Lenoir County Public Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 27-JUN-19
LEA Superintendent’s Name: M Williams
LEA AIG Contact Name: Melissa Lynch
Submitted to NC Department of Public Instruction on: 02-JUL-19

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

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

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

For 2019-2022, Lenoir County Public Schools local AIG plan is as follows:

Lenoir County Public Schools Vision for local AIG program: 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.

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

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<th>State Funding</th>
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Standard 1: Student Identification

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

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

District Response: 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
*Students in grades 9-12 may be referred for testing if there is demonstration of giftedness or potential for gifted placement.

Additional students may be nominated by an administrator, teacher, student, parent or community member. 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.

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 for placement)
3. Artifact (1 of the 3):
   - AIG/Behavioral Observation Checklist (adapted from Renzulli)
   - Student results as demonstrated on 2 District-Level benchmarks of the same subject
   - 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.
**District Response:** Each student nominated 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 “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 will employ a system of student identification that is aligned with the State’s definition of giftedness. Students meeting 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 a nationally normed aptitude/ability test* (CogAT)
- **Achievement:** Composite of reading or math at or above 85th percentile on nationally normed achievement test (ITBS)
- **Artifact:** Evidence that supports the student’s high ability/achievement and need for AIG services in that field.**
  - **Artifact 1:** 2 or more 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

*Any student who achieves a composite score at or above 97th percentile on a nationally normed aptitude/ability test will automatically be identified as Intellectually Gifted (IG) and will not be required to have an additional artifact for placement. These students will then receive a Differentiated Education Plan (DEP), and if it becomes evident that the student needs more individualized program options, an Individualized Differentiated Education Plan (IDEP) will be developed.

*Iowa Acceleration Scale is used as a guide for whole-grade acceleration if the School-Based Gifted Team, AIG Coordinator, and Associate Superintendent of Curriculum Instruction deem necessary.

Students identified as Academically Gifted (AG), Academically and Intellectually Gifted (AIG),
Intellectually Gifted (IG) in a specific field will have a Differentiated Education Plan (DEP) unless a strong need for further individualization is required.

Identification begins in second grade with service and placement beginning in third grade. Students in kindergarten or first grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated services (that is at least two grade levels above the current grade level). Students in third through twelfth grade may be referred for testing if there is demonstration of giftedness or potential for gifted placement.

For students who transfer from another school district, the school's Gifted Team and AIG coordinator will review the placement data from the student's previous district and determine placement.

Alternative assessments are used whenever student scores/data are felt 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, teachers, and the student being evaluated have input into the process. Through the K-12 professional development, occurring prior to the school year, teachers will have access to and understanding of the non-traditional measures for identification. The presentations that will be used will focus on the characteristics of traditional and nontraditional AIG students and the behavioral checklists. It will also provide a list of the various tests that are available. These measures will be used to target our student population that may be overlooked through the traditional measures used for aptitude and achievement.

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.

Nurture Group: Nurture Group students are not identified as gifted. The students in this group are served within the classroom and are reviewed yearly. Students from grades K-2 are considered for the Nurturing Program based on teacher observation of the students' need for enrichment with the goal of enabling the student to qualify for AIG services at the end of second grade.

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

**District Response:** The AIG contacts are trained on identifying the traditional and nontraditional characteristics of giftedness. Contacts then train teachers at every school. This information is also offered to parents via the LCPS AIG webpage.
Lenoir County Public Schools will develop a greater awareness of students from traditionally underrepresented populations of the gifted who show need or the potential for differentiated services. 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. These teachers will work to strengthen the potential of these students and collect documentation in a nurturing portfolio focused on the student strengths indicated on the K-2 Student Observation Form. This portfolio will serve as a method to analyze data over the course of the school year(s) in which the student is identified as a Nurture student. This data will then be used to inform procedures. This folder will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark data (DIBELS, TRC, K-2 assessment, copy of report card). Kindergarten teachers will select students at the end of the year to begin the Nurturing Program at the beginning of First grade. First and Second grade teachers will continue serving students already in the Nurturing Program. After the first nine weeks, teachers will have the opportunity to identify new students as Nurture. The AIG contact at each school will assist teachers with understanding how to use the K-2 Student Observation Form and how to differentiate accordingly.

Guidance counselors and 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.

Lenoir County Public Schools accepts the following quantitative 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.

Non-traditional Assessments for consideration may include:
- Gifted Behavior Scale Checklists
- Observations
- Recommendations--based on awards, achievements, performance-based assessments, portfolios, and individual work products with evaluation rubrics
LCPS demographics are listed below and are based on the fall AIG headcount of 2018 for the 2018-2019 school year. This data indicates the need to look at our referral process to ensure that all students across all ethnicities and sub-groups are getting the opportunity for referral. The development of 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 as well as all of our students. 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.

**Practice D**

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

**District Response:** 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 is also in constant communication with AIG contacts and principals regarding upcoming events and testing schedules.

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 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 for all schools. The parent notification section will include a timeline for returning the test results. There will be training for all teachers at each school on interpreting test results. A letter will be sent to parents prior to testing, and a letter will be sent following the test explaining the results with the option of a parent conference.

Records and paperwork are maintained in an AIG folder of students who qualify for gifted services. If a student does not qualify for services the paperwork and testing information will be placed in an inactive folder. A yearly internal audit will be conducted by the AIG contact at each school during the fall. The AIG Coordinator will oversee this process.

Once testing data is received, the AIG contacts meet with the AIG Coordinator to complete preliminary identification, which is then finalized by the school-based Gifted Team. Identification and differentiated services are recommended at that time. 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 Department will provide ongoing education of the characteristics of gifted children from all populations. The AIG teachers will be asked to participate in Professional Learning Communities.
(PLCs) to discuss such characteristics. The AIG Department will work with the Exceptional Children’s Program and English Language Learners Program to educate these teachers about the traits of giftedness. This will empower these teachers to understand and be able to refer students they see exhibit characteristics of giftedness.

All stakeholders, such as teachers, guidance 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.

**District Response:** AIG Communication Plan

*Teachers and Administrators:
A Google presentation will be presented at a September staff meeting at all schools covering the following information or trends as relates to AIG:
  - State Law/Local Plan
  - Identification
  - DEPs
  - Services/Opportunities
A Google Presentation will be presented at an October staff meeting at all schools covering the following information or trends as relates to AIG:
  - Characteristics of Gifted/Referral Process
A Google Presentation will be presented at a January staff meeting at all elementary schools covering the following information as relates to AIG:
  - Nurturing Program (K-2)
A Google Presentation will be presented in the spring of the year at all schools regarding the identification process.

**All presentations posted on the LCPS GO staff site**

*Parents:
A Voice-Over Presentation will be posted on the LCPS Website, LCPS Facebook, School Facebooks, Principal Connect-Ed information messaging system, and Peach Jar covering the following information or trends as relates to AIG:
  - State Law/Local Plan
  - Identification
  - DEPs
  - Services/Opportunities
  - Nurture Program (K-2)

A District Gifted Parent Night will be held to include an Opening Meeting and Breakout Sessions (Partnership for Children, Brian Housand, NCAGT, DPI, College Board, School Counselors, LCC)
*Students:
  Teacher Led Conferences and Data Talks with Students
  Identification Area
  EVAAS, EOG/BOG, MAPS data
  Guidance Counselor lessons
  Social/Emotional Needs
  Gifted Bill of Rights
  Gifted PD for Gifted Students
  Grades 3-12 day of learning
  Hosted on Workday
  Student led sessions
  Interest Based
  Career Development
  Community Partnerships
  College Representation

*Community/Partnerships:
Voice-Over Presentation - Posted on LCPS Website, LCPS Facebook, School Facebooks, Principal
Connect-Ed, Peach Jar regarding:
  State Law/Local Plan
  Identification
  DEPs
  Services/Opportunities
  Nurture Program (K-2)
  Sponsorships
  Gifted PD for Gifted Students
  Gifted Gala
  Gifted Field Trips
  District Gifted Parent Night

*AIG Advisory Group:
Who: Representatives from each school consisting of AIG Teachers, Administrators, AIG School
Contacts, Other Instructional Support, Counselors, District Leaders, Parents and Community
Partners.
Purpose: To develop, implement and monitor the AIG Local Plan and Services. Participation and Help
in planning and executing district wide events for gifted
When: 2 face-to-face meetings per year

Practice F
Documents a student’s AIG identification process and evidence which leads to an identification
decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: 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:
- All students in Second grade will take the Cognitive Abilities Test at the end of the first semester. Student results will create a screening pool for further identification.
- Every student nominated for referral and evaluation in grades 3-8, must have the "Consent for Evaluation" signed prior to testing. This consent is maintained in the student's 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:
  --- Gifted Education Student Eligibility Record - Decision for Non-Differentiation
- If a student is referred and identified by the school-based Gifted Team as needing differentiation services through the AIG Program, the following documents serve to inform the parent/guardian of this decision:
  --- Gifted Education Student Eligibility Record
  --- Notification of Evaluation Results

Transfer Students
The current procedure for placement of new students or transfer students is as follows:
- The guidance counselor will notify the AIG contact at the school of a new student or transfer and request the records from the previous school. If the student transfers from any North Carolina school district, the student will be identified in PowerSchool as gifted; therefore, the student should be placed immediately in a gifted setting. For out of state students, until records are received, student is placed in a regular setting.
- Upon receipt of records, the counselor and AIG contact will determine the eligibility and placement of the student. If needed, a 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 or parent 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
-The Lenoir County Public Schools Disagreement Resolution Procedure for the Academically and Intellectually Gifted Program includes the following steps:

1. Parents or guardians request conference with the AIG contact and principal of the child's school to review the initial decision or services and decide if decision or services was appropriate. AIG contact shall mail or deliver a copy of the disagreement resolution procedure to the parent, guardian, or custodian making the request. The gifted specialist shall mail written notice to the parent/guardian of the decision of the AIG contact and the principal.

2. If parents/guardians disagree with the decision of the AIG contact and principal, they request a conference with the AIG Coordinator of Lenoir County Public Schools. The AIG Coordinator shall mail written notice to the parents/guardians of the decision following the conference.

3. If parents/guardians disagree with the decision of the AIG Coordinator, they request a conference with the Superintendent for Lenoir County Public Schools. The Superintendent shall mail written notice of the decision to the parents/guardian.

4. 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.

-Mediation: The Lenoir County Board of Education encourages parents/guardians to seek informal resolution of disputes or disagreements, which might arise when a student is not identified as an academically or intellectually gifted student or concerning the appropriateness of the services offered, before filing for a formal contested case hearing of the matter. To that end, mediation between the parties is suggested. Mediation is not a procedure required by law but is utilized as a way to clarify and to resolve disputes. Either party may initiate mediation.

Parent Request for Removal from the AIG Program
-If parents desire for their child to be removed from the AIG Program, he or she may complete and submit the "Change of Academically Gifted Service Option" (AG6) form requesting the removal of their student from gifted services.

Middle/High School
School counselors will meet with the AIG students in middle and high school to develop an academic blueprint, complete the DEP for high school coursework, and act as a liaison for the school, parents, and students. Counselors will work closely with the classroom teachers, school AIG contacts, and district AIG coordinator.

-Ideas for Strengthen the Standard: -Monitor talent pool
-Development of talent pool guide lines
-Variety of qualitative artifacts for identification
-Consistent Professional Development
-PLC’s with AIG teachers with focused topic of discussion
- Communication of the AIG Department and the EC and ELL departments
- Strengthen DEP Services in High School
- K-2 Nurture Program
- Alternative testing options
- District Gifted Parent Night

Sources of Evidence: - Presentation for AIG identification criteria, placement, characteristics of traditional and nontraditional gifted students, and program services
- Training meeting rosters
- Lenoir County AIG plan on LCPS AIG webpage
- Identification Criteria and flowcharts
- Documentation of teacher training for all AIG correspondences
- List of LCPS accepted tests
- Records of all testing data from screening procedures
- School-based AIG teams in place
- AIG Headcounts (spring and fall)
- Student AIG folders containing identification information
- Parent/Family meeting agenda and/or handouts
- Referral forms
- Form for district level monitoring for compliance of screening, referral, and identification process
- Disagreement Resolution Procedure for the Academically and Intellectually Gifted Program
- K-2 Student observation Forms
- K-2 Nurturing Portfolio for targeted students
- AIG Communication Plan
- District Internal Audit of AIG folders with correct paperwork and placement in PowerSchool
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response: Lenoir County will continue to match program availability and resources with each area of AIG in order to meet the academic needs of AIG students. Each K-8 school has an AIG contact. In addition to teaching AIG students directly as a classroom teacher, AIG contacts work closely with other classroom teachers to provide appropriate services for each area of identification. The expectation that students are intentionally placed in academic classes with other students of their cognitive ability creates an environment for academic, intellectual, social and emotional stimulation, and security. Therefore, students should be placed in subject areas according to their academic and/or intellectual ability.

All identified students are cluster grouped in reading, math, and/or intellectually gifted programming according to the DEP or IDEP. In K-2, the AIG contact provides support to the classroom teacher by helping to find the appropriate classroom resources, or to provide 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 cluster grouped based on their identification. Students receive services in ELA and/or math. English 1 and Math 1 are offered in Eighth grade if students 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 offered for students who meet school criteria. Students also have the option to 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.

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, dual enrollment, College and Career Pathways, Early College, AP, IB, Honors and CTE Completer Courses.

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 yearly. These opportunities may include, but are not limited to college tours, Lenoir County manufacturing day, UNCW Makerspace experience, etc.
In an effort to strengthen the development of collaboration, communication, leadership and other future ready skills, it is a goal for LCPS to hold a day of gifted professional development for students and other stakeholders. Students in grades 3-12 will create and present on topics of choice and interest and attend sessions to expand their knowledge.

Students in all grade spans have numerous extracurricular opportunities to extend learning based on interest:
- Math Fair
- Science Fair
- Science Olympiad
- Duke TIPS
- Quiz Bowl
- Battle of the Books
- Elementary Battle of the Books
- All County Chorus
- STEM Camps
- Gifted Gala
- Honor Clubs

Teachers, counselors, and other instructional support staff have access to AIG folders at each school, which contains the DEP/IDEP and all accompanying paperwork.

All core classroom teachers grades 3-8, who teach AIG students, and high school teachers who teach Honors, AP, and IB in the core subjects of ELA, Math, History, and Science will follow the LCPS AIG Professional Development Plan. The AIG contact at each school will provide ongoing support for all regular education teachers and other instructional staff.

One area of growth is addressing the social and emotional needs of AIG students. The guidance counselors are an asset in addressing these needs. A professional development plan to address the needs of the guidance counselors has been established on how to identify and address the social and emotional needs of gifted students.

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

**District Response:** 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 contacts when creating and revising district curriculum guides. The AIG Coordinator strives to provide staff development at the district level with all AIG contacts from each school with an emphasis on differentiation and ways that classroom teachers can provide a more enriched, advanced, and rigorous curriculum. It is a goal to provide opportunities for teachers of AIG students to
collaborate and share ideas through district wide PLCs and planning opportunities. The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is comprised 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. Examples of funding include, allotments for AIG teaching positions K-8, screening and testing material, curriculum resources, professional development, NCAGT 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 C**
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

**District Response:** 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 need of their schools.

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 cluster 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 subject grouped or cluster grouped and served in language arts, 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.

It is a goal to increase the amount of structure and support provided to high school students and families as relates to course pathways and college admissions. In collaboration with high school guidance counselors, Director of Secondary Education, and principals, a framework will be explored.

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

**District Response:** 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 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 Quick Reference Guide is provided to all AIG teachers. It includes timelines, important dates, guidelines for AIG paperwork, updates on professional developments, and tips for new strategies.

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.

An 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.

LCPS seeks to provide opportunities for teachers of AIG students to collaborate and share ideas through district wide PLCs and planning opportunities.

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

**District Response:** 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 contact is assigned for each school to meet with the AIG Coordinator as needed for additional information throughout the year. The AIG 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 meetings 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 has a goal of implementing an end of the year AIG Transition Meeting amongst feeder schools. The goal of these meetings is to ensure service continuation and communication about specific student needs during these transitions. The meeting will occur during the scheduled teacher workdays at the end of the school year.
Counselors at the elementary, middle school, and high school levels are vital in the transition from one level to another. Another step in place to ensure that all AIG students continue to receive AIG services is through the designated record exchange procedures established for the closing of each school year. The transition grades make sure that all AIG records are complete and transferred to the appropriate school. In this way the new school will be prepared for serving the AIG students when the new school year begins.

Each school participates in a "Record Exchange" day with feeder schools at the end of the year. At this time AIG folders are transferred to the feeder school accompanied by a specific form that indicates information regarding AIG Services for each child.

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

**District Response:** At the school level, each school has a school-based Gifted Team composed of the AIG 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. In an effort to include counseling personnel, professional development will be 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.

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

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.

Resources are available to parents and community members via our LCPS AIG web page.

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

**District Response:** 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. 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. Compacted content is an option that many elementary teachers provide for AIG students. 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.

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

The following established procedure of addressing accelerated instruction and placement options will be used on a case-by-case basis. If a student is recommended for 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 process stated in the Iowa Scale of Acceleration booklet is followed by each designated party. 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.

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

**District Response:** Lenoir County Public Schools will develop a greater awareness of students from traditionally underrepresented populations of the gifted who show need or the potential for differentiated services. 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. These teachers will work to strengthen the potential of these students and collect documentation in a nurturing portfolio.
focused on the student strengths indicated on the K-2 Student Observation Form. This portfolio will serve as a method to analyze data over the course of the school year(s) in which the student is identified as a Nurture student. This data will then be used to inform procedures. This folder will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark data (DIBELS, TRC, K-2 assessment, copy of report card). Kindergarten teachers will select students at the end of the year to begin the Nurturing Program at the beginning of First grade. First and Second grade teachers will continue serving students already in the Nurturing Program. After the first nine weeks, teachers will have the opportunity to identify new students as Nurture. The AIG contact at each school will assist teachers with understanding how to use the K-2 Student Observation Form and how to differentiate accordingly.

In an effort to increase potential in selected nurture students and all K-2 students, classroom teachers will be encouraged to incorporate specific critical thinking lessons 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 will also be encouraged. Guidance counselors and 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.

We are utilizing multiple data points to intentionally widen our talent pool. 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
*Students in grades 9-12 may be referred for testing if there is demonstration of giftedness or the potential for giftedness is noted.
Additional students may be nominated by an administrator, teacher, student, parent or community member.

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.
-Testing in Spanish is available upon request.
-Alternate testing can be considered determined on the request of the school-level and district-level team.
-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.
-Referrals for AIG are taken from teachers, parents, and administration. All sub-groups of school populations are given opportunities for referrals and testing.
-The county has several testing options available to meet a broad spectrum of student needs.
- No one criteria exempts a student from being identified.
-IDEP is created based on student service needs, when warranted.
Practice I
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: Within the AIG Quick Reference, dates and information will be provided regarding opportunities available to gifted students. Each school will continue to disseminate information about summer camps, Duke TIP, and enrichment opportunities to all students. Teachers and/or counselors will make personal contacts with caregivers in getting students involved in extracurricular opportunities. AIG specialists will coordinate the school’s involvement in relevant activities/programs and teachers will be needed to sponsor programs. In addition, 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:
- Gifted Gala - LCPS
- Science Fairs at the school level/regional level/state level/national level
- Science Showcase
- Science Olympiad
- Math Fair opportunities
- Stem camp activities during the summer
- Duke TIP
- 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

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 yearly. These opportunities may include, but are not limited to, college tours, Lenoir County manufacturing day, UNCW Makerspace experience, etc.

In an effort to strengthen the development of collaboration, communication, leadership and other future ready skills, LCPS seeks to hold a day of gifted professional development for students and other stakeholders. Students in grades 3-12 will create and present on topics of choice and interest and attend sessions to expand their knowledge.

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 Strengthen the Standard: - Address intellectually gifted needs via professional development
- Intentional identification targeting under-represented populations
- Professional development targeting social and emotional needs of our AIG students
- Professional development for all staff members that work with AIG students
- Communication across all programs that may also be working with AIG students (EC, ELL, etc.)
- School level and district level team meetings
- Nurturing Program (K-2)
- Scheduling to provide enrichment/remediation periods
- AIG transition meeting at end of year
- District wide PLC’s and planning opportunities
- PD day for gifted students
- Use of multiple data points for identification
- AIG Advisory Council
- AIG student field trips
- Develop a local certification option for teachers serving AIG students

Sources of Evidence: - AIG resources available at each site
- Annual DEP/IDEP meetings
- School based and district AIG team meeting minutes and rosters
- Professional development opportunities (Sea System and rosters)
- Student scheduling process with counselors
- AIG webpage on the LCPS site
- Gifted Gala
- AIG quick-reference guide
- Records exchange process at the end of the school year for transition grades
- Student referral rosters
- PD day for gifted students (agendas and rosters)
- Programs from local/regional/state/national level events
- PLC agendas and minutes
Standard 3: Differentiated Curriculum and Instruction

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

Practice A
Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: 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 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, it is a goal for LCPS to offer field trip opportunities for grades 3-12 gifted students yearly. These opportunities may include, but are not limited to college tours, Lenoir County manufacturing day, UNCW Makerspace experience, etc.

In an effort to strengthen the development of collaboration, communication, leadership and other future ready skills, it is a goal for LCPS to hold a day of gifted professional development for students and other stakeholders. Students in grades 3-12 will create and present on topics of choice and interest and attend sessions to expand their knowledge.

Practice B
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Students are presently 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. 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. 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.

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

**District Response:** The LCPS curriculum department includes AIG teacher leaders and AIG contacts when creating and revising district curriculum guides. AIG teachers use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners. These may include, but are not limited to:

- advanced organizers and thinking maps
- problem-based learning
- guided reading
- socratic seminars
- modification and redefinition (SAMR Model) differentiation via 1:1 implementation with iPads
- vocabulary development
- word mapping
- cooperative learning
- literature circles
- tiered lessons
- learning centers and contracts
- independent projects
- curriculum compacting
- multiple intelligences

Teachers have 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: Jacob's Ladder (level 1, 2, 3); Promises of Fulfilling Differentiation (Tomlinson); Growing Teachers Who Grow Kids (Tomlinson and Murphy); Vocabulary Workshop; 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.

In an effort to support teachers in employing diverse and effective instructional practices, the district will provide ongoing professional development in the following formats:

- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
- PLC's for AIG Contacts
- "Booster Shots" PD provided by DPI
-Book Study
-Coaching and Professional Development by Digital Learning Specialist

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

**District Response:** There will continue to be an emphasis on the infusion of future-ready skills to expand expectations for AIG teacher and students. 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 in the district 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-2 students, classroom teachers will be encouraged to incorporate specific critical thinking lessons 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 will also be encouraged. Guidance counselors and specialists will be encouraged to incorporate critical thinking lessons in K-2 classrooms in an effort to increase the number of underrepresented student populations in the gifted program.

In an effort to strengthen the development of collaboration, communication, leadership and other future ready skills, it is a goal for LCPS to hold a day of gifted professional development for students and other stakeholders. Students in grades 3-12 will create and present on topics of choice and interest and attend sessions to expand their knowledge.

LCPS has a strong relationship with Lenoir Community College and offers Early College, Dual Enrollment, and 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 a 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 local manufacturers, pre-apprenticeship, and internship opportunities are available to students in specific science-related courses. A partnership with Lenoir County Manufacturers Association also allows for yearly Manufacturing Days where students can tour local facilities and gain on-site experience.
School counselors will meet with the AIG students in middle and high school to develop an academic blueprint, complete the DEP for high school coursework, and act as a liaison for the school, parents, and students. Counselors will work closely with the classroom teachers, school AIG contacts, and district AIG coordinator.

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

**District Response:** Teachers use Schoolnet 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. Assessments are used at all levels. Teachers are required by the State to conduct regular benchmarking via the DIBELS program on all kindergarten through third graders and the Universal Math Screener for grades K-2. Students in grades 3-8 are screened using NWEA MAPS three times a year in Reading, Math, and Language.

Teachers are encouraged to use pre and post assessments in the classroom, Schoolnet data, benchmark data, and MAPS data to determine flexible grouping and teach accordingly. 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.

LCPS teachers have developed curriculum and pacing guides aligned to the NC Standard Course of Study. In grades 3-8 (math and ELA), these guides are designed to align with NC Check-Ins. In high school, the guides are designed to follow a continuum which is aligned with benchmarks that are district-wide. These benchmarks will be consistent throughout the county.

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

**District Response:** The social and emotional needs of AIG students are a focus area. Currently, social and emotional needs are addressed through the school-wide initiatives such as Positive Behavior Intervention Support (PBIS), but data indicates that more instructional practices are needed to support the social and emotional needs of AIG students. The AIG Department will work to establish stronger connections with other departments. The AIG Department will work to build an awareness of unique social and emotional needs that gifted and highly gifted students have, and will aid in creating curricular and instructional practices to meet those needs.

The guidance counselors are an asset in addressing the social and emotional needs of our gifted students. A professional development plan to address the needs of the guidance counselors has been established focusing on how to identify and address the social and emotional needs of gifted students. Professional development for teachers and administrators will be developed to provide resources and strategies for addressing social/emotional needs in the classroom.
In-depth studies for the highly gifted will be documented on an Individualized Differentiated Education Plan (IDEP) as the studies for these students should be determined through interest or challenging initiatives. Research has proven that gifted students thrive when with like-minded peers; therefore, students are presently served through cluster groups in the regular classroom and/or flexibly grouped in reading and math classes with a local or state certified AIG teacher.

Elementary teachers utilize the "morning meeting" structure which allows a daily time for teachers and students to converse about their needs, concerns, excitement, etc. AIG teachers have also been provided several research-based books addressing the social and emotional needs of students.

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

**District Response:** In an effort to develop the potential of K-2 students, 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. These teachers will work to strengthen the potential of these students and collect documentation in a nurturing portfolio focused on the student strengths indicated on the K-2 Student Observation Form. This portfolio will serve as a method to analyze data over the course of the school year(s) in which the student is identified as a Nurture student. This data will then be used to inform procedures. This folder will include artifacts demonstrating activities completed by the student based on strengths indicated on the observation form and will include benchmark data (DIBELS, TRC, K-2 assessment, copy of report card). Kindergarten teachers will select students at the end of the year to begin the Nurturing Program at the beginning of First grade. First and Second grade teachers will continue serving students already in the Nurturing Program. After the first nine weeks, teachers will have the opportunity to identify new students as Nurture. The AIG contact at each school will assist teachers with understanding how to use the K-2 Student Observation Form and how to differentiate accordingly.

Guided reading has been implemented K-3 throughout our district. This instructional strategy is designed to promote purposeful and intentional differentiated reading curriculum and instruction. Guided reading fosters creativity, curiosity, critical thinking, and provides opportunities for differentiation.

School counselors will meet with the AIG students in middle and high school to develop an academic blueprint, complete the DEP for high school coursework, and act as a liaison for the school, parents, and students. Counselors will work closely with the classroom teachers, school AIG contacts, and district AIG coordinator to ensure that our gifted learners have appropriate access to advanced content.

In K-2, the AIG contact provides support to the classroom teachers by helping to find the appropriate classroom resources, provide differentiation support, and to provide enrichment opportunities.

Guidance counselors and specialists will be encouraged to incorporate critical thinking lessons in K-2 classrooms.
**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** 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 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 comprised 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.

In most cases our AIG licensed teachers 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 contact is co-teaching with the regular classroom teachers. Both of these scenarios also 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.

It is also necessary that AIG teachers have time to meet, collaborate, and attend professional development. The AIG department will hold regular meetings with either AIG contacts and/or AIG teachers in an effort to increase collaboration. Also, the AIG department will continue to send teachers to the gifted conferences with the intention being that these teachers will come back to the district and provide professional development. It is a goal to provide opportunities for teachers of AIG students to collaborate and share ideas through district wide PLCs and planning opportunities.

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. The AIG Coordinator will work with principals and school level PLCs to guide the discussion around achievement and growth for AIG students.

School counselors will meet with the AIG students in middle and high school to develop an academic blueprint, complete the DEP for high school coursework, and act as a liaison for the school, parents, and students. Counselors will work closely with the classroom teachers, school AIG contacts, and district AIG coordinator.
**Practice I**
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** We will continue to use the Differentiated Education Plan (DEP). 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 parent per Standard 1 requirements.

Currently, in the high school, the student and the counselor review the DEP each year along with the four year or career plan after the initial signature of the parent. A plan will be developed to involve the parents in the review yearly by utilizing the AIG contact and guidance counselors to work with all AIG students and families in seventh grade through high school to schedule and explore course options using an academic blueprint, inform students of scholarship opportunities, assist students in completing college applications, and serve as a liaison between students, parents, and school, etc.

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 Strengthen the Standard:**
- PD day for gifted learners
- Partnerships with CTE and local manufacturers
- Scheduling
- Digital Learning Specialists
- Multiple options for extended learning
- Professional development
- Field trip for gifted for enrichment and resources
- Incorporation of student interests
- District Curriculum and Pacing Guides
- Critical Thinking Skills implementation
- Coding instruction

**Sources of Evidence:**
- AIG resource list provided by district
- PD rosters and agendas
- Schedules/calendars
- District Curriculum and Pacing Guides
- Data from district assessments
- K-2 Student Observation Forms
- K-2 Nurture Student Portfolios
- DEP's/IDEP's
- DEP/IDEP meetings and rosters
Standard 4: Personnel and Professional Development
The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: 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 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 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 testing director.

At the district level, the AIG Coordinator facilitates 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 and serves on the district-level Curriculum Instructional Executive Team. This team is comprised 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 gifted services of AIG in the total instructional program. The coordinator also attends regional AIG meetings each month.

An 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. The AIG coordinator is the facilitator of the AIG Advisory Council.

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

District Response: The AIG coordinator as well as school level administration is responsible for ensuring that the AIG contacts are meeting the needs of our students. Students have access through our Learning Management System to create portfolios to showcase their work. Teachers expand on the standard curriculum to enhance student learning through the integration of technology, use of
differentiated assignments, and a focus on higher order thinking skills and problem solving. At the elementary and middle school level, the AIG contacts serve as classroom teachers or instructional support staff. They are embedded in the curriculum and able to address student needs on a daily basis. LCPS would like to engage middle and high school counselors, to work with all AIG students in high school and seventh and eighth graders to schedule and explore course options using an academic blueprint, inform students of scholarship opportunities, assist students in completing college applications, and serve as a liaison between students, parents, and school, etc.

AIG contacts attend professional development and PLC’s guided by the AIG Coordinator throughout the year. The guidance counselors and teachers play a role in meeting social and emotional needs of our AIG students. In the upcoming school year, focused professional development will be provided to guidance counselors, teachers, and administrators.

**Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** All core classroom teachers grades 3-8 who teach AIG students and high school teachers who teach Honors, AP, and IB 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, Characteristic of Gifted Learners, Differentiation with Gifted In-Mind, Plan Overview, AIG Data Dig and Social/Emotional Needs of Gifted Learners.

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

All principals are required to complete 5 hours of study. The topics of professional development include: Identification, Characteristic of Gifted Learners and Plan Overview.

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

It is a goal of the AIG coordinator, to increase the availability of online professional development for all personnel and to provide local endorsement for teachers of gifted.

In an effort to support all educators in employing diverse and effective instructional practices, the district will provide opportunities for professional growth through the following options:
- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- AIG Licensure Cohort
Practice D
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: The 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 need of their schools. 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 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 when available 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 requirement. Lenoir County will continue to encourage teachers to pursue an add-on AIG license.

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

District Response: 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
- Providing extension opportunities specifically for gifted students
- Utilizing specific data points to target underrepresented populations through talent pool development

A professional development plan has been created for all stakeholders to ensure alignment with the AIG program goals.

The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is comprised 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 consults the district professional development calendar to find opportunities to incorporate best practices for gifted learners across settings and topics.

In our district the current main initiative is curriculum guides and implementation as well as digital learning with the focus of personalized learning for all students. The LCPS curriculum department includes AIG teacher leaders and AIG contacts when creating and revising district curriculum guides. Each school has a Digital Learning Specialist (DLS). The DLS includes strategies for differentiation through professional development. Some schools also have curriculum specialists, which provides support for differentiation strategies in the classroom.

In an effort to support teachers in employing diverse and effective instructional practices, outside opportunities for professional growth are as follows:
- NCAGT Conference
- UNCW AIG Conference
- ECU AIG Conference
- "Booster Shots" PD provided by DPI

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

District Response: 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 contact is assigned for each school to meet with the AIG Coordinator as needed for additional information throughout the year. The AIG 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 strives to provide staff development at the district level with all AIG contacts from each school with an emphasis on differentiation and ways that classroom teachers can provide a more enriched, advanced, and rigorous curriculum. It is a goal to provide opportunities for teachers of AIG students to collaborate and share ideas through district wide PLCs and planning opportunities.

Ideas for Strengthen the Standard: Multiple professional development opportunities
- AIG licensure add-on program
- Quarterly PLC's for AIG teachers
- NCAGT conference
- AIG Advisory Council
- Creation of on-line local AIG certification course
- Utilize federal funding for AIG licensure
Sources of Evidence: - AIG coordinator meetings with AIG team (minutes and rosters)
- School-based AIG team meetings
- Lesson plans
- Observations
- Rosters and professional development agendas
- AIG Advisory Council rosters and agendas
- Licensed AIG teachers
- Local AIG endorsement professional development rosters and agendas
- Sea System/Calendars
- Data review at scheduled PLC's
- LCPS AIG Cohort for add-on AIG Licensure
- Digital Learning Specialist
- Outside opportunities for professional development
- Field trips for gifted students
- Curriculum guides
- CIET meetings/agendas/rosters
Standard 5: Partnerships

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

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

District Response: 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. The LCPS AIG webpage contains resources, the AIG Plan, the presentation regarding gifted learners, and upcoming events. Each school offers opportunities for parents to meet with teachers throughout the school year to discuss student progress. School AIG Contact and District Coordinator will work with teachers to include specific comments regarding AIG progress for students and parents on quarterly report cards. 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. It is a great opportunity for our AIG students to share with others what they are doing.

LCPS has a strong relationship with Lenoir/Greene Partnership for Children. This community organization offers multiple program options for parents and students and meets with schools to discuss such programs throughout the year.

The AIG Plan, all forms, and the Appendix are available on the Lenoir County AIG website.

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

District Response: The AIG Plan will be available on the Lenoir County AIG webpage in English and Spanish. Parents will receive copies of the DEP/IDEP at the beginning of each school year when they attend the DEP meetings to develop these plans. A copy of the DEP/IDEP goes home at the end of each year notifying the parent about the continuation of services or any needed changes. 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 presentation is available to parents via the LCPS AIG webpage with information regarding screening, identification, characteristics of gifted students. Also, a ConnectEd call will be sent to inform parents of these available resources via the LCPS AIG webpage. In addition to the presentation, the LCPS AIG webpage will also include 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 communications with parents in Spanish, as well as English as needed.

AIG contacts are provided with form letters regarding screening and identification 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 AIG program.

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

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

**District Response:** We recognize a need for the establishment of a leadership group to advise, to assist, and to help monitor our local AIG program. It is a goal to establish a plan of action for effectively implementing an AIG Advisory Council. 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. The Advisory Group will be comprised of representatives from every school in the district to ensure that our diverse populations are represented. This group will be 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 parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** Lenoir County and individual schools continuously offer information in a variety of forms to keep families apprised of opportunities for gifted students. Communications may include, but are not limited to: newsletters from the individual schools, Connect ED messages from the school level, ConnectEd messages from the district level, information posted on the Lenoir County webpage, AIG webpage and/or school level webpage, district-wide meetings held at the Central Office or at an
individual school and social media outlets. As we develop the partnership with guidance counselors at the middle, and high schools, more informed opportunities and events for AIG students will be shared. These middle and high school guidance counselors will provide a means of communication for our AIG students that will be readily available and easily accessible to our AIG students and parents.

LCPS will make an intentional effort to include all AIG communication in the students' native language utilizing such tools as Google Translate and interpreters as needed.

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

**District Response:** LCPS has a strong relationship with Lenoir Community College and offers Early College, Dual Enrollment, and 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 a 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 local manufacturers, pre-apprenticeship, and internship opportunities are available to students in specific science-related courses. A partnership with 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 partner 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.

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

Duke TIP offers scholarship opportunities, summer camp programming, early talent identification opportunities, etc. Because LCPS is a Title 1 district, selected students are able to participate in the Duke TIP early talent identification program at a reduced fee. 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.

It is our goal to establish a deeper connection with the UNC system universities to provide enrichment opportunities for gifted students as well as teaching and learning opportunities for teachers.
Ideas for Strengthen the Standard: - AIG Advisory Council input
- AIG Advisory Council roles
- Ongoing list of field trip and extension opportunities
- Continuing CTE partnerships
- Extra-curricular opportunities for students via links on the AIG webpage on the LCPS website
- AIG Advisory Council terms of service

Sources of Evidence: - AIG plan (available on the Lenoir County website)
- AIG Advisory Council meetings
- List of community partnerships
- DEP/IDEP meeting rosters
- Gifted Gala program
- Connect-Ed messages
- Newsletters (school level)
- Presentation for stakeholders with information related to gifted services
- Partnerships with LCPS
- Gifted Parent Night (informative session for parents)
- Program Assessment Survey
- AIG plan, forms, letters, etc. translated into the student's native language through the use of Google translate and LCPS staff when possible
Standard 6: Program Accountability
The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

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

District Response: 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 webpage 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 meets two times per year and focuses 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.

District Response: 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 evidences 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
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.

**District Response:** Funds will be appropriately 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 reviewed annually and revised according to the planning allotment and needs of the students.

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
- Providing extension opportunities specifically for gifted students
- Utilizing specific data points to target underrepresented populations in talent pool development

These goals will be the driving force for budget decisions during this three year cycle.

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

**District Response:** The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is comprised 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. Additional data tracking to show growth and achievement for AIG will be collected including:
-Number of internships or pre-apprenticeships
-Number of students participating in dual enrollment and their success rate
-College Acceptance Information
-Scholarship Information
-Successful AP/IB completion rates
-Number of CTE Completers and WorkKeys data

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

**District Response:** The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is comprised 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. 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. Additional data tracking to show growth and achievement for AIG will be collected. Included for data tracking with a focus on underrepresented populations and their student success are are as follows:
-Number of internships or pre-apprenticeships
-Number of students participating in dual enrollment and their success rate
-College Acceptance Information
-Scholarship Information
- Successful AP/IB completion rates
- Number of CTE Completers and WorkKeys data

In addition, the nurturing program efforts for these populations will be more consistent and focused in identifying which students need to be nurtured in an attempt to grow potential. At the high school, a counselor or designated person will review data and transcripts at the beginning of the each semester.

The AIG Coordinator will work closely with the Director of Accountability and the Curriculum Instructional Executive Team 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. Our talent pool will have a major impact on addressing this area. Below is LCPS demographic data for students in grades 3-12 based on the fall headcount of 2018:

LCPS Demographics:

(Students in grades 3-12)
Total number of students = 6500
Total identified gifted students = 1345
Total black students = 3011
Total black gifted students = 246 (8%)
Total white students = 2302
Total white gifted students = 908 (39%)
Total Hispanic students = 912
Total Hispanic gifted students = 146 (16%)
Total Multi race students = 202
Total Multi race gifted students = 32 (16%)
Total Other race students = 76
Total Other race gifted students = 13 (17%)
Total Male students = 3207
Total Male gifted students = 683 (21%)
Total Female students = 3293
Total Female gifted students = 662 (20%)
Dual Enrollment = 17 (1%)
Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** A printout of the AIG Licensed Personnel in Lenoir County Public Schools is available. Teachers are encouraged to pursue AIG licensure and are given the information on the available programs. A plan has been developed to increase the number of certified AIG teachers in Lenoir County. A professional development requirement has been created for Lenoir County for all teachers who serve gifted students including counselors and administrators.

**Practice G**

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

**District Response:** 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 to review the DEP/IDEP with teachers. This offers parents the opportunity to provide feedback on the AIG program.

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

The AIG Contacts at each school will 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 will seek continuous feedback on our AIG program.

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

**Practice H**

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

**District Response:** The AIG Coordinator meets weekly and serves on the district-level Curriculum Instructional Executive Team. This team is comprised 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. 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.

The AIG Advisory Council will serve as a focus group and a way to collect data district wide regarding the AIG Plan and program. The Advisory Council will be comprised of representatives from every school in the county to ensure that our diverse populations are represented. This group will be instrumental in strengthening communication across the county as it relates to AIG. Input from the AIG Advisory Council will be beneficial in implementing our AIG plan.

After year two of the plan, we will complete the Interim Report and reflect on our needs moving forward within the planning cycle. 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 contact meetings to review and revise our AIG program and plan.

**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** 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 and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** 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:
  --- Gifted Education Student Eligibility Record
  --- 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 following documents serve to inform the parent/guardian of this decision:
  --- Gifted Education Student Eligibility Record
  --- Notification of Evaluation Results Transfer Students
- A transfer status form will be used when an AIG student transfers from Lenoir County.

The current policy for placement of new students or transfer students is as follows:
- The guidance counselor will notify the gifted contact at the school of a new student or transfer and request the records from the previous school. Until records are received, student is placed in a regular setting. If the student transfers from Lenoir County, the student will be in Power School as gifted.
- Upon receipt of records, the counselor and gifted contact will determine the eligibility and placement of the student. If needed, a 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
-The Lenoir County Public Schools Disagreement Resolution Procedure for the Academically and Intellectually Gifted Program includes the following steps:
--Parents or guardians request conference with the gifted contact and principal of the child's school to review the initial decision or services and decide if decision or services was appropriate. Gifted contact shall mail or deliver a copy of the disagreement resolution procedure to the parent, guardian, or custodian making the request. The gifted contact shall mail written notice to the parent/guardian of the decision of the AIG contact and the principal.
--If parents/guardians disagree with the decision of the AIG contact and principal, they request a conference with the Gifted Coordinator of Lenoir County Public Schools. The Gifted Coordinator shall mail written notice to the parents/guardians of the the decision following the conference.
--If parents/guardians disagree with the decision of the Gifted Coordinator, they request a conference with the Superintendent for Lenoir County Public Schools. The Superintendent shall mail written notice of the decision to the parents/guardian.
--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.

Ideas for Strengthen 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

Sources of Evidence: -Written AIG plan and policies
-Agenda and minutes of review of practice, procedures, and evidences
-Ongoing review by AIG contacts, coordinators and the Curriculum Instruction Effectiveness Team
-Annual program evaluation review
-AIG annual report of expenditures
-Budget and expenditure sheet
-Annual drop-out report for high school AIG students
-Referral documentation
-Placement data
-Powerschool data
-Benchmark data
-AIG licensed teachers - documentation
-Professional Development requirements for teachers, counselors, and admin
-State guidelines and standards
-AIG Advisory Council
-Rosters for required professional development
-Student AIG folders
-District-level monitoring form for compliance of screening, referral, and identification process
-Self Assessment Tool
-Data review and tracking to show growth and achievement for AIG students
- Local AIG endorsement for teachers serving AIG students through required professional development
- LCPS Board of Education
- Add-on identification process for AIG students
- Reevaluation and Intervention plan for students in need
Glossary (optional):
Learning Environments

Cluster Grouping Within a Regular Class: A cluster group consists of at least four gifted students (when applicable) who are assigned to a regular heterogeneous class. The cluster group teacher receives training in gifted education and works closely with a gifted contact to design appropriate, differentiated curriculum for this group.

Cluster Grouping Within Teams: Students are assigned to teams heterogeneously. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Cluster Grouping Across Teams: Each team identifies students performing at an advanced skill level. Such students are pulled together during an instructional period and taught by one teacher. The group usually stays together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the grouping flexible.

Course Acceleration: Based on assessment, students are allowed to test out and bypass specific subjects or skill levels. They may receive instruction at a higher level with another group of students yet remain with their peer group for most of their instruction, maybe in two different schools (e.g., middle school and high school).

Cross-Age Grouping (Multi-age): Multi-aged students are grouped within a school by interests or skills. The most effective multi-aged groups have included no more than a two year age span. This is particularly appropriate for small schools or rural schools that have a small population of gifted students.

Cross-Grade Grouping: Students are placed for part of their day either with a higher skill level group on their grade level or with the next higher grade for specific instruction as determined by the school-level Gifted Team. Grouping is not limited to gifted students, but is determined by performance.

Concurrent (Dual) Enrollment: This option allows students to be enrolled in two levels of schooling at the same time. Students may remain at one level for much of their study and attend another level for a specific course or period of time. Through dual enrollment, students may receive college credit for courses taken while still in high school.

Early Admission: Students enter elementary, middle, high school or college earlier than their age and peers.

Early Graduation: Students may enter college provided they have met all high school graduation requirements and criteria listed with this policy.

Grade Skipping: Students move ahead one or more years, skipping levels in the normal sequence of promotion within a particular school.

In-Class Flexible Grouping: Grouping simultaneously for instruction. Students are assigned to small groups for instruction.
Individualization: For those students requiring particular differentiation to meet their individual needs, an individualized plan will be written.

Subject Grouping: Students are grouped for specific subjects based on their aptitude and/or performance. Grouping may or may not be limited to identified gifted students, but may also include other high achievers.

Individualized Differentiation

For those students who demonstrate superior aptitude ability and are identified as needing individualized differentiation, and IDEP must be written. The school-based Gifted Team will consider the social, emotional and developmental needs of the students to determine what differentiated services are needed beyond those available for resource. The following options should strongly be considered:
Course acceleration
Grade skipping
Dual enrollment
Early admissions

Content Modification

Advanced Content: Content covered in specific courses or classes is at an advanced level. Different texts and resources are used and course objectives go beyond the standard content.

Advanced Placement Courses: The Advanced Placement (AP) program consists of college-level courses and examinations for high school students. AP Course descriptions are carefully followed and are taught by teachers who have been AP trained. Courses and examinations are available in various areas of curriculum.

Digital Instruction: Technology-based instruction is offered within the district. North Carolina Virtual Public Schools, the North Carolina School of Math and Science, and a program purchased by the district called Edgenuity all provide higher level courses for students who seek advancement.

Credit By Demonstrated Mastery (CDM): Students who seek to demonstrate mastery of a course prior to taking the course have the opportunity to attempt CDM. Students who attempt CDM must pass the NCFE or EOC for the course and an artifact that supports learning of the course material.

Curriculum Compacting: Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum and providing appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

College Career Pathways: This option offers college/career pathways that are provided through the local community college. High school courses are front-loaded in ninth and tenth grade and students then start taking courses toward earning an associate degree or license in specific areas of student
choice.

Differentiated Instructional Units: Teachers designed units of study that incorporate individual learning abilities and levels of content and skill.

Dual Enrollment/College Career Pathways: This option allows students to be enrolled in a regular school setting and higher educations setting at the same time. Students can attain college credits while completing high school.

Early Graduation: Students may enter college provided they have met all high school graduation requirements and criteria listed with this policy.

Honors Courses: Honors courses are advanced courses that cover traditional content, but also focuses on issues, problems and them related to curriculum topics. Although these courses are not limited to gifted students, they need clearly defined prerequisites and entry and exit criteria in order to be effective.

Independent Study: Independent studies may be used as a way to either accelerate or enrich learning. Students displaying content mastery and having a special interest may contract with the teacher for an independent study project.

International Baccalaureate Program (High School): The International Baccalaureate Program offers a challenging academic program to meet the needs of highly motivated students and leads to a qualification that is recognized by leading universities around the world.

Learning Centers: Students self-select or are assigned to centers on a rotating basis. Learning centers may be located in regular classrooms, media centers, or resource rooms.

Mentor Programs: Students having strong interest in specific topics are assigned to an adult with a similar interest who serves as a resource to the student who is doing independent investigation.

Special Electives: Students have the opportunity to take specific courses in areas of interest and talent.

**Appendix (optional):**
Appendix-Standard 1 (2).pdf (Appendix - Standard 1)
Appendix-Standard 2.pdf (Appendix - Standard 2)
Appendix-Standard 3.pdf (Appendix - Standard 3)
Appendix-Standard 4.pdf (Appendix - Standard 4)
Appendix-Standard 5.pdf (Appendix - Standard 5)
Appendix-Standard 6.pdf (Appendix - Standard 6)