

Overview: Mission/Vision Statement and Funding

**Lenoir County Public Schools (540) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Lenoir County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

\* Mission and/or Vision Statement(s)

The vision for the Lenoir County AIG Program is that all students will be equipped with the necessary meta-cognitive prowess to explore deeper questions, to ponder and seek solutions to problems not yet known, and to address problems and challenges when solutions are complex.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 465,559.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Lenoir County Public Schools (540) 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.

**Screening**

Lenoir County Public Schools utilizes the Cognitive Abilities Test as an aptitude screener for second and third grade students. Second and third grade students scoring at or above the 75th percentile in any subscore or composite score are considered for additional testing using the IOWA Achievement Test. Students who score at or above the 85th percentile on any subscore or composite score are eligible for identification pending additional artifacts. Teachers, Administrators and Parents can request for a student to continue in the testing cycle even if the score is below the 75th percentile.

**Referral Processes**

Each Lenoir County school site will develop a local talent pool of students who are possibly qualified for and in need of being screened for gifted services.

The talent pool will include:

- Students who score level 5 in any tested area (BOG - current year, EOG/EOC- previous year)
- Top 10% of students in each grade level (4-8) in math as measured by previous year EOG
- Top 10% of students in each grade level (4-8) in ELA as measured by previous year EOG
- Top 10% of students in each grade level (3-8) in math as measured by Fall MAPS data
- Top 10% of students in each grade level (3-8) in ELA as measured by Fall MAPS data

Additional students may be nominated by an administrator, teacher, student, parent or community member. Referral and screening does not guarantee identification.

In Lenoir County, formal identification of students begins in second grade, and the students are placed and served in the third grade. Students who exhibit outstanding characteristics may be evaluated and served at any time or at any grade level. Students in grades 9-12 may be referred for testing if there is demonstration of giftedness or potential for gifted placement.

The criteria include:

1. Aptitude: Student aptitude sub-score results as demonstrated by a standardized test (Cognitive Abilities)
2. Achievement: Student achievement as demonstrated by a standardized achievement test (Iowa Test of Basic Skills or NWEA MAP for placement)
3. Artifact (1 of the 3):
  - AIG/Behavioral Observation Checklist (adapted from Renzulli)
  - Student results as demonstrated on 2 District-Level/State-Level benchmarks of the same subject (if applicable)
  - Student performance as demonstrated by 2 consecutive EOG/EOC data of the same subject

No single criterion can eliminate a student from consideration. The social, emotional and developmental needs of the student will be considered as well as the multiple indicators.

#### \* **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.

Each student referred for the Academically or Intellectually Gifted Program is reviewed using multiple criteria for student identification. Quantitative and Qualitative measures that reveal aptitude, achievement, or potential to achieve are part of the student's profile and are documented on the "AG2 - Gifted Education Student Eligibility Record". The school-based Gifted Team for each school will continue to employ multiple criteria for student identification. LCPS will continue to offer opportunities for nontraditional measures, such as testing in a student's native language and testing or tools for measuring a student's interests, leadership and creativity.

Lenoir County Public Schools employs a system of student identification that is aligned with the State's definition of giftedness. Students meeting at least 2 of the following criteria will be identified as either Academically Gifted, Intellectually Gifted, or Academically and Intellectually Gifted:

- Aptitude: Composite OR sub-score at or above 85th percentile on the Cognitive Abilities Test (CogAt).
- Achievement: Composite of reading or math at or above 85th percentile on nationally normed achievement test. (Lenoir County Public Schools utilizes the IOWA Test of Basic Skills and NWEA Map.)
- Artifact: Evidence that supports the student's high ability/achievement and need for AIG services in that field.
  - Artifact 1: 2 or more state or local benchmarks of 85% or above (same subject)
  - Artifact 2: AIG/Behavioral Observation Checklist (completed prior to testing):

- Elementary: completed by 2 teachers (current and/or previous) with an average score of the two surveys together of 3.0 or higher
- Middle/High: completed by ELA, math teacher, and/or teacher who made referral with an average score of the three surveys together of 3.0 or higher
- Artifact 3: composite score at or above 85th percentile on 2 consecutive reading and/or math EOG's within the same subject. (i.e. two years of 85th or higher on reading EOG's)

Students meeting the criteria of:

- Achievement + Aptitude = AIG
- Achievement + Artifact = AG (both)
- AR (only reading)
- AM (only math)
- Aptitude + Artifact = IG

Students identified as Academically Gifted (AG, AM, AR), Academically and Intellectually Gifted (AIG) or Intellectually Gifted (IG) will have a Differentiated Education Plan (DEP) unless a strong need for further individualization is required. In Lenoir County, formal identification of students begins in second grade, and the students are placed and served in the third grade. Students who exhibit outstanding characteristics may be evaluated and served at any time or at any grade level.

Alternative assessments are used whenever student scores/data are felt to not be a true reflection of the student's ability. During the screening process the sub-scores (verbal CV, nonverbal CNV, and quantitative CQ) of the Cognitive Abilities Tests will be carefully analyzed and used as data. Additional testing is provided when necessary and every attempt is made to use tests that are free from cultural bias.

Parents may request a conference to discuss the evaluation results once they have received a copy of the "Gifted Education Student Eligibility Record" (AG2) and have been notified of the team's decision for placement. If there is a grievance regarding placement or non-placement, a copy of the "Academically Gifted Procedure to Disagree" is given to the parent. Upon parental agreement for placement, the parent signs the "Agreement for Placement," or AG3. At the beginning of the next academic school year, the Differentiated Education Plan is developed and reviewed with parents.



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**\* Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted



and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Intentional criteria for establishing a talent pool from each school is one effort to ensure that the referral process is looking at our underrepresented populations. The creation of a Talent Development Teacher/Interventionist will provide a direct resource to elementary schools with a large underrepresented population and low AIG identification rate. This person will work directly with the AIG Coordinator to target the specific needs of our underrepresented learners. The AIG Coordinator will be addressing the characteristics of gifted learners, the identification process, and the referral process with classroom teachers through our AIG Professional Development Plan. Additionally, we will seek consultative time with experts in the field to develop a local norm pathway for identification.

As a part of our district professional learning plan, traditional and non-traditional characteristics of gifted learners are presented and discussed with the following stakeholder groups: AIG school contacts, teachers, administrators and school counselors. Parents also have access to these characteristics through school-level presentations and the LCPS AIG webpage.

Teachers of kindergarten through second grade will be asked to complete the K-2 Student Observation Form to determine the strengths of selected students who may not otherwise be identified as gifted, and to be able to nurture those strengths. Students will be added to a school "watch list" and teachers will work to strengthen the potential of these students. Through the MTSS process, data is already collected throughout the year at specific benchmark windows. This formal data, along with teacher formative data, will be used to see growth patterns of students on the "watch list". These students will also be considered for small-group talent development lessons.

School counselors and digital learning/curriculum specialists will be encouraged to incorporate critical thinking lessons in K-2 classrooms in an effort to increase the number of underrepresented students in the gifted program. An additional effort to increase the number of underrepresented students in the gifted program is the intentional criteria for establishing a talent pool from each school as noted in Practice A/Standard 1.

As a part of our formal screening process, all 2nd and 3rd grade students take the COGAT aptitude test. In second grade, this assessment is read aloud and untimed. This allows all students, regardless of their cultural/ethnic background, home language or EC status, an equitable opportunity.

Lenoir County Public Schools also accepts the following measures administered by the LEA or a licensed psychologist:

- Cognitive Abilities Test
- Iowa Test of Basic Skills
- Otis Lennon School Ability Test
- Naglieri Nonverbal Ability Test
- North Carolina Beginning of Grade Test
- North Carolina End of Grade Tests
- North Carolina End of Course Tests
- Woodcock-Johnson III

- Wechsler Intelligence Scale for Children (WISC-IV)
- Assessments offered in Spanish, if needed
- Other nationally normed standardized tests as approved by the Testing and Accountability Office

With all quantitative assessments administered, it must be verified that:

- In accordance with the Exceptional Children's Program, any student with an Individualized Education Plan (IEP) will be provided appropriate accommodations and modifications as directed by such IEP.
- In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

**\* Practice D**

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

Processes and procedures have been put in place to ensure that each school is consistently using the same timeline for testing, sending information home, and identifying students. The AIG Coordinator has developed an AIG Quick Reference Guide to easily disseminate critical information, timelines, and forms to all AIG teachers. The AIG Coordinator meets quarterly with all AIG school contacts and monthly with principals regarding upcoming events and testing schedules. The AIG Coordinator also has an AIG School Contact email list/serv for more frequent two-way communication.

Student referrals for AIG identification can be made by classroom teachers, administrators, parents, community members, or AIG contacts and is an ongoing yearly process. Referrals are based on classroom performance, standardized testing scores, and observations. In addition, all second and third grade students are screened using the Cognitive Abilities Test. Results from the CogAT are reviewed and students who reflect strong performance, or the potential to exhibit such performance, continue with the testing process.

In order to maintain consistency, a system-wide timeline or flowchart is used for the screening, referral, and identification process, including an eligibility and parent notification section. The parent notification section includes a timeline for returning the test results. Training is provided for teachers and administrators at each school on interpreting test results. A letter is sent to parents prior to testing, and a letter is sent following the test explaining the results with the option of a parent conference.

Records and paperwork are placed in a folder and maintained for students who qualify for gifted services. If a student does not qualify for services the paperwork and testing information is placed in a folder and housed with the inactive AIG records. A yearly internal audit is conducted by the AIG school contact during the fall. The AIG Coordinator oversees this process and provides additional monitoring with random audits throughout the year.

Once testing data is received, the AIG school contacts meet with the AIG Coordinator to complete preliminary identification, which is then finalized by the school-based Gifted Team. Decisions around identification and differentiated services are made during this meeting. A student can be referred and re-evaluated each year; however, it is encouraged that if a child has been referred and tested several consecutive years, then the child will be tested with alternate assessments.

The AIG Coordinator and AIG school contacts provide ongoing professional learning on the characteristics of gifted children from all populations. The AIG Coordinator and AIG School Contacts will work with the Exceptional Children's Department and English Language Learners Program to educate teachers about the traits of giftedness. This will empower all teachers to understand and be able to refer students they see exhibit characteristics of giftedness. All stakeholders, such as teachers, school counselors, and administrators, will receive professional development at the beginning of the school year on the local AIG plan, characteristics of giftedness, and the identification process.

**\* Practice E**

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

**School and District Personnel:**

Professional development for all teachers and administrators is delivered by the AIG school contact and AIG Coordinator in the fall of each school year. District-created presentations are used to outline the screening, referral and identification process at the school level. These presentations are also available for review on the LCPS employee website. Topics covered include: State law/local AIG plan, DEPs, services and opportunities for gifted students, characteristics of gifted and talented students and talent development. An AIG Quick Reference Guide is distributed to AIG school contacts and AIG teachers at the beginning of each school year. This guide outlines important dates and information regarding student screening, referral and identification for students in grades K-12 and also includes flow charts for referral and identification processes.

**Parents, Guardians, Students, and the Community at Large:**

In an effort to inform all parents, guardians, students and the community-at-large about the AIG screening, referral and identification process a virtual information session will be offered at the beginning of each school year. This district-wide presentation will provide information and an overview for K-12 parents and guardians and will be recorded for later access. Topics included in the virtual session will include state law/AIG local plan, referral and screening processes, identification and service opportunities and talent development. The recording will be posted on the LCPS AIG webpage, social media and will be available for school-use during parent involvement events. A quick-reference guide for parents will also be available on the LCPS AIG webpage. This guide will outline important dates and information regarding student screening, referral and identification for students in grades K-12 and also includes flow charts for referral and identification processes. Additionally, AIG school contact information will be provided and resources for parents on characteristics for gifted students, talent development and other AIG "hot topics". The AIG Coordinator will work with our EL department to ensure all presentations and materials will be translated into different languages based on community needs. Information regarding the district virtual information session, will be distributed through multiple media platforms such as social media, home call alert systems, LCPS webpage, school newsletters, etc.

**\* 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.

LCPS has written procedures that guide all aspects of the identification, referral, and placement process. At each stage of the process, parents/guardians are involved through giving consent for evaluation, reviewing documentation as it is made available, and if the child is identified, consulting with the child's teacher regarding the Differentiated Education Plan (DEP).

All students in grades K-12 who are part of the local talent pool will have an individual AIG file created at the beginning of the referral/identification process. These files are housed at the school and maintained by the AIG school contact. Consent for testing and all academic evidence is gathered and housed in the student AIG file. CogAt, IOWA and NWEA Map scores, teacher observation rating scales, benchmark scores and any other necessary academic evidence is collected in the student AIG file. The AG2 form (Gifted Education Student Eligibility Record) is used to document all necessary identification data. This form is analyzed by the AIG school contact and school-based gifted team to support the identification decisions for each student.

Once identification decisions are made, the following processes occur:

If a student is referred and identified by the school-based Gifted Team as needing differentiation services through the AIG Program, a letter from the school is sent home to the parents/guardians with a copy of the AG2 form (Gifted Education Student Eligibility Record) and the AG3 form (Notification of Evaluation Results/Permission to Serve). The letter from the school also offers an opportunity for parents and guardians to schedule a meeting with the AIG School contact to review identification data and results. The student AIG file remains active and is placed with all other AIG active records in a secure location maintained by the school and AIG school contact. A yearly internal audit is conducted by the AIG school contact during the fall headcount window. The AIG Coordinator oversees this process and provides additional monitoring with random audits throughout the year to ensure all files are accounted for and up to date.

If a student was referred for evaluation, but not identified as needing differentiated services through the AIG program, a letter from the school is sent home with a copy of the AG2 form (Gifted Education Student Eligibility Record) and AG3a form (Notification of Evaluation Results - Decision for Non-Differentiation). The letter provides the parents/guardians an opportunity to schedule a meeting or call the AIG School Contact to review identification data and results. The student AIG file becomes inactive and is placed with all AIG inactive records in a secure location maintained by the school and AIG school contact.

**\* Ideas for Strengthening the Standard**

- Monitor talent pool
- Study and consult with experts in the field regarding local norms
- Consistent Professional Development

- PLC's with AIG teachers with focused topic of discussion
- Talent Development across all schools/grades
- District Gifted Parent Night

**Planned Sources of Evidence**

* District Talent Pool/Referral Spreadsheet
* Professional Development Materials and Rosters
* LCPS AIG Plan on LCPS AIG Webpage
* Identification Criteria and Flowcharts
* AIG Headcount

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.

Lenoir County will continue to match program availability and resources with each area of AIG in order to meet the academic and intellectual needs of AIG students. Each school has an AIG school contact. Some AIG Contacts are classroom teachers and some are support personnel such as school counselors and digital learning specialists. AIG school contacts work closely with classroom teachers to ensure appropriate services for each area of identification. School administrators and leadership teams ensure students are intentionally placed in academic classes with students of similar ability to create an environment for academic, intellectual, and social emotional success. All identified students are grouped in reading, math, and/or intellectually gifted programming according to the DEP or IDEP. In K-2, the school AIG contact provides support to the classroom teacher by creating and sharing appropriate classroom resources, or providing enrichment opportunities. In grades 3-5, students are served in reading, math, or clustered as intellectually gifted classes with a state or locally certified AIG teacher according to the DEP or IDEP.

In middle school, students are grouped based on their identification. Students receive services in ELA and/or math. English 1 and Math 1 are offered in eighth grade for students who show potential and meet district criteria. Advanced middle school math is offered for students who demonstrate above average mathematical abilities or score a level 5 on the math EOG. NCVPS courses and Edgenuity courses are additional enrichment opportunities for students who have a need and meet school criteria. Students may also participate in the Credit by Demonstrated Mastery program. All middle schools have an enrichment/remediation period built into the daily schedule. During this time, AIG students are served through enrichment opportunities created by local AIG contacts, directed studies teachers, Digital Learning Specialists and school counselors.

In high school, students have a variety of service options. Based on the selected pathway, the following options are available: Credit by Demonstrated Mastery, NCVPS courses, College and Career Pathways, Early College, AP, IB, Honors and CTE Completer Courses. Each high school has a dedicated block of time devoted to ACT prep-work. During this time, AIG students work with classroom teachers, Digital Learning Specialists and school counselors on specific areas of enrichment. Each traditional high school has a UNC College Adviser that works closely with the school counseling department. AIG students meet regularly with the college adviser and school counselors to develop course pathways, learn about scholarship and enrichment opportunities and seek feedback on college and scholarship essays. School counselors and AIG school contacts work closely with Governor's School nominees during the application process. If selected, Lenoir County Public Schools pays for students to attend Governor's School.

As a way to increase exposure to enrichment opportunities and resources available to students, LCPS offers field trip opportunities for grades 6 - 12 gifted students. These opportunities may include, but are not limited to, college tours, Lenoir County manufacturing day, UNCW Makerspace experiences, career fairs, etc.

Students in all grade spans have numerous extracurricular opportunities to extend learning based on interest:

- Math Fair
- Science Fair
- Science Olympiad
- Quiz Bowl
- Quill Writing Competition
- Battle of the Books
- All County Chorus
- All County Band
- STEM Camps
- Gifted Gala
- Honor Clubs
- LCPS Art Shows
- Career and Technical Student Organizations



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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.

Each school has a school-based Gifted Team composed of the AIG school contact, AIG teachers, principal, and school counselor. This team meets, as needed, to disseminate information and discuss best practices in meeting the needs of gifted students.



At the district level, the AIG Coordinator will facilitate district-wide collaboration via AIG Contact meetings, AIG teacher meetings, and other AIG professional development opportunities. These meetings allow time for collaboration and sharing. The AIG Coordinator meets weekly with the Curriculum Instructional Executive Team and monthly with principals. The AIG Coordinator attends school counselor PLCs with the grade span directors. Professional development is held for school counselors to educate them about the social and emotional needs of gifted students. Counselors will also be asked to do a minimum of 4 classroom lessons per year to assist students in understanding their own needs and how to address them. It is a goal to pair the professional development with PLC collaboration time to create the lessons that will be used.

Parents are given an opportunity during the DEP review to discuss any social or emotional needs their child may have. Information is shared with parents about the upcoming school year and expectations for their child. If any situations arise where a student needs additional social/emotional support, the AIG school contact, school counselor and AIG teacher will work as a team to provide the intervention needed.

Through our on-going professional development teachers, administrators and school counselors receive training specifically related to the social and emotional needs of gifted students. AIG Booster Shots are available for stakeholders in addition to LCPS professional learning.

A district gifted parent night will be held to offer breakout sessions regarding different aspects of gifted education, especially related to social and emotional needs for gifted students. Resources are available to parents and community members via our LCPS AIG web page.

**\* Practice C**

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

The AIG program and services are connected to the total instructional program of our LEA in policy and practice. The LCPS curriculum department includes AIG teacher leaders and AIG school contacts when creating and revising district curriculum guides. The LCPS required lesson plan templates include a portion for differentiation. Principals and instructional leaders have access to all lesson plans, review all lesson plans and provide feedback. The AIG Coordinator strives to provide staff development at the district level with all AIG school contacts with an emphasis on differentiation and ways that classroom teachers can provide a more enriched, advanced, and rigorous curriculum. Monthly principal meetings and yearly administrative retreats are held to refocus the efforts on district priorities, one of which is differentiation.

The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is composed of leadership from the elementary, middle and high school curriculum departments, exceptional children's department, testing and accountability department, federal programs department, CTE, ELL, and digital learning to ensure transparency and to provide the best

level of service for all students. The AIG Coordinator meets with principals regularly in order to expand gifted services of AIG in the total instructional program.

A yearly budget is created to allocate AIG state funding to best serve the needs of gifted learners in LCPS. Partnerships with the AIG school contacts, curriculum department and finance are critical in making sure our AIG budget meets the needs of learners. Examples of funding include, allotments for AIG teaching positions K-12 screening and testing material, curriculum resources, professional development, NCAGT membership/conferences and other conferences and enrichment opportunities for students.

In addition to the support for AIG services, Lenoir County's 1:1 implementation with iPads and the continuous support teachers have from the school's Digital Learning Specialist also create an environment where learning can be personalized based on student needs.

**\* 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 meets with principals to review AIG student data and encourage best practice for classroom grouping and rosters. Depending on the number of students identified and locally certified teachers, principals make intentional grouping decisions to meet the needs of their schools. School administrators, with the help of the AIG Coordinator, utilize EVAAS data, EOG and MTSS screener data and student interest data to help determine student groups.

As a district practice, students scoring level 5 on the Math EOG in grades 3 and above will automatically be grouped in the next level advanced course. In grades 4 and 5, accelerated math occurs in the general education program with differentiation and AIG supplementation.

All identified students are grouped in reading, math, and/or intellectually gifted programming according to the DEP or IDEP. In grades 3-5, students are served in reading, math, or clustered as intellectually gifted classes with a local or state certified AIG teacher according to the DEP or IDEP. In middle school, identified students are grouped and served in ELA, math, and/or intellectually gifted programming according to the DEP or IDEP. In high school, identified students are served through a variety of options according to student goals. Based on the selected pathway, the following options are available: Credit by Demonstrated Mastery, NCVPS courses, College and Career Pathways, Early College, AP, IB, Honors and CTE Completer Courses.

Flexible grouping practices are further supported by specific time in school master schedules devoted to intervention and enrichment. The AIG Coordinator work with district grade span directors and school administrators to ensure the school master schedules allow for grouping options to increase student achievement and growth. Flexible grouping practices are supported in the classroom by utilizing student academic and interest data to target specific areas of need or enrichment to increase student achievement and growth.

**\* Practice E**

**Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for**

## AIG students, regulations related to gifted education, and the local AIG program and plan.

The AIG Coordinator is a member of the district curriculum team. This team meets weekly and is composed of representatives from each grade span and department. Pertinent AIG information is shared at each meeting.

The AIG Coordinator meets monthly with school administrators and shares information about the delivery of differentiated services and instruction for AIG students. The AIG Coordinator is instrumental in assuring that our AIG students are getting the services and support they need. The AIG Coordinator meets with the AIG school contacts to disseminate information about the AIG program to keep everyone knowledgeable about regulations related to gifted education. Opportunities are provided for AIG teachers to attend AIG conferences to keep current on regulations, methods, and delivery options. An AIG teacher email listserv is utilized to share instructional resources, exemplar student work, articles related to gifted learning, etc.

An AIG Quick Reference Guide is distributed to AIG school contacts and AIG teachers at the beginning of each school year. This guide outlines important dates and information regarding student screening, referral and identification for students in grades K-12 and also includes flow charts for referral and identification processes. In addition to the screening and referral process, the AIG Quick Reference Guide also includes resources to assist with gifted programming and the delivery of differentiated services.

The LCPS AIG web page also includes the current AIG Plan, common presentations regarding differentiation and service options, information on opportunities available for gifted students, FAQ's, and current information/research regarding gifted education.

Professional development for all teachers, school administrators and district administrators is delivered by the AIG school contact and/or the AIG Coordinator. District-created presentations are used to outline the screening, referral and identification process at the school level. These presentations are also available for review on the LCPS employee website. Other topics covered include: State law/local AIG plan, DEPs, services and opportunities for gifted students, characteristics of gifted and talented students and talent development.

### \* **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 meets with all AIG teachers at the beginning of the year to ensure that all schools are aware of any AIG changes or updates concerning the program so that all schools are meeting the needs of our AIG students. Additionally, the AIG Coordinator will inform AIG teachers about student identification and services provided at each grade level during this opening meeting. An AIG school contact is assigned for each school to meet with the AIG Coordinator as needed for additional information throughout the year. The AIG school contacts then go back to their home schools to share information with their staff as it relates to instruction and learning environments for the AIG students. The AIG Coordinator also communicates with the principals and other administrative levels at the monthly principals meeting to make sure that all schools are knowledgeable on AIG information that needs to be dispersed and acted upon.



In an effort to strengthen the communication between teachers and schools during key transitions, LCPS will implement an end of year AIG Transition Meeting among feeder schools. The goal of these meetings is to ensure service continuation and communication about specific student needs during key transition periods. The meeting will occur after the spring AIG headcount each year.

### **\* Practice G**

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

The AIG Coordinator continuously reviews student data to ensure that AIG students are being best served. Through the DEP/IDEP all AIG students have an educational plan in place designed to meet their learning needs.

LCPS provides information to parents concerning early admission to kindergarten based on NC General Statute (115C-364). Information regarding this process will be added to our district website for parents. Achievement and aptitude testing is required and results are expected at the 98th percentile or higher. Letters of reference, student work samples and observation of the student is also required per state policy. The AIG Coordinator works with parents and principals to implement this process.

Compacted content is an option provided when appropriate for AIG students. When the curriculum is compacted for a student, more time is available for the child to work on advanced content or in an interest area. AIG school contacts will work with classroom teachers to design tools and resources to determine when compacting is appropriate and what work students will do as a result of compacting. As a district practice, students scoring level 5 on the Math EOG in grades 3 and above will automatically be grouped in the next level advanced course. In grades 4 and 5, accelerated math occurs in the general education program with differentiation and AIG supplementation.

If a student is recommended for grade acceleration or grade skipping, the Iowa Scale of Acceleration Process is implemented. There is a meeting with the parents and permission is given for the evaluation that is outlined in the Iowa Scale of Acceleration. The AG1 form is printed on the back of the EC evaluation form for permission to test by a psychologist. Following the signature of the parents, this form is given to the Administrative Assistant of the EC Director, who schedules the psychologist. The candidate for acceleration is interviewed prior to testing by the psychologist. Following the evaluation, a meeting is held with the parents, the current teacher, the receiving teacher, the principal, AIG Coordinator, the counselor, and the psychologist. The evaluation results and other information is filled in and shared with the school-based Gifted Team and parents. The decision is made at the conclusion of the meeting.

Various opportunities for acceleration are offered at the middle school and high school level, such as, but not limited to: Credit by Demonstrated Mastery, NCVPS courses, English 1 and Math 1 offered in middle school, Advanced Middle School Math, dual enrollment, College and Career Pathways, Early College, AP, IB, Honors, Edgenuity courses etc.

LCPS has a strong relationship with Lenoir Community College and offers Early College and Dual Enrollment/ College and Career Pathways. All of these opportunities lead students to accelerated curriculum and attaining college credit. All high school students may



begin taking CCP courses during their junior year in high school as long as a required GPA is attained and the student is showing readiness for accelerated content.

Senate Bill 366 allows qualified ninth and tenth graders to take community college courses if demonstrated readiness is shown. A specific list of criteria must be met before a ninth grader can take CCP courses including: AG in both math and reading, college and career readiness as demonstrated on the pre-ACT or pre-SAT in reading, math and english, mandatory academic advising sessions with school counselor and lenoir community college and permission to take courses early from the community college president, high school principal and AIG coordinator. LCPS has a process in place to identify potential candidates for this accelerated college course option.

CTE community and manufacturing partnerships allow students the opportunity to participate in pre- apprenticeships, apprenticeships and internships during Honors level CTE courses.

The process for Credit-by-Demonstrated Mastery (CDM) is shared on the district website ([www.lcpsnc.org](http://www.lcpsnc.org)). The process is reviewed with school counselors and administration on a regular (at least annual) basis at district level meetings. School counselors share information related to CDM with students at the school level. The information is also shared on our district social media platform(s) at least yearly.

#### \* **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.**

LCPS utilizes a multi-tiered system of support and works to intentionally broaden access to advanced learning opportunities.

Each K-8 Lenoir County school site develops a local talent pool of students who are possibly qualified for and in need of being screened for gifted services. The talent pool utilizes specific data points to identify students rather than relying solely on an adult to refer a student for potential placement. Students in the talent pool are considered for advanced learning opportunities regardless of AIG placement.

Intentional criteria for establishing a talent pool from each school is one effort to ensure that the referral process is looking at our underrepresented population. The creation of a Talent Development Teacher/Interventionist will provide a direct resource to elementary schools with low AIG identification rate. This person will work directly with the AIG Coordinator to target the specific needs of our underrepresented learners. The AIG Coordinator will be addressing the characteristics of gifted learners, the identification process, and the referral process with classroom teachers through our AIG Professional Development Plan.

Mindset work is a continuous focus area with our teachers and administrators. Our curriculum district leadership attends the Collegeboard/AP retreats and colloquiums yearly. This learning and mindset work is shared with all administrators yearly at our administrative retreat and discussions and action plans are made to ensure schools provide access to and support for advanced coursework. Mindset work with teachers occurs through our professional learning opportunities such as the AIG Certification Course and K-3 talent development sessions.

LCPS will offer Pre-AP coursework for all students in grade 7 through social studies courses and for all students in LCPS in the English 1 course. This opportunity for rigorous pre-AP work will ensure equity in instruction and help prepare students for advanced coursework.

As part of the process to ensure that all students are receiving equitable access to advanced math courses, we comply with House Bill 986, Section II. This bill states that counties, when practicable, must put in place advanced math courses starting in grade 3. Any student receiving a level 5 on the math End of Grade the year prior must be enrolled in those advanced math courses. We provide ongoing support to administrators to ensure implementation of this bill as intended.

In middle school, students have the option to take Math 1 and English 1 in 8th grade. These accelerated course options are available to students based on meeting school-based criteria. Multiple data points are used to establish criteria at the school level and supports are in place for students who take accelerated courses. Middle school schedules allow for enrichment blocks where talent development can occur for students.

In high school, students have multiple options for advanced coursework. Students can participate in honors courses, AP courses and CCP courses.

Additional intentional strategies to broaden access to advanced learning opportunities:

- Teachers and principals are educated about the characteristics of traditional vs. nontraditional gifted learners.
- The district has created Intellectually Gifted criteria to reach more students from a variety of backgrounds.
- The AIG department will work with the English Language Learners Department to ensure that ELL and EC teachers have been taught characteristics of gifted students.
- AIG Coordinator will utilize the Call to Action brief and guidebook to work on mindset and promising practices with teachers and administrators to ensure equity and access.

#### \* **Practice I**

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

Within the AIG Quick Reference Guide, dates and information will be provided regarding opportunities available to gifted students. Each school will continue to disseminate information about summer camps and enrichment opportunities to all students. Teachers and/or counselors will make personal contacts with caregivers to get students involved in extracurricular opportunities. Across the district, schools offer a variety of clubs and interest based groups for all students to be a part of during flex time built into the master schedule or after school. Some examples of the various clubs available include chess, coding, art, robotics, STEAM, history, show choir, drama clubs, etc. The LCPS AIG web page will be updated with opportunities for gifted students.

LCPS provides opportunities for students to further develop the needs and interests of AIG students through the following:

- LCPS Gifted Gala - Gifted students showcase projects and work samples yearly during this community event. Parents, community members and LCPS students and staff attend to see and hear about the work of students. This event is held in a central location in our community.

- Science Fairs at the school level/regional level/state level/national level - All students can participate in the science fair at their school based on their interest and/or class expectation.
- Science Showcase - Student science fair winners showcase their projects for community members, parents and LCPS students and staff during an evening showcase. This event is held in a central location in our community.
- Science Olympiad - Every school K-12 has at least one science olympiad 8team. Many teams offer practice during the school day to ensure equitable participation practices.
- Math Fair opportunities
- Stem camp summer learning
- Battle of the Books
- Writing Competitions
- Poetry Contests
- Academic/Honor Clubs
- School Based Interest Clubs
- Outreach programs from regional colleges, museums, and other educational foundations
- LCPS Robotics League - High school students have an opportunity to be part of this district club.

As a way to increase exposure to enrichment opportunities and resources available to students outside of our district, it is a goal for LCPS to offer field trip opportunities for grades 3-12 gifted students. These opportunities may include, but are not limited to, college tours, Lenoir County manufacturing day, UNCW Makerspace experience, etc.

The AIG Plan makes suggestions of opportunities to broaden the AIG student's knowledge base above and beyond the curriculum, to socially interact with other AIG students, and to experience global communities.

**\* Ideas for Strengthening the Standard**

- Address needs of Intellectually Gifted students through professional development
- Intentional identification targeting under-represented populations
- Intentional talent development programming and services in under-represented schools
- Professional development targeting social and emotional needs of AIG students
- Communication across all programs that may also be working with AIG students (EC, ELL, etc.)
- AIG transition meeting at end of year
- District wide PLCs and planning opportunities
- AIG Advisory Council
- AIG student field trips
- Increase participation in AIG Licensure cohort

**Planned Sources of Evidence**

- \* Annual DEP/IDEP Meetings
- \* Professional Development Opportunities (Wisdomwhere templates and Rosters)
- \* Student scheduling process with school counselors
- \* Gifted Gala Photos/Materials
- \* AIG Quick Reference Guide
- \* Student Referral Rosters/Talent Pool
- \* EOY Record Exchange Process for transition grades
- \* Programs from local/regional/state/national events
- \* PLC Agendas and Minutes

**Documents**

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



Standard 3: Differentiated Curriculum and Instruction

**Lenoir County Public Schools (540) 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.

It is an expectation of LCPS, that classroom teachers offer a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. Differentiated curriculum seeks to modify content, process, product, or learning environment with the needs of gifted learners in mind.

Lenoir County Public Schools has provided a 1:1 atmosphere for all students, which has enabled teachers to differentiate the curriculum via digital learning. Every school is supported by a Digital Learning Specialist that co-plans with teachers and offers suggestions to enhance instruction. Teachers have attended professional development on utilizing the SAMR model paired with Bloom's Revised Taxonomy to assist in making instruction deeper and more meaningful.

To address a range of advanced ability levels, teachers differentiate through a variety of methods. Some forms of differentiation include, but are not limited to: compacting, choice boards, learning stations, flexible group opportunities, acceleration, word-mapping, problem-based learning, tiered assignments, independent studies, research projects, interactive projects, debates, math and science competitions, Battle of the Books competition, learning contracts, Science Olympiad, guided reading, and enrichment activities. These are some of the instructional practices that are used in order to provide diverse and effective learning opportunities to address a variety of learning needs. Teachers are encouraged to use student interests in correlation with the Standard Course of Study when designing such activities. Teachers determine the types of differentiation needed via pre and post test, formative assessment, benchmarks, interest surveys, etc. Teachers utilize a learning management system (Canvas/Seesaw) as a way to differentiate content and pace of instruction.

Students in middle and high school are grouped by ability for core content, Honors courses, AP courses, and/or IB courses which allows for greater depth, breadth, and complexity of course subjects. Students have multiple opportunities to extend learning beyond the regular classroom setting. Specific opportunities are:

- NCVPS - some students have been offered NCVPS courses to accomplish specific coursework as a method of acceleration
- Math 1 and English 1 offered in eighth grade
- Advanced math for students who score Level 5 on previous math EOG
- College and Career Pathways - Lenoir County offers a large variety of college courses through the local community college that are geared toward specific degrees (either working towards a 4 year college or certification). Students who participate in the 4 year college track can achieve up to 50 credit hours that are all transferable to any of the UNC System Schools
- Credit by Demonstrated Mastery is offered to all middle and high schoolers to receive credit for a high school course.
- LCPS offers Early College in partnership with the local community college
- Honors, AP, Pre-AP and IB are offered to students
- Dual Enrollment
- NC School of Math and Science (on-site or virtual)

In an effort to successfully reach this goal, professional development will continually be offered to teachers regarding 1:1 implementation. Professional development on differentiation strategies will also be offered at the district level to assist teachers in differentiation. Digital Learning Specialists are housed at each school with the responsibility of planning and co-teaching with teachers with an emphasis on personalizing the curriculum. In an effort to encourage collaboration, a common planning time amongst grade levels K-8, and EOC subjects in high school has been encouraged.

As a way to increase exposure to enrichment opportunities and resources available to students outside of our district, LCPS offers field trip opportunities for gifted students. These opportunities may include, but are not limited to college tours, Lenoir County manufacturing day, UNCW Makerspace experience, etc.

#### \* **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.**

Students are served through cluster groups in the regular classroom and/or flexibly grouped in reading and math classes. Classroom teachers offer a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. Differentiated curriculum seeks to modify and enhance content, process, product, or learning environment with the needs of gifted learners in mind. Teachers are encouraged to use student interests in correlation with the Standard Course of Study. To support this effort, professional development specifically designed for differentiation is offered to all teachers and administrators. Professional development will be designed to support classroom teachers in how to use diverse and effective instructional practices and how to use instructional strategies to provide differentiation.

To address a range of advanced ability levels, teachers will differentiate through a variety of methods. Some forms of differentiation include, but are not limited to: compacting, choice boards, learning stations, flexible group opportunities, acceleration, problem-based learning, word mapping, tiered assignments, independent studies, research projects, interactive projects, debates, math and science competitions, Battle of the Books competition, Science Olympiad, guided reading, learning contracts, and enrichment activities. Additionally teachers will utilize a learning management system (Canvas/Seesaw) to differentiate content and/or pace of instruction.

**\* Practice C**

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

LCPS has curriculum and pacing guides for core content subjects K-12. The LCPS curriculum department includes AIG teacher leaders and AIG school contacts when creating and revising district curriculum guides. AIG teachers use a variety of curriculum instructional resources and materials that respond to the strengths and needs of gifted learners. Professional development in differentiating instruction and implementing small groups is delivered to teachers and administrators.

LCPS has a vetting process in place that schools and the district utilize before purchasing instructional resources/materials.

The following evidence-based resources are a sampling of what is used with gifted students:

- The PBL Project - all schools have access to this resource to utilize during small-group learning
- iReady Teacher Toolbox - this collection of instructional resources allows for differentiation based on the standard for ELA, writing and math in grades K-8
- Fountas and Pinnell Guided Reading Sets - these leveled reading sets allow for differentiation within K-6 reading classrooms
- Software programming (Exactpath, IXL, Study Island) are utilized to meet students where they are and push them forward in K-12 classrooms
- William and Mary Math Units of Study
- Vocabulary Workshop
- Newsela
- Duke Tip Learning Labs K-12
- Jacob's Ladder (Level 1,2,3)

Teachers have also been provided with resources and materials that reflect the research based staff development that is offered. Some of the materials that teachers have been provided are: Promises of Fulfilling Differentiation (Tomlinson); Growing Teachers Who Grow Kids (Tomlinson and Murphy); Marzano's Vocabulary Development; Learning and Leading with Habits of Mind (Costa/Kallick); Curriculum and Instructional Planning and Design for Gifted Learners, Joyce VanTassel-Baska; Differentiating for the Young Child, Joan Smutny and S.E.von Fremd; and, Discovering Non-fiction, Silver, Strong and Petini.

**\* Practice D**

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

## curiosity, and leadership.

Lenoir County has fully implemented iLCPS, Individualized Learning Creates Personal Success. iLCPS is not only the 1:1 environment that students have with iPads, but it also refers to the support that is given to teachers to personalize learning for students. AIG teachers participate in professional development with a Digital Learning Specialist. Each school has an assigned Digital Learning Specialist to support all teachers on a regular basis. The Digital Learning Specialists work as a team, along with the Digital Learning Instructional Coordinator and AIG Coordinator, to develop and deliver professional development and support to teachers. A major focus for this group is teaching teachers how to individualize instruction and support teachers in developing lessons that increase student choice, collaboration, communication, leadership skills, and allow for students to create, in an effort to reach modification and/or redefinition (SAMR model).

In an effort to increase potential in selected nurture students and all K-5 students, classroom teachers will incorporate critical thinking opportunities weekly within their morning meeting. Opportunities to work with the digital learning specialist to plan for and execute critical thinking lessons in coding and computer science are available at each school. School counselors and specialists incorporate critical thinking lessons in all classrooms in an effort to increase the number of underrepresented student populations in the gifted program.

LCPS has a strong relationship with Lenoir Community College and offers Early College and Dual Enrollment through College and Career Pathways. All of these opportunities lead students to accelerated curriculum and attaining college credit. LCPS partners with STEM East, which has provided STEM labs at all of our middle schools and opportunities to showcase the learning taking place at annual Summit events in the region. The labs foster learning for math, computer science, engineering and other science related fields. AIG students also have the opportunity to apply for STEM East tutoring positions within the local high schools. AP coursework is available at all traditional high schools to provide rigorous, critical thinking enhanced learning opportunities.

Through a partnership with CTE and local manufacturers, pre-apprenticeship and internship opportunities are available to students. A partnership with Lenoir County Manufacturers Association also allows for yearly Manufacturing Days where students can tour local facilities and gain on-site experience.

## \* Practice E

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

Teachers use Schoolnet and other teacher-selected tools for formative and summative assessments. Teachers have been trained on how to use Schoolnet, create Schoolnet assessments, and how to read the data. In addition, with having a 1:1 environment, the district has provided learning management platforms which have built-in assessment tools.

LCPS uses MCLASS:DIBELS as our K-3 literacy assessment. Students are assessed three times per year and progress monitor checks are done between benchmark windows. Teachers utilize this data to form flexible groups for learning and address gaps in learning. LCPS uses NWEA MAPS as a universal screener for students in grades K-12 for math and grades 3-12 in reading. This assessment is



also given three times per year and teachers use the data to plan flexible groups within the classroom and for school-wide enrichment/remediation.

AIG school-level teams are asked to regularly review data from AIG students within their schools. This data is used to track progress, address deficits, and accelerate.

Major Clarity is also used to help students determine their interests and career/course pathways. This assessment begins in upper elementary and continues through middle school. Teachers and counselors use this information to help group students based on interests and future plans for small group learning and exploring.

**\* Practice F**

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

The school counselors are an asset in addressing the social and emotional needs of our gifted students. Professional development for school counselors, teachers and administrators provides resources and strategies for identifying and addressing social/emotional needs in the classroom. Preparing students for future learning and involving them in their course selection/pathway can help students meet some of their social and emotional needs as learners. LCPS utilizes the Major Clarity platform beginning in 4th grade as a tool to help students explore careers and future opportunities. School counselors and teachers use this data to help students in planning for future coursework and in gauging their interests as learners.

Elementary teachers utilize the "morning meeting" structure which allows a daily time for teachers and students to converse about their needs, concerns, excitement, etc. Middle and High schools have time built into the master schedule for enrichment, counseling and intervention. AIG teachers have been provided research-based books concerning gifted students and their social and emotional needs along with professional learning. Additionally, lessons are available for the school counselor and/or classroom teacher to utilize.

**\* 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.**

In an effort to develop the potential of K-3 students, teachers of kindergarten through third grade will be asked to utilize the K-3 Student Observation Form to determine the strengths of selected students who may not otherwise be identified as gifted, and to be able to nurture those strengths. Teachers will work to strengthen the potential of these students and collect documentation focused on the student strengths indicated on the K-3 Student Observation Form. The documentation will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark and formative data, report cards, etc.. Additionally, the students will be added to a school-wide talent development watch list. This information will be valuable as the student moves through the early grades and will be a way to track identification data and to gauge the effectiveness of talent development efforts at the school and across the district.

All K-3 teachers will attend professional development to learn about the local AIG plan, characteristics of gifted students and underrepresented populations in LCPS. All K-3 teachers in LCPS are expected to plan and engage students in intentional differentiated lessons, utilizing small group instruction, interest based learning and station rotations. Teachers will observe their students during small group instruction and at other learning times and will look for potential, especially among underrepresented populations.

CogAt screening will occur for all 2nd and 3rd grade students in the winter of each year. Teachers will receive training on how to utilize the CogAt scores to help differentiate instruction. An emphasis on small group instruction has been implemented K-3 throughout our district. This instructional practice promotes purposeful and intentional grouping for differentiated curriculum and instruction in reading and math. Small group instruction fosters creativity, curiosity, critical thinking, and provides opportunities for differentiation for all students.

In grades K-3, the AIG school contact provides support to the classroom teachers by helping to find the appropriate classroom resources, provide differentiation support, and to provide enrichment opportunities. School counselors and AIG school contacts will be encouraged to incorporate critical thinking lessons in K-3 classrooms.

The creation of a Talent Development Teacher/Interventionist will provide a direct resource to elementary schools with a low AIG identification rate. This person will work directly with the AIG Coordinator to target the specific needs of our underrepresented populations.

**\* 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.**

Schools have established PLCs every other week where student data and instruction is the focus. The district accountability director shares student data/trends with principals and school-level teams. Utilizing multiple sources of data such as EVAAS predictions, past EOG/EOC, MCLASS, MAPS screening, NC Check Ins/Benchmarks, attendance, drop out, etc., the AIG subgroup is tracked and discussed during PLC's. AIG school contacts, AIG teachers, EC teachers, EL teachers, digital learning specialists, curriculum specialists and other school level personnel meet during school PLCs to design and develop differentiated curriculum and lessons.

In some cases, our AIG school contacts are regular classroom teachers, as well. This enables teachers to provide rigor and relevance with the North Carolina Standard Course of Study. In other situations the AIG school contact is co-teaching with the regular classroom teachers. Both of these scenarios afford the opportunity for our AIG teachers to work with other teachers as well as other professional staff, such as, EC, ELL, and resource teachers.

The LCPS curriculum department includes AIG teacher leaders and AIG school contacts when creating and revising district curriculum guides. The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is composed of leadership from the elementary, middle, and high school curriculum departments, exceptional children's department, testing and accountability department, federal programs department, CTE, ELL, and digital learning to ensure transparency and to provide the best level of service for all students.

Every school in Lenoir County has a Digital Learning Specialist who meets with teachers to assist teachers in effectively implementing the iPads into instruction. One of the district's main goals is to personalize learning. The Digital Learning Specialists assist with lesson development and meeting the needs of the students.

**\* Practice I**

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

Differentiated Education Plans (DEPs) are developed with the student and family during the initial placement. During this meeting, the student identification area is explained to parents, along with the available services based within the school setting. Enrichment and extracurricular options are discussed and noted on the DEP based on student interest.

DEPs are utilized and reviewed annually with parents and guardians. Teachers will hold meetings with parents and students to explain the DEP and gather input for the document at the beginning of the year. At the end of the year, the DEP/IDEP will be reviewed and service will be continued or modified according to the checklists, performance, and objectives in the DEP/IDEP.

Currently, the teacher verifies the review of the DEP by his/her initials, date, and a check by "continue services" or "change services". The DEP/IDEP is kept in the student's AIG folder, and a copy of the DEP/IDEP that has been reviewed is sent home to the parent. The parent is invited to a conference if services are changed or modified or if requested by the parent per Standard 1 requirements.

Students in grades 7-12 meet with a school counselor to review the DEP each year along with the academic blueprint/career plan after the initial signature of the parent. During these meetings, students and school counselors explore course options, discuss scholarship opportunities, review and give feedback on post-secondary application essays, and address any social/emotional needs.

Teachers communicate the progress of their students throughout the school year in a variety of ways such as, PowerSchool Parent Portal, Remind/Class Dojo messages, district progress reports, and report cards. In order to make services well-understood, there is a glossary of terms used to explain the continuum of service delivery options and eligibility criteria.

**\* Ideas for Strengthening the Standard**

Ideas for Strengthen the Standard:

- PD day for gifted learners
- Partnerships with CTE and local manufacturers
- Intentional course scheduling and rostering
- Talent Development Teacher/Interventionist positions

- Collaboration with Digital Learning Specialists for creation opportunities
- Incorporation of student interests such as coding
- District Curriculum opportunities such as Pre-AP for all students

**Planned Sources of Evidence**

- \* PD Rosters and Agendas
- \* District and School Calendar of Events
- \* District Curriculum and Pacing Guides
- \* District and State Assessment Data
- \* K-3 Student Observation Forms
- \* DEP/IDEP Meetings and Rosters

**Documents**

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



Standard 4: Personnel and Professional Development

**Lenoir County Public Schools (540) 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.

Lenoir County Public Schools has an AIG-licensed lead coordinator to oversee the AIG program and plan. The AIG coordinator meets with all of the AIG school contacts as needed to meet the needs of our students, as well as the teachers for the AIG population. Meetings are held by the AIG coordinator to address differentiation ideas; to implement a process for AIG referrals, testing, and placement; and to provide opportunities for professional development in the areas of academically/intellectually gifted instruction and awareness. The AIG Coordinator oversees the referral process, testing process, and placement process for our students to ensure that the process is fair and ethical. The AIG Coordinator analyzes the growth of AIG students through EOG/EOC results with the Director of Accountability.

At the district level, the AIG Coordinator facilitates district-wide collaboration via AIG school contact meetings, AIG teacher meetings, and other AIG professional development opportunities. These meetings allow time for collaboration and sharing. The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is composed of leadership from the elementary, middle and high school curriculum departments, exceptional children's department, testing and accountability department, federal programs department, CTE, EL and digital learning to ensure transparency and to provide the best level of service for all students. The AIG Coordinator meets with principals regularly in order to expand services of AIG in the total instructional program. The coordinator also attends regional AIG meetings and state-level AIG meetings monthly.

**\* Practice B**

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

Each school has an AIG-licensed school contact that supports students and teachers in tasks that explicitly address the academic, intellectual, social and emotional needs of gifted learners in the K-12 environment. AIG school contacts are paid a yearly stipend for their

dedication to these tasks above and beyond their own classroom/school duties. At the elementary and middle school level, the AIG school contacts serve as classroom teachers or instructional support staff. They are lead curriculum support and are able to address student needs on a daily basis. School counselors in middle and high school work with AIG school contacts to support students with course schedules/pathways and explore course options using an academic blueprint and data from our career exploration software, Major Clarity. Counselors and AIG school contacts also inform students of scholarship opportunities, assist students in completing college applications, and serve as a liaison between students, parents, and school, etc. The AIG Coordinator, as well as school level administration, is responsible for ensuring that the AIG school contacts are meeting the needs of our students. AIG school contacts attend professional development and PLCs guided by the AIG Coordinator throughout the year. The school counselors and teachers play a role in meeting social and emotional needs of our AIG students. As a part of our professional learning plan, focused professional development will be provided to AIG school contacts, school counselors, teachers, and administrators to better support the social and emotional needs of gifted learners.

### \* **Practice C**

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

All core classroom teachers grades 3-8 who teach AIG students and high school teachers who teach Honors and AP students in the core subjects of ELA, Math, History, and Science, as well as any Special Education staff and ELL staff that have AIG students on their caseload, are required to complete 10 credit hours of study. The topics of professional development include: Identification, Characteristics of Gifted Learners, Differentiation with Gifted In-Mind, Plan Overview, AIG Data Dig and Social/Emotional Needs of Gifted Learners.

All school counselors, Elementary, Middle and High School are required to complete 10 hours of study. The topics of professional development include: Identification, Characteristics of Gifted Learners, Plan Overview and Social/Emotional Needs of Gifted Learners.

All school-based administrators are required to complete 5 hours of study. The topics of professional development include: Identification, Characteristics of Gifted Learners and Plan Overview.

For teachers seeking the state-wide AIG add-on licensure, the AIG Coordinator facilitates a cohort study group preparing teachers to take the licensure exam.

In an effort to support all educators in employing diverse and effective instructional practices, the district will provide additional opportunities for professional growth through the following options:

- NCAGT Conference
- UNCW AIG Conference
- AIG Licensure Cohort
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI

- Book Studies
- Coaching and Professional Development by Digital Learning Specialist

**\* 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 AIG Coordinator meets with principals to review AIG student data and encourage best practice for classroom grouping and rosters. Depending on the number of students identified and certified teachers, principals make intentional grouping decisions to meet the needs of their school. Students are clustered together in an attempt to ensure that an AIG Licensed teacher is serving their needs.

Each school is set up to serve their AIG population to the best of their ability with the resources available. Many schools have an AIG teacher available for every grade level beginning with grade three. Some schools have an AIG school contact that serves as a resource or pullout program. Some schools have special courses or subjects available for the AIG students. The county has encouraged teachers in schools that have a very limited number of AIG certified staff to obtain AIG licensure add-on by offering financial assistance in pursuing licensure. AIG students in Lenoir County are served by an AIG certified teacher or by a teacher who is meeting the district AIG professional development requirements.

**\* Practice E**

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

LCPS utilizes our Public Information Officer and our Human Resources Department to recruit high-quality teaching candidates to our district. The AIG Coordinator will meet with the PIO and HR department to ensure that AIG licensed teachers are part of our recruitment efforts. As a part of our recruitment efforts, the AIG Coordinator will ensure the information on the AIG Webpage is up to date and social media highlights from AIG students and events are present. The AIG Coordinator will work with school based administrators to ensure they embed questions within the interview process to reveal if candidates have their AIG license or are interested in becoming certified.

LCPS offers a AIG Licensure Cohort two times per year. This group of teachers participate in professional learning around gifted education and take the Gifted Praxis at the conclusion of the coursework. If a passing score is obtained on the Praxis, LCPS will reimburse the participant for the cost of the exam, plus the cost of adding AIG to their license. LCPS uses teacher licensure data and student identification data to determine priority lists for AIG licensure recruitment. Schools who have very few or no licensed AIG teachers will be given priority. Additionally, schools who have few students identified will also receive priority as a way to increase talent development efforts at the school.

The AIG Coordinator and AIG school contacts will maintain and update the list of AIG certified teachers within each school and district and will use this data to also monitor the diversity of teachers with the AIG license. Priority for the AIG Licensure Cohort will also be given to teachers with diverse backgrounds and/or teachers who most match the students in a given school.



The AIG Coordinator will work with school administrators to encourage recruitment efforts at the school for AIG licensure in the following ways:

- Ask school administrators to have conversations with teachers during yearly PDP development about AIG licensure
- Share AIG headcount data with school administrators and staff to magnify the importance of AIG certified staff members. (For example: If 25% of the student population at a school is identified as AIG there is a need for a larger percentage of AIG certified faculty)

In an effort to retain our teachers who are AIG licensed, LCPS will continue to offer high-quality professional development and look for leadership opportunities for this group. Licensed AIG teachers will have the opportunity to attend conferences such as UNCW mini conference and the NC Gifted Conference. Other opportunities for support for our AIG certified teachers include AIG PLCs and AIG showcase classrooms/instructional rounds.

**\* Practice F**

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

The AIG Coordinator will lead an equity and excellence study using the Call to Action Briefing and Guidebook with AIG school contacts, district curriculum leaders and school administrators. This first layer of professional learning will help us realize our strengths and opportunities in equity and excellence in gifted education across our district. AIG referral and headcount data will be used and analyzed with AIG school contacts, district curriculum leaders and school administrators to help prioritize needs at the school and district level.

The conversations and outcomes of this professional learning with AIG leads will help us develop a more comprehensive professional learning plan in regards to equity and excellence in gifted education within our district. The AIG email listserv will be utilized to provide monthly "Bite Size PD" to all AIG teachers utilizing the Call to Action Briefing, Call to Action Guidebook and other scholarly journals/publications. The conversations and mindset shifts that will come from this work will help us reform our practices with identifying our underrepresented population and service options for all students.

**\* 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.

As a part of our district's continuous improvement model, LCPS continues to focus on leveling up core instruction through effective planning, assessment and differentiation. We are also dedicated to aligning our grading practices with standards mastery. Our district's focus on digital learning and individualizing the instruction for all students remains a priority. As a result of the Covid19 pandemic, we are working to fill instructional gaps of all students through solid core instruction and opportunities for intervention. AIG professional development is aligned with our district improvement areas.



During this AIG Plan Cycle our major AIG program goals are as follows:

- Increase the number of AIG Licensed teachers
- Focused professional development targeting local needs for all stakeholders
- Talent development K-3 in schools with lower number of identified students
- Engage with AIG school-contacts, regional leads, NCDPI and other experts to investigate local norming options for identification
- Explore service options with school level admins

These AIG plan cycle goals will not only strengthen our AIG program but will also serve to strengthen our overall district instructional goals.

A professional development plan has been created for all stakeholders to ensure alignment with the AIG program goals and district priorities. The AIG Coordinator strives to provide staff development at the district level with all AIG school contacts with an emphasis on differentiation and ways that classroom teachers can provide a more enriched, advanced, and rigorous curriculum.

The AIG Coordinator meets with the AIG school contact and school administrator to discuss the overall AIG plan goals, district goals and school level AIG data. Individual school needs are discussed and planned for.

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

- Multiple professional development opportunities
- AIG licensure cohort program with funding incentive
- Focused recruitment and retention efforts for AIG teachers
- Quarterly PLC's for AIG teachers
- NCAGT conference
- AIG Advisory Council

#### **Planned Sources of Evidence**

\* AIG Coordinator meetings with AIG School Contacts (Minutes and Rosters)

\* Lesson Plans

\* Observations and Walkthrough Data

\* Professional Development Materials and Rosters

\* AIG Advisory Council rosters and agendas

\* AIG Licensure Cohort Data

\* Licensed AIG Teacher Data

\* CIET Meetings/Agendas/Rosters

**Documents**

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

**Lenoir County Public Schools (540) 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.

At the beginning of the school year, all schools host an open house. At the open house, AIG parents have the opportunity to meet with their child's teacher about their DEP and how they will be served in the classroom throughout the school year. DEP Meetings are held with parents at the beginning of every school year. Parents have the opportunity to meet with teachers regarding AIG services at this time and provide questions and/or feedback regarding programming.

The LCPS AIG webpage contains resources, the AIG Plan, the presentation regarding gifted learners, and upcoming events. There is also a link where parents can ask questions.

Each school offers opportunities for parents to meet with teachers throughout the school year to discuss student progress. As an effort to consistently assess AIG programming, parents and teachers will complete a Program Assessment Survey.

A district gifted parent night will be developed to offer breakout sessions regarding different aspects of gifted education, especially related to social and emotional needs for gifted students.

The Gifted Gala is another opportunity that provides a partnership with parents/families and the community. The event is open to all AIG students and their families. Community leaders, area businesses, and administrators from the schools are also invited to attend the Gifted Gala. Students showcase outstanding work samples and have an opportunity to speak to the public about their learning

experience. Parents have an opportunity to ask questions and/or provide feedback during the gala when visiting with AIG school and district leadership.

LCPS has a strong relationship with Lenoir/Greene Partnership for Children and Triple P Parenting. These community organizations offer multiple social and emotional program options for parents and students and meet with schools to discuss such programs throughout the year.

Each school in LCPS partners with a local mental health agency to provide mental health services for our students in our schools. Teachers can refer students who would benefit from our partnership with mental health providers to our school counselors who facilitate the process.

**\* 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.

LCPS has a strong relationship with Lenoir Community College and offers Early College and Dual Enrollment through College and Career Pathways. All of these opportunities lead students to accelerated curriculum and attaining college credit. LCPS partners with STEM East, which has provided STEM labs at all of our middle schools and opportunities to showcase the learning taking place at annual Summit events in the region. The labs foster learning for math, computer science, engineering, and other science related fields. AIG students also have the opportunity to apply for STEM East tutoring positions within the local high schools.

Through a partnership with CTE and the Lenoir County Business Advisory Council, pre-apprenticeship, apprenticeship and internship opportunities are available to students. A partnership with the Lenoir County Manufacturers Association also allows for yearly Manufacturing Days where students can tour local facilities and gain on-site experience.

The local parks and recreation department partners with LCPS to provide the Kinston Community Center for district wide Science Showcase nights and our annual Gifted Gala. The Gifted Gala will continue to be held annually to highlight exemplary work by gifted students to the community.

We partner with the Kinston Chick Fil A location to offer the “Chick Fil A Leadership Academy”. This leadership opportunity is available to high school juniors and seniors.

Our school board provides great support to our students and programming. Students are recognized at monthly meetings for regional and state-wide awards and also have the opportunity to share their learning at monthly student showcase presentations.

LCPS provides for a wide variety of extra curricular and scholastic competitive opportunities for students. We are members of the NC Association for Scholastic Activities and partner with them to host regional and state events.



Crown Equipment is an industry partner that provides apprenticeship opportunities for students and also works with our high school robotics team.

Additional counseling opportunities are available at the high schools via local Lenoir Community College advisors and through the UNC College Advisers.

NC Governor's School provides a partnership where students can apply for and participate in summer programming.

The Lenoir County Public Library offers numerous extracurricular activities and contests for students yearly. Additionally, all students are provided a free online book database through NC Cardinal for personal use.

LCPS sends groups of teachers and/or AIG school contacts to the yearly NCAGT conference and the UNCW mini-conference.

LCPS is proud of our partnerships with the following businesses and community organizations which strengthen our programming options and opportunities for gifted students:

- \*Suddenlink
- \*Committee of 100
- \*Chamber of Commerce
- \*Lenoir Education Foundation
- \*LCC Aerospace and Advanced Manufacturing Facility at LCC
- \*Kinston Community Council for the Arts
- \*Apple Education

### \* **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 AIG Advisory Council consisting of AIG teachers, administrators, AIG school contacts, other instructional support, counselors, district leaders, parents, and community partners will meet at least 2 times per year to discuss pertinent information related to gifted education and/or our local AIG plan. This group will also be asked to help with events related to gifted students, such as the Gifted Gala and gifted parent night. The Advisory Group is composed of representatives from every school in the district to ensure that our diverse populations are represented. This group is instrumental in strengthening communication across the district as it relates to AIG. The input from the AIG Advisory Council will be beneficial in implementing and monitoring our AIG plan.

### \* **Practice D**

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

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

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

The local AIG Plan is available on the Lenoir County AIG webpage in English and Spanish. Each year, our Public Information Officer will communicate through social media and Connect Ed call services where the AIG plan information can be located.

Parents/students will receive copies of the DEP/IDEP at the beginning of each school year after attending the DEP meetings for plan development and service options. A copy of the DEP/IDEP goes home at the end of each year, notifying the parent/student about the continuation of services or any needed changes as well as upcoming opportunities. If a change in service is suggested, a parent meeting is held to make sure that the needs of each student is being met.

A yearly initial placement meeting will be held at each school to inform families and students who are newly identified about the AIG program and services. During this meeting, parents can ask questions and the initial DEP will be developed.

The LCPS AIG webpage includes the AIG Plan, information on opportunities available for gifted students, FAQ's, and current information/research regarding gifted education. It is our goal to provide major communication with parents in Spanish, as well as English as needed.

AIG contacts are provided with district-created form letters regarding screening, identification, testing results, services and programming, etc to ensure consistency throughout the district.

The AIG Coordinator meets monthly with principals and weekly with the Curriculum Instructional Executive Team to keep all stakeholders involved and informed of the AIG program. The AIG Coordinator utilizes the AIG email listserv to keep AIG teachers up to date with district and state policies impacting gifted and advanced learners, along with opportunities for gifted students.

The LCPS Public Information Officer and school based webmasters will continually post events and opportunities through social media and other news platforms.

**\* Ideas for Strengthening the Standard**

Ideas for Strengthen the Standard:

- AIG Advisory Council roles and input
- Ongoing list of field trip and extension opportunities
- Continuing CTE partnerships

- Extensive list of extra-curricular opportunities for students available on LCPS AIG webpage

### Planned Sources of Evidence

- \* List of Community Partnerships
- \* Gifted Gala Programs
- \* Connect-Ed Messages
- \* School Newsletters
- \* Professional Development Materials and Rosters
- \* AIG Plan, Forms, Letters, etc. translated into the student's native language through the use of Google translate and LCPS staff when possible

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

Standard 6: Program Accountability

**Lenoir County Public Schools (540) 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.

We will continue to use self assessments, collected evidences, and survey results to provide feedback and data to help devise a plan that best meets the needs of gifted learners in Lenoir County. The AIG Plan will be updated on the web page as it is revised every three years. Beginning in the fall of the planning year, the AIG Coordinator attends the State Coordinator's Conference and monthly plan writing webinars, along with monthly regional meetings. The AIG Advisory Council will meet two times per year and focus on key plan improvements during year 3 of the planning cycle. An AIG Writing team, represented by all grade spans, works in depth with the writing and revisions of the plan. Plan writing updates are given weekly to the Curriculum Instructional Executive Team and monthly to principals. A final meeting with advisory members will be held before submitting to the local school board for review.

The AIG Coordinator, the Curriculum Instructional Executive Team, and the AIG contacts representing each school research ways to strengthen the areas of need and develop processes to address these areas. Each school monitors the planned procedures to ensure a continuum of the development and implementation of the AIG Program. This will be a part of an ongoing review of the "living document." The Board of Education for Lenoir County approves the plan in each 3 year cycle. The AIG Coordinator will continue to attend regional meetings in order to stay abreast of current research and trends in gifted education.

**\* 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.

Four levels of monitoring have been established.



1. AIG Contacts will document and submit their work to the AIG Coordinator, which will reflect collaboration with the School-based AIG Team. All evidence will be collected and maintained digitally by the AIG Contact and AIG Coordinator. Documentation will include required PD attendance by staff, annual DEP meetings, fall and spring AIG Headcount, referrals and testing spreadsheets, AIG school-level meeting minutes, etc.
2. The district level AIG Coordinator will monitor the implementation of guidelines and will complete the regular AIG review of the program in each school, along with the contacts, using the evaluation tool in the plan. The AIG Coordinator and the contacts will also monitor the program using the Self Assessment Tool every three years. The Interim Report is completed and submitted to NCDPI. The AIG Coordinator will also hold scheduled PLCs for AIG Contacts and AIG teachers to focus on implementation of the AIG plan and updates on AIG trends. The Coordinator will also meet weekly with the Curriculum Instructional Executive Team for the district and meet monthly with principals, which will allow for AIG updates and feedback to be given.
3. The Curriculum Instructional Executive Team will meet periodically to discuss and monitor the plan; this team will assess the AIG Plan using the Self Assessment Tool during each three year cycle. We will continue to use surveys in the next plan cycle
4. The AIG Advisory Council will routinely assess district programming and implementation of the AIG Plan

**\* 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.

Funds are allocated and monitored to enhance and enrich the AIG Program through collaboration between the Associate Superintendent, the Finance Director, and the AIG Coordinator. The budget is created each spring and reviewed annually and revised according to the planning allotment and needs of the students. Expenses align with our program goals and services and are monitored by a two-step approval process.

During this AIG Plan Cycle our major program goals are as follows:

- Focused professional development targeting local needs for all stakeholders
- Increased involvement of our counselors to support the academic and social/emotional needs of our gifted population
- Talent development for underrepresented populations to increase equitable identification and access to programming.
- Exploration of utilizing local norms and data, along with alternative placement options, to more equitably identify students for talent development and gifted services.

The 034 AIG Budget is created annually and reviewed with the Assistant Superintendent and Finance Director. A large portion of our budget goes to certified AIG teaching positions to ensure services at the school level. Professional learning and talent development resources are prioritized within the budget to align with our program goals. Expenses are monitored by the AIG Coordinator, Assistant Superintendent and the Finance Director to ensure expenditures are in alignment with the local AIG plan.

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for

AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is composed of leadership from the elementary, middle and high school curriculum departments, exceptional children's department, testing and accountability department, federal programs department, CTE, EL and digital learning to ensure transparency and to provide the best level of service for all students. A portion of each weekly meeting is devoted to analyzing and sharing school and student data. Schools have established PLCs every other week where student data and instruction is the focus. The district accountability director shares student data/trends with principals and school-level teams. Utilizing multiple sources of data such as EVAAS predictions, past EOG/EOC, MCLASS, MAPS screening, NC Check Ins/Benchmarks, attendance, drop out, etc - the AIG subgroup is tracked and discussed during PLCs. The AIG Coordinator will work with principals and school level PLCs to guide the discussion around achievement and growth for AIG students.

LCPS has a rigorous process to ensure students successfully remain in school. At the district level, the Assistant Superintendent chairs the Alternate Placement Committee (APC) where students and families come to discuss options before the student drops out of school. Additionally, a Dropout Prevention Coach position has been created to work with schools and students. The AIG Coordinator will work with the Dropout Coach, school administrators and the Assistant Superintendent to advocate for AIG students.

Additional data tracking to show growth and achievement for AIG is collected including:

- AIG demographics based on yearly headcount
- Number of internships or pre-apprenticeships
- Number of students participating in dual enrollment and their success rate
- College Acceptance Information
- Scholarship Information
- Successful AP completion rates
- Number of CTE Completers and WorkKeys data

**\* Practice E**

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

The AIG Coordinator works closely with the Director of Accountability and the Curriculum Instructional Executive Team (CIET) to monitor data from each school and subgroup. Our Hispanic gifted population has increased due to our intentional practices to look at underrepresented populations. We see a need to focus on our black subgroup. We are hopeful our talent pool and talent development process will have an impact on addressing this area.

The AIG headcount data is utilized twice a year to monitor identified subgroups and school data. This data is shared with district and school administrators and challenges and opportunities are discussed. We recognize the underrepresentation and overrepresentation of certain ethnicities within our total program. We strive to work with national, state and regional experts to explore local norming options to better meet the representation of our schools and communities.

During this plan cycle, a focus of the AIG Coordinator will be to further analyze talent pool ethnicity data to determine the success of our processes on reaching our underrepresented populations.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hispanic %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	27.50%	8.65%	16.25%	---	13.16%	---	35.49%
<b>Male</b>	---	8.16%	16.20%	---	13.45%	---	34.04%
<b>Total</b>	28.57%	8.40%	16.22%	---	13.31%	---	34.76%

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

<5%

**\* Practice F**

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

The AIG Coordinator and Human Resource department work together to collect and monitor the AIG licensure status for teachers within Lenoir County Public Schools. Each spring, Human Resources shares an updated licensure list with the AIG Coordinator and school administrators. This list is utilized during position allotment meetings held between the superintendent's office, human resources and school administration. The printout details the name and number of teachers who hold the AIG license at each school.

Teachers are encouraged to pursue AIG licensure and are given the information on the available programs. An AIG Licensure Cohort has been created with groups that meet in the fall and spring. Priority for slots in the cohort are given to teachers who teach in schools with little or no AIG certified staff members. The licensure exam fee is paid for those who pass the Praxis after completing the Licensure Cohort coursework.

Professional development requirements are established in Lenoir County for all teachers who serve gifted students including counselors and administrators. AIG school contacts maintain the professional development status for teachers serving AIG students at each school.

**\* Practice G**

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

The AIG department will send out surveys for parents, students, and teachers to assess the areas of strength and weakness of the AIG program and plan. This data will be shared with principals and the Curriculum Instructional Executive Team. Parents meet annually with teachers and AIG school contacts to review the DEP/IDEP. This annual meeting offers parents the opportunity to provide feedback on the AIG program.

The AIG Advisory Council serves as a focus group and a way to collect data district wide regarding the AIG Plan and program. The AIG Advisory Group is composed of representatives from every school in the county to ensure that our diverse populations are represented. This group strengthens communication across the county as it relates to AIG. Their input is beneficial in implementing our AIG plan.

The AIG school contacts collect formal and informal feedback through school-level PLCs, AIG team meetings, and other staff meetings. Through the AIG PLC's and professional development with teachers we seek continuous feedback on our AIG program.

The AIG Coordinator meets weekly with the district Curriculum Instructional Executive Team and monthly with principals.

**\* 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.

In the spring and/or summer of each year, the AIG Coordinator will examine results from student summative data, AIG Headcount data, student/family survey results, informal notes and agenda items from AIG school contact meetings, AIG teacher recruitment and retention data, etc. to determine progress towards our goals within the AIG plan and any changes that may be needed. A checklist of next-steps/target areas will be created annually to assist with meeting the goals within the AIG Plan.



At the midpoint of the plan cycle, we will complete the Interim Report and reflect on our needs moving forward. We will seek continuous improvement through the three year plan period. We will utilize our district demographics as well as program demographics to monitor our program. We will also use our talent pool data, AIG Advisory Council, PLC's and accompanying data, and AIG school contact meetings to review and revise our AIG program and plan.

The AIG Advisory Council serves as a focus group and a way to collect data district wide regarding the AIG Plan and program. Input from the AIG Advisory Council is beneficial in implementing our AIG plan.

At the beginning of year 3 of the plan year, the AIG Coordinator along with a team composed of AIG school contacts, school counselors, AIG teachers and leadership will work strategically to revise and plan for the upcoming 3 year cycle. The AIG Advisory Council will assist with this process.

**\* Practice I**

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

In the beginning of each school year, an AIG Update will be delivered to all teachers of gifted, counselors, and administrators. Additionally this information will be available on the LCPS AIG webpage for parents and other stakeholders.

In addition, any surveys given will be analyzed and results will be summarized and available to the public via the LCPS AIG webpage. Highlights regarding plan changes or AIG updates will be shared with the Curriculum Instructional Executive Team along with the Board of Education as needed.

**\* 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.

LCPS has written procedures that guide all aspects of identification, referral, and placement process. At each stage of the process, parents/guardians are involved through giving consent for evaluation, reviewing documentation as it is made available, and if the child is identified, consulting with the child's teacher regarding the Differentiated Education Plan (DEP).

**Nomination, Identification, Placement and Service Options:**

- Every student nominated for referral and evaluation must have the "Consent for Evaluation" signed prior to testing. This consent is maintained in the students AIG folder. If the student is not identified as needing differentiated services through the AIG Program, this form is maintained in the inactive AIG folder.

- If a student was referred for evaluation, but not identified as needing differentiated services through the AIG program, the following documents serve to inform the parent/guardian of this decision: the Gifted Education Student Eligibility Record and the Decision for Non-Differentiation
- If a student is referred and identified by the AIG School Level Team as needing differentiation services through the AIG Program, the documents serve to inform the parent/guardian of this decision: the Gifted Education Student Eligibility Record and the Permission to Serve.

**Notification of Evaluation Results: Transfer Students**

The current procedure for placement of new students or transfer students is as follows:

- The school counselor will notify the gifted contact at the school of a new student or transfer and request the records from the previous school. School administrators place the student in the setting deemed most appropriate. If the student transfers from Lenoir County, the student will be in Power School as gifted.
- Upon receipt of records, the school counselor and gifted school contact will determine the eligibility and placement of the student. If needed, parental consent for evaluation will be obtained.
- The school-based Gifted Team completes the Gifted Eligibility Record (AG2).
- If placement is determined, the appropriate paperwork is completed.
- Parents are notified of any recommended changes in placement. A new DEP or IDEP is developed and signed by the parents; they are given a copy of the DEP and the Academically Gifted Grievance Procedure.

**Add-On Identification/Reassessment Process**

If the student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nominations would be as follows:

- teacher referral
- 2 of the 3 artifacts

**Reevaluation Process and Intervention Plan**

- If concerns about an identified student's performance and placement should arise, the AIG contact, principal, parents, and the AIG Coordinator should collaborate to establish what modifications need to be made in the student's best interest. These modifications should be indicated on the Differentiated Education Plan (DEP). After a grading period, the aforementioned team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, an Individual Differentiated Education Plan (IDEP) should be developed. The student's formal identification is not removed from the local and state headcount.

**Disagreement Resolution Procedure for AIG Program**

Lenoir County Public Schools AIG Program has a guiding document regarding disagreement resolution entitled Procedures for Resolving Disagreements and can be found on the district AIG website. The Lenoir County Public Schools Procedures for Resolving Disagreements for the Academically and Intellectually Gifted Program includes the following steps:

- Step One:
  - Parents or guardians request a conference with the school gifted contact and administrator of the child's school to review the initial decision or services and decide if decisions or services are appropriate within 30 days of being informed of placement decision.
  - The parents or guardians meet with the AIG school contact and principal within 10 school days of the request.
  - Within five days of the meeting, the school gifted contact shall mail written notice to the parent/guardian of the decision of the AIG school contact and the principal.
- Step Two:
  - If parents/guardians disagree with the decision of the AIG school contact and principal, they can then request a conference with the AIG Coordinator of Lenoir County Public Schools within 15 days of receipt of written notice from the school.
  - The AIG Coordinator shall meet with the parents or guardians within 10 school days.
  - The AIG Coordinator will mail written notice to the parents/guardians of the decision following the conference within five days.
- Step Three:
  - If parents/guardians disagree with the decision of the AIG Coordinator, they can request a conference with the Associate Superintendent of Lenoir County Public Schools within 15 days of the receipt of written notice from the AIG Coordinator.
  - The Associate Superintendent shall meet with the parents or guardians within 10 school days.
  - The Associate Superintendent shall mail written notice of the decision to the parents/guardian within five days of the meeting.
- Step Four:
  - If the procedure above fails to resolve the disagreement, then the parent/guardian may file a petition for a contested case hearing under Article 3 of 150B of the North Carolina General Statutes heard by an administrative law judge. A contested case hearing cannot be filed unless all three steps of the procedure set forth above have been followed.

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**\* Ideas for Strengthening the Standard**

- AIG Advisory Council
- PLC's with AIG coordinator, AIG contacts, and/or teachers
- Self Assessment Tool
- Focused professional development
- Data analysis at the school and district levels utilizing headcount data and standardized testing data

## Planned Sources of Evidence

- \* LCPS AIG Plan
- \* Budget and Expenditure Sheets
- \* Procedure for Resolving Disagreements Handout
- \* Annual Dropout Report for High School AIG Students
- \* Referral and Placement Data
- \* Self Assessment Tool

## Documents


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



Local Board of Education Approval

**Lenoir County Public Schools (540) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

07/11/2022 



Original Application Submission Date: 07/12/2022

**Documents**

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

AIG Related Documents


**Lenoir County Public Schools (540) 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="#">LCPS Board Approval</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Lenoir County Public Schools (540) 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.