

Overview: Mission/Vision Statement and Funding

**Elkin City Schools (861) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Elkin City 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. 115C-150.5). 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 Elkin City Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Mission: The Elkin City Schools, in partnership with our community, will provide exemplary educational opportunities that encourage lifelong learning and responsible citizenship.

Vision: We envision a school system that ignites the desire to learn in every student by providing them with unique, varied and authentic learning experiences.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 71,108.92	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Elkin City Schools (861) 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.

Information and AIG plan is shared on the district and school websites.

Information is printed in brochures in English and Spanish and shared with families.

An AIG refresher is provided for staff at the beginning of the year to explain the identification procedures.

Parent letters are sent home prior to the universal screening of the Cognitive Abilities Test. Screeners are administered in September and April each year beginning at the end of the second grade.

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 recommendations.

**\* 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.

**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 Local AIG Plan, 2019-2022 Page 4 of 33 7/23/2019 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. OBSERVE 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.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the STAR math test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster based on the</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster</p>	<p>* Students may be 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; This pathway would seek to identify students who are intellectually gifted but might not be performing to their academic potential.</p>	<p>* Students in Kindergarten-3rd grade may be referred to the grade level Nurturing Cluster taught by an AIG Certified or AIG endorsed teacher based on current academic performance using such indicators as M-Class reading assessments, the state formative math tasks, and the STAR reading test; Students in Kindergarten-3rd grade may also be referred to Nurturing Cluster</p>

<p>Clusters based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade. These clusters are fluid and revisited quarterly. 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</p>	<p>potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade. 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</p>	<p>be referred to Nurturing Cluster based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade. 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</p>	<p>based on the potential to show academic or intellectual giftedness through the use of a behavioral checklist that is filled out by teachers. Finally, students identified by CogAT at the end of second grade will receive support in nurturing clusters in third grade. Students may be 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;</p>
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	AIG may be tested every other year based on parent requests or teacher referrals.		on parent requests or teacher referrals.		
3-5	<p>* 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) Further, 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. Universal Screening: With</p>	<p>* 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). Further, 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. Universal</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted). 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 requests or teacher referrals.</p>	<p>* Students may be 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; This pathway would seek to identify students who are intellectually gifted but might not be performing to their academic potential.</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted). Further, students may be 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</p>

	<p>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 requests or teacher referrals.</p>	<p>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 requests or teacher referrals.</p>			
6-8	<p>* 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 Verbal or Quantitative</p>	<p>* 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). Students who score at 95% or higher on the Cognitive Abilities Verbal or</p>			



	<p>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. 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 AG may be tested every other year based on parent requests or teacher referrals.</p>	<p>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. 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 AG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted). 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 AG may be tested every other year based on parent requests or teacher referrals.</p>	<p>* Students may be 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.</p>	<p>* Students who score at 95% or higher on the Cognitive Abilities Test are identified as AG (Academically Gifted). Further, students may be 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</p>
9-12					



**\* Practice C**

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

The AIG coordinator, AIG team, and 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 have performed well. A screener pool is created based on this monitoring and/or if a student receives a 85% on the CogAT universal screener.

The AIG coordinator and AIG Team 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 consistently monitor.

The AIG Coordinator and AIG Team asks teachers to identify high-performing students with special circumstances such as minorities, lower socioeconomic groups, and unique family situations. The Chief Academic Officer, AIG Coordinator, and AIG Team will monitor and analyze sub-group data to ensure that underrepresented populations are not being overlooked.

For EL students, the Cognitive Abilities Subtest will serve to recognize students who are strong in the Quantitative and Non-verbal batteries, respectively.

The AIG coordinator or certified or endorsed AIG teacher will attend yearly PD to stay abreast of screening, referral, and identification procedures.

**\* Practice D**

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

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 email. The AIG Coordinator in collaboration with the Chief Academic Officer will maintain a 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

The Chief Academic Officer and AIG Coordinator will ensure the AIG website, AIG Handbook, AIG brochure, and other relevant resources contain accurate information about the comprehensive AIG program.

The AIG Coordinator and AIG Team will disseminate AIG information via letters 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.

The AIG Coordinator and Chief Academic Officer will maintain, store, and update 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 3-8, a Differentiated Education Plan (DEP) is written yearly to identify 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 Strengthening 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.

**Planned 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

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

Standard 2: Comprehensive Programming within a Total School Community

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

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

**\* Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

Use students' DEPs to evaluate the 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, a score of 99% 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. It is important to note that single course acceleration is not recommended due to scheduling conflicts. Grade acceleration is a better response.

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.

Academically Gifted, Intellectually Gifted, Academically and Intellectually Gifted:

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 is provided; Chief Academic Officer AIG Coordinator, and AIG Team works with the 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 a traditional class or current honors class, EOG or EOC percentile of 85 or higher.

Students in 9-12 have various opportunities for more rigor and advanced courses: AP, career and college courses, NC School of Science and Math dual enrollment courses online, NCVPS online AP or Honors Classes, Honors Courses in core subjects, CTE, and arts.

Advanced Placement courses for students in grades 10-12 who are independent learners and have an A in honors classes in a given area. Local AIG Plan, 2019-2022 Page 8 of 33 7/23/2019

College and Career Promise courses for students in grades 11 and 12 who have an unweighted GPA of 2.8.

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

Dual enrollment are available for AIG and highly independent learners, 9-12.

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

Course offerings in Career & Technical Education Honors Learning Initiative

The school administrators and the School Counselor work with staff at each school to help plan differentiation of services.

The school administrator and the school counselor provide information to regular classroom teachers regarding the information on student DEP's.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	<p>* Enrichment pull-out classes, K-3 nurturing clusters are provided for referred students identified as academically gifted. The Chief Academic Officer, AIG Coordinator and AIG Team works with the classroom teacher to differentiate instruction.</p>	<p>* Enrichment pull-out classes for referred students in K-3 nurturing clusters who are Intellectually Gifted (IG). Resource support for students who are identified as IG is provided; Chief Academic Officer and AIG Team works with the classroom teacher to differentiate instruction.</p>	<p>* Enrichment pull-out classes for referred students in K-3 nurturing clusters 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 is provided; Chief Academic Officer and AIG Team works with the classroom teacher to differentiate instruction.</p>	* na



3-5	<p>* Enrichment pull-out classes for referred grades 4-8 students identified as academically gifted in reading and math(AG), Academically gifted in reading (AR), or Academically Gifted in Math (AM). The Chief Academic Officer, AIG Coordinator, and AIG Team works with the classroom teacher to differentiate instruction.</p>	<p>* Enrichment pull-out classes for grades 4-8 students identified who are Intellectually Gifted (IG). Resource support for students who are identified as IG is provided; The Chief Academic Officer, AIG Coordinator, and AIG Team works with the classroom teacher to differentiate.</p>	<p>* 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 is provided; Chief Academic Officer and AIG Team works with the classroom teacher to differentiate.</p>	* na
6-8	<p>* 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</p>	<p>* 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</p>	<p>* 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</p>	* na
9-12	<p>* Grades 9-12: Honors classes for students with a past A or B in a traditional class or current honors_class. EOG or</p>	<p>* Grades 9-12: Honors classes for students with a past A or B in a traditional class or current honors_class. EOG or</p>	<p>* Grades 9-12: Honors classes for students with a past A or B in a traditional class or current honors_class. EOG or EOC</p>	* na

	<p>EOC percentile of 85 or higher. Students in 9-12 have various opportunities for more rigour and advanced courses: AP, career and college courses, NC School of Science and Maht dual enrollment courses online, NCVPS online AP or Honors Classes, Honors Courses in core subjects, CTE, and arts. Advanced Placement courses for students in grades 10-12 who are independent learners and have an A in honors classes in a given area. Local AIG Plan, 2019-2022 Page 8 of 33 7/23/2019 College and Career Promise courses for students in grades 11 and 12 who have an unweighted GPA of 2.8. Honors course offerings for high school students through the NC School of Science and Math Dual enrollment are available for AIG and highly independent learners, 9-12. E-LEARN - Course offerings in an innovative</p>	<p>EOC percentile of 85 or higher. Students in 9-12 have various opportunities for more rigour and advanced courses: AP, career and college courses, NC School of Science and Maht dual enrollment courses online, NCVPS online AP or Honors Classes, Honors Courses in core subjects, CTE, and arts. Advanced Placement courses for students in grades 10-12 who are independent learners and have an A in honors classes in a given area. Local AIG Plan, 2019-2022 Page 8 of 33 7/23/2019 College and Career Promise courses for students in grades 11 and 12 who have an unweighted GPA of 2.8. Honors course offerings for high school students through the NC School of Science and Math Dual enrollment are available for AIG and highly independent learners, 9-12. E-LEARN - Course offerings in an innovative</p>	<p>percentile of 85 or higher. Students in 9-12 have various opportunities for more rigour and advanced courses: AP, career and college courses, NC School of Science and Maht dual enrollment courses online, NCVPS online AP or Honors Classes, Honors Courses in core subjects, CTE, and arts. Advanced Placement courses for students in grades 10-12 who are independent learners and have an A in honors classes in a given area. Local AIG Plan, 2019-2022 Page 8 of 33 7/23/2019 College and Career Promise courses for students in grades 11 and 12 who have an unweighted GPA of 2.8. Honors course offerings for high school students through the NC School of Science and Math Dual enrollment are available for AIG and highly independent learners, 9-12. E-LEARN - Course offerings in an innovative</p>
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	<p>academic alternative through the Elkin Virtual Learning Academy Course &amp; Technical Education Honors Learning Initiative The school administrators and the School Counselor work with staff at each school to help plan differentiation of services. The school administrator and the school counselor provide information to regular classroom teachers regarding the information on student DEP's.</p>	<p>academic alternative through the Elkin Virtual Learning Academy Course offerings in Career &amp; Technical Education Honors Learning Initiative The school administrators and the School Counselor work with staff at each school to help plan differentiation of services. The school administrator and the school counselor provide information to regular classroom teachers regarding the information on student DEP's.</p>	<p>academic alternative through the Elkin Virtual Learning Academy Course offerings in Career &amp; Technical Education Honors Learning Initiative The school administrators and the School Counselor work with staff at each school to help plan differentiation of services. The school administrator and the school counselor provide information to regular classroom teachers regarding the information on student DEP's.</p>
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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.

Elkin City Schools is a small district with three schools. The Chief Academic Officer and AIG Coordinator 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 AIG coordinator and team collaborates 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. The AIG

Coordinator and AIG team will 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.

The Chief Academic Officer, AIG Coordinator, and AIG Team will collaborate 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.

The Chief Academic Officer, AIG Coordinator, and AIG Team will support teachers to differentiate the curriculum for gifted learners in K-12 to meet the diverse needs of AIG students with a spectrum of gifted services.

The Chief Academic Officer, AIG Coordinator, and AIG Team will 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. Elkin City Schools will provide SEL curriculum for students K-12.

**\* Practice C**

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

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

DLI enrollment

Level IV All Level II options and ....

Grade advancement

**\* Practice D**

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

The AIG Coordinator and AIG Team will provide a refresher PD to inform 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 AIG team and shared at regular staff meetings and PLCs.

**\* 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.

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 and AIG Coordinator ensures AIG documentation is ongoing.

The Chief Academic Officer, AIG Coordinator, and the AIG team will work with staff at each school to help plan differentiation of services.

**\* 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 Coordinator and AIG Team will conduct trainings and refreshers throughout the school year for all teachers. Elements of the training recognize various intellectual needs of students. 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, dual enrollment, subject and/or grade acceleration.

Grade acceleration is an option available for highly gifted students. 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**

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

The Chief Academic Officer, principals, and AIG Coordinator 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 for 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**

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

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

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;

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.

Youth Leadership Surry - Students with a 3.5 GPA may apply for the opportunity to represent EHS and explore leadership throughout Surry County.

Students with a 3.5 GPA are eligible to apply for Honors level classes, Career & College Promise courses

AP course offerings

Quiz Bowl- Students compete against other teams, testing their knowledge in a variety of subjects.

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

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).

**\* Ideas for Strengthening 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.

**Planned 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

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

Standard 3: Differentiated Curriculum and Instruction

**Elkin City Schools (861) 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 at all grade levels implement project-based learning in regular classrooms.

In K-2 classes teachers plan centers to extend the curriculum and create reading groups that correspond with ability.

In grades 3-6, 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.

CDM (Credit by Demonstrated Mastery) is provided and the use of tiered assignments and curriculum compacting is encouraged and supported by the CAO and the AIG team at each grade level.

PD will be provided to AIG teachers for planning and researching resources and best practices.

**\* 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.

PBL Cohorts will customize programs 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 emphasize 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, concept teaching, Kagan strategies, Socratic seminar

Special Programs include: Battle of the Books, Governor's School, Quiz Bowl, Robotics, Science Fair, Summer Ventures

**\* Practice C**

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

Teachers will utilize the AIG Instructional Resources Project.

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

Teachers use Thinking Maps to help students organize information.

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

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity,

curiosity, and leadership.

The system-wide integration of project-based learning implements collaboration, critical thinking, creativity, and communication.

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

Students have the opportunity to experience Robotics, Job Shadowing, Internships, and participation in CTSO.

Exploring Careers and Employment is offered.

Surry Yadkin Works is offered to students.

Major Clarity is provided to students in order to provide opportunities for exploring careers and develop career plans.

**\* Practice E**

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

NC Check-Ins are used in various content areas.

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

Interest, learning style, career inventories are administered in grades 6-12 to better understand the style of each learner.

**\* Practice F**

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

The school-based administrator collaborates with school guidance departments to make aware and help address any social and emotional needs.

The AIG Coordinator and AIG Team will provide information to classroom teachers concerning the needs of AIG students as well as the persistent myths regarding AIG students.

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

Teachers of transition year grade levels will meet vertically to plan and discuss any social and emotional needs of students.

The social and emotional needs of AIG students are addressed at PLC Team meetings and MTSS meetings which are composed of classroom teachers, teachers of EL and EC, and the guidance counselor. This opportunity provides all educators the opportunity to communicate and problem solve for varied student populations.

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



SEL curriculum is provided across all grade levels.

MTSS is utilized to meet the needs of each individual students.

A service dog is utilized in the elementary, middle, and high school to support the social and emotional needs of individual students.

Freshman Academy is provided to all Freshman as they transition to the highschool.

Teachers meet vertically to ensure students needs are met.

Elk advisory periods are incorporated quarterly to ensure student skill-building.

Guidance skill-building sessions are provided to classrooms and small groups.

**\* 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.

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

The AIG Coordinator and AIG team will provide information on the characteristics of young analytical thinkers to teachers and parents.

Specific differentiated strategies for potentially gifted students are reviewed and discussed during PLC time.

**\* 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.

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 and PLCs at the elementary and middle school are protected to provide an opportunity for teachers to plan advanced content for differentiation for AIG students.

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

AIG Teachers meet quarterly to plan and discuss resources and strategies.

**\* Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The 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.

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.

In high school, the DEP is integrated into a student's four-year plan. Using career readiness and academic planning, 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.

The administration, AIG Coordinator, AIG Team, and the counselors will monitor the transition of all AIG students and their records from elementary, middle, and high school and will work to create, update, maintain, and monitor all AIG files and documents.

An IDEP is utilized for attendance, underachievement, and identified behavior problems.

**\* Ideas for Strengthening 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 a more differentiated curriculum and instruction.

**Planned 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

\* 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,

\* Differentiated Education Plans and subsequent documentation

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

Standard 4: Personnel and Professional Development

**Elkin City Schools (861) 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 Chief Academic Officer works with the AIG Coordinator and AIG Team who are all AIG licensed or endorsed to evaluate the effectiveness. This team focuses on reviewing and monitoring the practices of the program and giving guidance to the administration. This team serves as leaders for the district in developing professional development goals for staff.

The AIG coordinator attends regional and state meetings and shares information with various stakeholders.

The AIG Coordinator and/or at least one AIG licensed or endorsed 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 K-12 gifted learners.

The AIG Coordinator and AIG Team 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 will include exemplar lessons and tasks that address the academic, intellectual, social, and emotional needs of AIG students.

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

The AIG coordinator and AIG Team will meet consistently to share concerns, needs, experiences, etc.

The AIG Coordinator and AIG Team will meet with the CAO to plan AIG PD.

**\* 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.

ECS will offer professional development on the best ways to differentiate 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 AIG Coordinator and AIG Team will conduct PLCs to provide mini AIG PD sessions throughout the school year regarding differentiation for gifted students.

The AIG team will provide professional development.

Teacher representatives or AIG Coordinator 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.

The district will identify AIG-certified teachers to represent the elementary, middle, and high schools to serve on the AIG Team. This team will meet regularly to ensure all components of the AIG plan are being followed.



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.

The AIG Team will collaborate with classroom teachers to provide resources for use for enrichment.

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.

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 or endorsed general education teachers. When a grade level does not include an AIG-licensed or endorsed 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 or endorsement are recognized for their hard work and dedication at the Local Board of Education meeting. The district will ensure an AIG-licensed or endorsed teacher in each grade span in order for AIG services to be provided.

The district will maintain a list of certified or endorsed AIG teachers.

The district will provide AIG requirements for obtaining an AIG license or endorsement.

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**

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

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.

The AIG Team will create self-paced professional development around best practices for gifted learners such as differentiating, critical thinking, creative thinking, etc.

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

The mandatory staff development and early release days are 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 and/or AIG Coordinator will attend the NC AIG Conference will bring back what they have learned and will share at a PD session.

**\* 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.

AIG-licensed coordinator and Team will consider how to best align goals, initiatives, and practices.

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

**\* Ideas for Strengthening 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.

**Planned Sources of Evidence**

- \* Completed local AIG program and plan
- \* Completed local AIG program and plan
- \* Professional development opportunities regarding best practices for meeting the needs of AIG students
- \* Attendance by appropriate individuals at various institutes, workshops, and conferences
- \* Staff, student, and family surveys
- \* Appropriate placement of identified gifted students with AIG certified or endorsed staff

**Documents**

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

Standard 5: Partnerships

**Elkin City Schools (861) 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.

An AIG Advisory group will meet quarterly. This group will consist of parents, students, teachers, and administration. They will serve as a voice for the stakeholders in the district.

The CAO, AIG Coordinator, and AIG Team will conduct an annual AIG Survey in January. The survey is designed and targeted to each of the stakeholder groups in order to ensure annual evaluation, satisfaction levels, and provide an opportunity for comments/suggestions. The surveys will be distributed to administrators, district leadership, general education teachers, AIG parents, AIG students, and AIG teachers. The survey will also be available in the native language, as appropriate. The AIG Advisory Team will use the survey results to drive improvement of the AIG program.

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-to 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**

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

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

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.

A brochure is provided for families outlining the programs and service options.

Partnerships with Collegeboard AP courses, Surrey Community College, CCP courses and Surry Yadkin Works internships are offered to highschool students.

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

Continue to use the local newspaper, the website, and the 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 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.

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 partners with Surry Community College (SCC) to ensure students are aware of future learning and career paths relevant to our community. Local AIG Plan, 2019-2022 Page 26 of 33 7/23/2019

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 University of North Carolina College Advisor who works weekly with our juniors and seniors on future college plans, 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.

**\* Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The 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.

The AIG Advisory Team is organized to ensure that parents, school staff, and community professionals come together to promote a shared decision-making process to plan and implement educational programs for gifted learners. The advisory group will meet bi-annually with the AIG Department to discuss issues in gifted education, the needs of gifted learners, the needs of AIG parents, and questions/concerns regarding the AIG local plan. The major focus of this organization is discussing system-wide issues as opposed to individual concerns.

**\* 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.

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 annually.

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

The Chief Academic Officer and AIG Coordinator will have AIG information available at Family Literacy Nights.

**\* Ideas for Strengthening 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 carious stakeholders.

**Planned 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

**Documents**

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

**Elkin City Schools (861) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

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

The Chief Academic Officer or AIG Coordinator will attend 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 Coordinator, AIG Team and AIG certified or endorsed 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.

The AIG Coordinator 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 and AIG Coordinator will review 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 and AIG Coordinator 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.

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 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.

MClass data is used to analyze student growth, K-3.

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.

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

Pre-ACT 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, Pre-ACT, 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**

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 Chief Academic Officer and AIG Coordinator 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.

AIG students are documented by the Chief Academic Officer and AIG Coordinator 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 enrollment in the College and Career Promise courses.

Click here to remove the table and use only the narrative field.

**Percent Ethnicity Identified as AIG**

Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

<b>Female</b>	---	---	---	---	---	---	13.41%
<b>Male</b>	---	---	---	---	---	---	14.38%
<b>Total</b>	---	---	---	---	---	---	13.90%

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

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**\* Practice F**

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

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.

**\* Practice G**

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

Surveys are disseminated to gather feedback from stakeholder groups. The feedback data is reviewed and evaluated by the AIG Advisory Group, district leaders, and schoolbased administration.

AIG Coordinator and 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.

**\* Practice H**

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

The AIG Advisory Team will review parent, teacher, and student survey data to discuss the 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 opportunities for feedback from parents and students.



District and school-based administration monitor EVAAS, EOG, EOC, and Pre-ACT/ACT data to review the growth of the AIG population.

**\* Practice I**

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

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 a 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/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 school-based administrator and/or AIG Coordinator sends parental notification of screening using the Cognitive Abilities Test and requires parental consent to test. Parents are notified of testing results.

Parental notification of identification and placement is provided. Teachers meet with guardians to discuss the student'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 are met. If local criteria are not met, parental consent is requested 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 the ECS AIG Plan

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 Coordinator to discuss the problem or Local AIG Plan, concern. The AIG Coordinator 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.

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Process	Procedure
Informed consent for identification	* The AIG Coordinator sends parental notification of screening using the Cognitive Abilities Test and requires parental consent to test. Parents are notified of testing results.

<p><b>Informed consent for placement</b></p>	<p>* The AIG Coordinator works with AIG Team and classroom teachers to send parental notification of identification and placement. The administrator and classroom teacher meets with parents to discuss the child's differentiated education plan and service options.</p> <p>Parents are notified of their due process rights in writing upon initial placement into the AIG program and at each DEP/IDEP meeting.</p> <p>Parents' Due Process Procedures Regarding Academically or Intellectually Gifted Identification and Services are developed from the ECS AIG Plan</p>
<p><b>Transfer procedures</b></p>	<p>* The school-based administrator and AIG Coordinator monitors cumulative records and data for students who transfer into the LEA who are already identified as AIG to ensure that local criteria are met. If local criteria are 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.</p>
<p><b>Reassessment procedures</b></p>	

	<p>* After grade two, students who are not identified as AIG may be tested every other year based on parent requests or teacher referrals.</p> <p>Screeners are administered in September and April each year beginning in the second grade.</p> <p>The AIG coordinator, AIG team, and 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 have performed well. A screener/talent pool is created based on this monitoring and/or if a student receives a 85% on the CogAT universal screener.</p> <p>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.</p> <p>In grades 9-12, the referral process is based on teacher recommendations.</p> <p>The AIG coordinator and AIG Team 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 consistently monitor.</p>
<p><b>Procedures to resolve disagreement</b></p>	<p>* 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.</p> <p>1)The parent or guardian requests a conference with the AIG committee to discuss the</p>

problem or Local AIG Plan, 2019-2022 Page 31 of 33 7/23/2019 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.

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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 Strengthening the Standard**

Ensure there is an active AIG Advisory Board that 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.

**Planned 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 Local AIG Plan

\* AP Course rosters and student scores

\* Links to webpages

\* AIG Plan Comments from NCDPI

\* Grievance Policy

### Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

**Elkin City Schools (861) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/23/2022 

Original Application Submission Date: 07/15/2022



**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>AIG 2022-2025</u>

AIG Related Documents

**Elkin City Schools (861) 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="#">AIG 2022-2025</a>

**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Elkin City Schools (861) 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.