning opportunities via vertical planning, PLC Team meetings, grade level planning, etc.

Differentiated Education Plans and subsequent documentation
Standard 4: Personnel and Professional Development

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

**District Response:** The Chief Academic Officer works with a lead AIG Team who are all AIG licensed to evaluate the effectiveness. This team focuses on reviewing and monitoring the practices of the program and giving guidance to administration. This team serves as leaders for the district in developing professional development goals for staff.

The Chief Academic Officer attends regional and state meetings and shares information with various stakeholders.

Ensures at least one AIG licensed teacher attends the NC Association of Gifted and Talented Conference.

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

**District Response:** Administration and AIG teachers at each school will share current professional articles regarding gifted learners quarterly for teachers to engage in and make connections between their teaching and the needs of gifted learners. The approach and topics will vary based on the differentiated needs of students at the elementary, middle, and high school.

AIG teachers and staff will collaborate with one another to create self-paced professional development for teachers. The PD options made available through a Canvas module will include exemplar lessons and tasks that address the academic, intellectual, social, and emotional needs of AIG students.

Teachers who attend the NC AIG Conference will bring back what they have learned and will share at a PD session.

Certified AIG teachers will work as a collaborative group or team and meet quarterly, or more often as necessary, to share concerns, needs, experiences, etc. It will be a time of reflection and support for this team to take back what they have learned.
**Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** ECS will offer professional development on the best ways to differentiate for gifted students.

Beginning of the year staff meetings will include a review of the district AIG plan, with a specific interest placed on the following: IG vs AG identification, Identification, tools used, and twice exceptional.

The administrator conducting PLCs will provide "booster shot" sessions at the beginning of the school year regarding differentiation for gifted students and will continue throughout the year at scheduled staff meetings.

Self-paced AIG PD will be developed by the AIG team and made available on Canvas LMS.

Teacher representatives will attend the NC Gifted Conference.

High School Administration will select high school AP teachers to attend a summer institute or workshop during the school year offered through the NC Advanced Placement Partnership.

Teachers are encouraged to investigate Learn NC which offers honors specific courses for high school teachers.

Certified staff and principals will be surveyed each spring to determine the topics for professional development the following school year.

Certified staff members who attend workshops that target gifted education will be utilized to share information with other staff members in a formal setting for professional development purposes.

Cohorts of teachers will participate in project-based learning PD to dive deeper into differentiation options for students in an authentic manner.

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

**District Response:** The Chief Academic Officer and school-based administrator ensure that identified gifted students in grades 3-12 are placed in regular education classrooms with teachers who are AIG-licensed general education teachers. When a grade level does not include an AIG-licensed general education teacher, the teacher will work on meeting the local requirements of a Regional AIG Certification through the NWRESA.
Teachers who attain their AIG certification to add to their license are recognized for their hard work and dedication at the local Board of Education meeting.

When a new student enrolls, the administrator/designee reviews their enrollment packet to identify if they have previously been identified as AIG. All test data and other records are reviewed to accurately place the student with a teacher.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** ECS will focus on the district initiatives for professional development: 1) project-based learning and 2) digital learning competencies. Both will serve as pillars for a deeper dive into differentiating teaching and learning for all students. As a result, AIG students will have the opportunity to extend their knowledge in innovative ways.

A team of AIG certified teachers will create self-paced professional development around best practices for gifted learners such as differentiating, critical thinking, creative thinking, etc. The self-paced PD will be made available for all teachers through Canvas, the district Learning Management System (LMS).

Certified teachers will be given the opportunity to attend PD outside of the district to support best practices and state/national standards.

**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** The mandatory staff development and early release days embedded within the district calendar will be used to provide PD sessions for staff around the best practices for teaching AIG students.

The administrator at each school will collaborate with teachers of gifted students during PLCs as data is analyzed and teachers plan lessons for the classroom.

AIG teachers and staff will collaborate with one another to create self-paced professional development for teachers. The PD options made available through a Canvas module will include exemplar lessons to help teachers differentiate in the classroom.

Teachers who attend the NC AIG Conference will bring back what they have learned and will share at a PD session.
Ideas for Strengthen the Standard: ***
Continue to seek and acquire financial assistance and opportunities to support those teachers who desire AIG certification.

Seek and acquire financial assistance for quality professional development from outside sources to better train teachers to differentiate for gifted learners.

Purposefully schedule professional development aimed at meeting the needs of our gifted students.

Sources of Evidence: ***
Completed local AIG program and plan

Current professional articles regarding gifted learners

Professional development opportunities regarding best practices for meeting the needs of AIG students

Attendance by appropriate individuals at various institutes, workshops, and conferences

Staff and administrative surveys

Appropriate placement of identified gifted students with AIG certified staff
Standard 5: Partnerships
The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: The Chief Academic Officer will create an AIG Advisory group to meet quarterly. This group will consist of parents, students, teachers, and administration. They will serve as a voice for the stakeholders in the district.

Cultivate a newly created partnership with Surry Community College, Surry County Extension Services, and the Surry Health & Nutrition Center to provide summer enrichment camps located at the community college and our high school. The primary age group/target group ranges from 8-18. Transportation is provided for students attending local summer programs.

The middle and high school guidance counselor provides parent nights for high school registration, one-on-one parent/student sessions, scholarship support for college, and college adviser FAFSA nights.

Practice B
Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The AIG plan is available on the district website as well as the individual schools' websites.

Ensure the website is updated with the most current AIG information including contacts, mission statement, definition, goals, screening, identification, placement, procedures, program options, agenda of AIG activities, events, and calendar.

Ensure the AIG team creates a brochure for families outlining the programs and service options.

Present AIG information to the Board of Education and principal team meetings.

Continue to use the local newspaper, the website, and district marquee to share good news and student accomplishments of AIG students.

Continue the process of sending letters to parents of students referred for testing to explain AIG
criteria, identification, and results of testing.

Ensure the timeline indicated in the DEP is followed with integrity and meetings are scheduled at the appropriate times so that parent meetings to review the DEP run smoothly.

Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: The Chief Academic Officer will ensure an AIG Advisory Team is created, implemented, and sustained with fidelity. The team will include parents from various grade spans and ethnic groups.

Practice D
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Current ECS demographics only require translations in Spanish.

The AIG brochure and all AIG forms are available in Spanish.

All AIG correspondence to parents is translated by our full-time Parent Liaison/Interpreter as needed. This person also makes phone calls in the parents’ native language.

The Chief Academic Officer and school-based administration will have AIG information available at Family Literacy Nights.

Practice E
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: The Elkin Academic Enrichment Foundation (EAEF) was founded by parents and community leaders to support academic projects within the school district. Teachers have the opportunity to apply for grants to receive materials and resources to support their classroom initiatives.

Elkin Middle and High School partner with Surry Community College (SCC) to make students aware of future learning and career paths relevant to our community.
Elkin High School partners with SCC to offer Career and College Promise courses for qualified high school juniors and seniors.

The local Rotary Club sponsors our high school Interact Club, introducing students to the Rotarian Service Above Self Mission Statement and opportunities for community and business involvement.

Our Career Development Coordinator organizes trips to local businesses, and seeks partnerships to provide middle school students with job-shadowing opportunities, and high school students with meaningful internships.

Our school district partners with the University of North Carolina to secure a Caroling College Advisor who works weekly with our juniors and seniors on future college plans, suggests course selection, plans college tours, and facilitates ACT/SAT preparation. This is provided through a grant funded by The Surry County Armfield Foundation and Americorp.

The Foothills Arts Council provides after school and summer art classes for interested students.

**Ideas for Strengthen the Standard:** Support the work of the AIG Parent Advisory Group in developing extra-curricular and possible summer enrichment opportunities for gifted learners.

Seek further partnerships with Institutes of Higher Education for professional development and student enrichment support.

Maintain quality and accurate publications in order to disseminate information regarding our local AIG plan to curious stakeholders.

**Sources of Evidence:** Notes from AIG Advisory Group meetings

AIG plan on the district website

Copies of parent letters

AIG brochures in English and Spanish

Rosters of students enrolled in Career and College Promise courses

Rosters of students enrolled in Career and College Promise courses, Internships and Shadowing

Social media and other forms of media

Attendance to community events and communication records with all stakeholders, such as IHE and civic organizations
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 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.

District Response: The AIG Plan for Elkin City Schools is written every three years with input from teachers, administration, parents, and students.

The Chief Academic Officer or designated personnel attends Regional and State AIG Meetings to attain any necessary information/materials for writing a new plan and immediate updates.

The Chief Academic Officer, school based administration, AIG certified teachers, and other staff are encouraged to sign up, read, and disseminate information from the AIG listserv and webpage.

A needs assessment meeting is organized.

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

District Response: The Chief Academic Officer leads AIG Advisory meetings to review standards and practices that the local AIG team must focus on throughout the school year.

The Chief Academic Officer reviews progress of practices in monthly Core Team meetings with administration and directors and collaborates with them on how to improve in any area.

The Chief Academic Officer completes all state reports and shares with district leadership.

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

District Response: The AIG budget for ECS is less than 5% of ADM as provided by the state and is used for salary and benefits for AIG certified staff meetings. The Chief Academic Officer collaborates with the Finance Director to seek other funding sources to support gifted programming, resources,
and professional development.

**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** EOG data at the elementary and middle school is gathered and documented to record growth of AIG students, as well as to screen for potential AIG candidates.

EOC data is gathered and documented to record AIG students' growth.

PLAN and ACT Data is disaggregated and disseminated to English and Math teachers for the planning of instruction.

PLAN and ACT data is used by the guidance department to advise students about course selection and for eligibility of Career and College Promise courses.

Copies of EOC, PLAN, ACT, AP scores are kept in the student's AIG file.

AP course enrollment and scores are collected and analyzed by administration and the school-based testing coordinator, who also serves as the AP coordinator.

AIG drop-out is very rare in ECS.

**Practice E**
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** The Chief Academic Officer collaborates with administration and the guidance departments, as well as EL, EC, and Title I departments, to follow the progress of identified students and to monitor for potential AIG growth in students.

The number of AIG students is documented by the Chief Academic Officer and records are maintained of students in underrepresented populations that are referred and identified.

Guidance Counselors at the high school work with our underrepresented population(s) to encourage the enrollment in the College and Career Promise courses.

**Practice F**
Maintains current data regarding the credentials of personnel serving AIG students.
**District Response:** The Human Resource Director is able to extract the data that identifies a teacher’s current certifications on their teaching license.

The Chief Academic Officer works with the Human Resources Director to identify and document teachers who complete professional development for local or regional AIG endorsements.

The specifications of the NWRESA Memorandum of Understanding (MOU) is shared with interested teachers in order to define the difference between a regional endorsement and state certification.

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**Practice G**

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

**District Response:** Surveys are disseminated to gather feedback from stakeholder groups. The feedback data is reviewed and evaluated by the AIG Advisory Group, district leaders, and school-based administration.

AIG teachers, counselors, and administration are available at open house nights and orientation sessions to provide opportunities for students and their parent(s) to discuss program standards and expectations in an informal setting.

Informal feedback is gathered through daily interaction to gauge the quality and effectiveness of the program from a student’s perspective.

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**Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** The AIG Advisory Team will review parent, teacher, and student survey data to discuss strengths and weaknesses of the program and set goals for the upcoming year and/or planning cycle.

The Needs Assessment Team, consisting of a broad spectrum of district stakeholders, reflects on what is going well, what needs attention, and how changes could be implemented.

Annual meetings and initial placement meetings provide opportunity for feedback from parents and students.

District and school-based administration monitors EVAAS, EOG, EOC, and PLAN/ACT data to review growth of the AIG population.
**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** All formal data collected through surveys and meetings is shared with administration and school-based teams.

NCDPI comments for the Local AIG Plans are shared with all school stakeholders. This feedback is also shared at a local Board of Education meeting in public forum. Hard copies are available upon request.

The local AIG Plan will be available on the district webpage and linked to each school's webpage.

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

**District Response:** The school-based administrator sends parental notification of screening using the Cognitive Abilities Test and requires parental consent to test. Parents are notified of testing results.

The school-based administrator sends parental notification of identification and placement. The administrator and classroom teacher meet with parents to discuss the child's differentiated education plan and service options.

The school-based administrator monitors cumulative records and data for students who transfer into the LEA who are already identified as AIG to ensure that local criteria is met. If local criteria is not met, the school-based administrator will request parental consent to administer the Cognitive Abilities Test if current aptitude or IQ test scores are not available.

Parents are notified of their due process rights in writing upon initial placement into the AIG program and at each DEP/IDEP meeting.

Parents' Due Process Procedures Regarding Academically or Intellectually Gifted Identification and Services are developed from ECS Policy 1740/4010.

Should a parent have a concern or a complaint about identification, placement, service delivery, or other AIG areas which cannot be resolved through normal means, such as a conference with the administration and classroom teacher, a procedure is in place for trying to settle the conflict. The following steps should be employed in working to resolve the difficulty with each succeeding step to be pursued if the preceding one does not relieve the conflict.

1) The parent or guardian requests a conference with the AIG committee to discuss the problem or
concern. The AIG committee will grant the conference within five days of the request. Prior to the conference, the committee will review the student's record, including referral, identification and placement (if the student has been identified). The committee may gather additional information about the student as needed.

2) The parent or guardian makes a written request for a conference with the principal. This request must be made within thirty days of the conference with the AIG Committee. The principal will grant the conference within five school business days of the request and will respond in writing within five business school days following the conference.

3) If the grievance is still unresolved, the next step is an appeal to the superintendent. This appeal must be made within five school days after receiving the response from the principal. The superintendent will review the grievance within five school days of receipt of the appeal and will respond in writing within ten days to the parent/guardian and principal.

4) An appeal to the Elkin City Board of Education may be filed within ten school days following the response from the superintendent. The Board of Education will offer a final written decision within thirty days.

5) Should a parent wish to petition the administrative law judge for a contested case hearing, the State Level Grievance Procedure is as follows:
   a) The parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to 1) whether the LEA improperly failed to identify the child as academically and/or intellectually gifted, or 2) whether the local plan has been implemented appropriately in regard to the child.
   b) Following a hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

**Ideas for Strengthen the Standard:** Ensure there is an active AIG Advisory Board who meets on a regular basis and ensures the implementation of the Local AIG Plan.

Seek additional funds that complement state allotted funds in order to strengthen teacher professional development and AIG teaching resources for the classroom.

Create an efficient way to gather and disaggregate standardized test data for AIG students.

**Sources of Evidence:** Notes from regional and state AIG meetings
Needs assessment data
Parent, Student, and Teacher Surveys
Notes from AIG Advisory Board Meetings
Disaggregated student data
AP Course rosters and student scores
Links to webpages
AIG Plan Comments from NCDPI
Grievance Policy
Glossary (optional):

Appendix (optional):
AIG_Plan_2019_2022_BOE_Approval_June_24_2019.docx (Appendix)
AIG Board Presentation June 2019.docx (Local Board Approval Document)