

Overview: Mission/Vision Statement and Funding

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Mark R. Garrett

* LEA AIG Contact Name:

Young, Jennifer - jennifer.young@mcdowell.k12.nc.us ▼

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

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

* Mission and/or Vision Statement(s)

The vision and mission of McDowell County Schools is to provide equity of access to rigorous educational opportunities K-13 through Identification, Communication, Resources, and Support.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 327,563.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Screening Processes will be initiated by Advanced Learning and Talent Development Specialists (ALTDS) and will start with a Data Sweep. Data Sweeps will be conducted after each testing event throughout the school year, and students scoring 88% or higher will be targeted. Students in the top 10% of a subgroup will be screened as well. ALTDS will gather testing data from assessments including, but not limited to:

- Computer adaptive assessments
- BOG3
- EOGs
- EOCs
- CogAT

- preSAT/preACT

- SAT/ACT

The referral process will be initiated when any Achievement or Aptitude criteria (described in standard 2) for the Placement Pathways has been met. The Student Demographic and Parent Communication Sheet will be completed to begin the paperwork folder. Whole/Total Student Profile for Gifted Behaviors will be given to two teachers and classroom performance will be checked. Individual student data will be collected on the Summary of Student Eligibility and Options Record sheet. ALTDS will add students to a shared Master Screening and Referral spreadsheet organized by school.

A School Site Decision Form will be completed at the school level for referral to the program or for more data to be collected based on the evidence presented on the Summary of Student Eligibility and Options Record sheet. School Principals, ALTDS, classroom teachers, and School Counselors will serve on the school level Review Team to review the referral. The School Site Decision Form will be signed by the Review Team and parents will be contacted to initiate a Placement Meeting.

Parents will sign and date the School Site Decision Form if the Review Team suggests identification of Academic Reading (AR), Academic Math (AM), Academically Gifted for both Reading and Math (AG), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AIG).

If the referral ends without identification, the referral paperwork will move to our Screening No Placement Sheet and the shared Master Screening and Referral Sheet will be updated. If a student reappears in our screening pool from a Data Sweep, the Master Screening and Referral Sheet can be cross referenced in order to continue a previous screening. If a referral is initiated by a teacher, parent, or student, then a Non-Placement Meeting will be held to review the evidence

with the appropriate stakeholders, and the School Site Decision Form will be acknowledged and signed.

Students that qualify for identification will be added to a Master Cheat Sheet spreadsheet shared by ALTDS.

MCS will provide multiple opportunities for students to show strengths and talents:

- Universal screener in grade 2, aptitude and/or achievement tests, pre-existing testing data, and classroom performance
- screening at each testing event (BOG3, EOGs, EOCs, ACT, preACT, SAT, PSAT)
- talent development portfolio in 9-12 for visual arts and music
- referrals from teachers, parents, self-referrals from students.

ALTDS will share this information to:

Staff meetings: ALTDS will share the procedures for screening, referral, and identification processes with all staff members during Professional Learning Communities (PLCs).

Beginning Teacher (BT) Training: During the beginning of the year PLCs, beginning teachers will receive an overview of basic characteristics of giftedness, the MCS Gifted Plan, Differentiated Education Plans, Tiered Services Information, and a Flow Chart for Referrals and Placements.

Parent/Family Meetings: ALTDS will share the procedures for identification, screening, and referral with each school and the district by means of a recorded informational video with infographics which will be made available on school and district websites as well as shared to district social media sites. The video will be translated to Spanish for the Hispanic community. An interpreter

(district EL instructor) will be available for face to face meetings, phone calls, and the translation of print materials.

ALTDS will share information with newly-identified students and their parents at the student's initial placement meeting. The meeting will consist of the signing of the School Site Decision Form and the development of the DEP(Differentiated Education Plan) with input from classroom teachers, parents, and ALTDS. DEPs will be updated and reviewed annually.

ALTDS will partner with the English Learner (EL) department to screen students within testing events.

ALTDS will partner with the Exceptional Children (EC) Department to gather MTSS data to reach those students who are twice-exceptional.

*** 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.

McDowell County Schools (MCS) has developed a process to track data for AIG identification that includes multiple criteria for evidence of giftedness. Criteria includes a variety of assessment tools with a focus on student strengths through both quantitative and qualitative evidence. Advanced Learning and Talent Development Specialists perform data sweeps at the beginning, middle, and end of the year to determine who should be referred for identification, as explained in 1a. Students may be referred to the AIG program by:

- Self referral

- Parent referral
- Teacher referral
- Administrator referral
- ALTDS referral based on Data Sweep

ALTDS have created a Summary of Student Eligibility and Options Record to track data and provide evidence through four pathways that lead to AIG identification. The eligibility form and ID Area Definition Form will be attached.

K-2 Talent Development:

Students at the K-2 level will be screened using multiple measures using universal screeners in reading and math, Dibels, math benchmarks, and teacher observations. Students performing well above their peers and demonstrating a need for differentiation beyond what is offered in the classroom will take part in a Talent Development program. While students at this level will not be identified as AIG, they will be identified for nurture groups, and automatically be placed on the screening/watch list for possible further assessment. All second grade students will take part in a mass screening using CogAT for an aptitude score.

Pathways and Criteria for Identification Grades 2-13:

- Pathway 1: A student will place with a composite score of 95th percentile or higher on an aptitude test. Aptitude assessments used in McDowell County are the CogAT, KBIT-2, or the NNAT2. Student will automatically place in the AIG program with an Intellectually Gifted (IG) status.

- Pathway 2: A student will place by scoring in the 93rd percentile or higher on 2 consecutive achievement tests. Achievement tests used for identification include: BOG3, EOGs, EOC's, ACT, preACT, SAT, PSAT, IOWA Basic. Students can automatically place into the AIG program based on test evidence in either reading, math, or both. Two consecutive reading tests at 93rd percentile or above will qualify a student for Academic Reading (AR) status. Two consecutive math tests at 93rd percentile or above will qualify a student for Academic Math (AM) status. Student will enter the program with an Academically Gifted (AG) status if they meet the criteria in both reading and math. Pathway 3: A student will place by meeting 3 out of 5 criteria for an identification in ELA, Math, or Intellect.

- Pathway 3: A student will place by meeting 3 out of 5 criteria for an identification in ELA, Math, or Intellect.
 - Whole Student Profile for Gifted Behaviors-score greater than or equal to 172. Two teachers will complete the observation of gifted behaviors form. Scores will be averaged.
 - Aptitude score composite (full or partial) of 90th percentile, or a subtest score (Verbal or Quantitative) of 95th percentile using either CogAT, KBIT2, or NNAT2.
 - Class Performance: In grades 2-8, 90 percent or above in the focus area of reading, math, or both. In grades 9-13, 90 percent or above in the focus area or a GPA greater than or equal to 3.7.

- Talent Portfolio: Students will have the opportunity in grades 6-13 to develop a portfolio or repertoire to demonstrate giftedness in visual arts or music. A portfolio or audition will be scored using a rubric.
- Achievement: Students must have one achievement score that meets the following:
 - Nationally normed assessment greater than or equal to 90th percentile (IOWA Basics, ACT, preACT, SAT, PSAT)
 - State normed assessment greater than or equal to 95th percentile (BOG3, EOGs, EOCs)

After analyzing data to determine eligibility and area of focus, and once the need for services beyond the regular education program is evidenced, students will either receive an identification of Academic Reading (AR), Academic Math (AM), Academically Gifted for both Reading and Math (AG), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AIG).

- Pathway 4: A student's placement will be honored from another district.
 - Any student who transfers into the district with AIG identification (either in or out of state) will automatically be placed in McDowell County Schools AIG Program. A folder will be created with all documentation and eligibility, and new DEP created.

Once a student has been identified for services, classroom practices and extracurricular activities offered in or out of school settings will be aligned to area of identification. Services will be outlined

in the students Differentiated Education Plan (DEP) through modification in environment, content, and/or special programs.

Advanced Learning and Talent Development Specialists will partner with EC and EL teachers, MTSS teams and other support staff as needed to provide equity in identification practices.



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*** Practice C**

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

ALTDS along with each school:

Attention to diversity will be maintained through: Screening processes will ensure we consider our students in the top 10% of their subgroup.

Subgroups include: Hispanic, Students with Disabilities, Economically Disadvantaged, Asian/Pacific Islanders, Multiracial, and Black / African-American (non hispanic).

Pathway 4 in Standard 1b allows for NNAT2 (which is a non-verbal test) to be administered to students for whom AIG potential may not be revealed in the CogAT or other standardized tests.

ALTDS and EC staff:

Will work to identify students who are receiving EC services but are potentially gifted through data monitoring and conferencing with EC specialists.

ALTDS and the McKinney-Vento Director: Will work to identify transient children, homeless children, homebound children and/or those in foster care who arrive outside the time of the systemic screening through recommendation of counselors and/or social workers as well as classroom teachers for screening and identification.

ALTDS and Teachers:

Flexibility in services will be provided using a multi-tiered system of support (Tiered Services Model) for students who are highly gifted (98% or 99%) using subject skipping, Virtual Public School courses, dual enrollment, curriculum compacting and/or grade skipping.

*** Practice D**

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

ALTDS will meet with faculty and staff at each school at the beginning of each school year and throughout the year as needed at faculty meetings or PLCs and with Principals at District Leadership meetings to explain and review the AIG screening, referral, and identification procedures. At this meeting, faculty and staff will be given resources that will help in the screening, referral, and identification process including but not limited to:

- AIG Referral Form
- AIG identification Flowchart
- AIG ID Area Definition Sheet

▪ **ALG Tiered Services Description Form**

ALTDS have established the district's guidelines for screening, referral, and identification procedures. Consistent monitoring of these procedures will be done throughout the year by the use of shared Google Sheets that document the following:

- Individual Screening Pool Lists/Data Sweep
- Master List of Referrals along with Non-placed List of Evaluated Students
- Master List of Identified Students with demographic data
- Student Transfer Master List

ALTDS will internally audit the district's AIG records bi-annually with the DPI required headcount process.

ALTDS are grouped by district schools and then cross-grouped by grade span in order to internally monitor consistent and equitable implementation of AIG processes and procedures across the district.

*** Practice E**

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

MCS/ALTDS will articulate and disseminate procedures via:

Staff meetings: ALTDS sharing the procedures for identification, screening, referral, referral and identification processes for all staff members at each school during the first semester of each year.

BT Training: During the beginning of year PLCs beginning teachers will receive an overview of basic characteristics of giftedness, MCS Gifted Plan, Differentiated Education Plans and Tiered Services Information, and Flow Chart for Referrals and Placements.

Parent/Family Meetings:

1) ALTDS will share the procedures for identification, screening and referral with each school and the district by means of a recorded informational video with infographics. This will be made available on school and district websites as well as shared to district social media sites. Each school can elect to disseminate information with a parent connect system, classroom communication system, or their learning management system in the observer portal. The video will be translated to Spanish for the Hispanic community. A translator will be available for face to face meetings, phone calls and the translation of print materials.

2) ALTDS will share information with newly-identified students and their parents at the student's initial placement meeting. The meeting will consist of the signing of the School Site Decision Form and the development of the DEP (Differentiated Education Plan) with input from classroom teachers, parents, and ALTDS. DEPs will be updated and reviewed annually.

Board meetings: The McDowell County Board of Education and the public will receive an annual presentation on AIG progress each winter.

Websites: District and school websites will be updated with current information at least quarterly.

Print: An AIG flyer or brochure will be developed for use system-wide and available at each site within the school system in English and other languages as needed. These will also be shared with

each student and their parent/guardian at the initial Placement and DEP meeting.

The Language of the Family/Guardian: Interpreter will be utilized as needed for face to face meetings, parent/guardian phone calls, and all parent letters and other print information will be available in the language of the family/guardian.

MCS/ALTDS will communicate with all stakeholder groups about district policies, best practices, and share resources to reach and teach students who are twice-exceptional, working within an MTSS structure to support the student within the AIG program.

*** 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.

Documentation will be maintained as follows:

Currently identified students have a paper or digital folder that is centrally housed and maintained by Advanced Learning and Talent Development Specialists and reviewed in an annual meeting with the ALTD Specialist, parent/guardian, classroom teachers, administrators, counselors, and social workers as appropriate. Signatures of all members present will be included within each review.

Signed copies of DEP will be offered to parents / guardians at each review.

The AIG Folder will contain:

- Student Profile Forms/ Teacher Observation Forms
- Summary of Student Eligibility and Options Sheet
- School Site Decision Form
- Student Demographic and Communication Sheet
- Current DEP (and DEPs from previous years)

Newly identified students will be indicated within PowerSchool, and a Record of Special Services Form will be placed in a student’s cumulative folder.

ALTDS will maintain these paper folders for 5 years past the student’s graduation date. Folders of students who are screened but do not place will be maintained until the student graduates.

*** Ideas for Strengthening the Standard**

McDowell County Schools will monitor the number of AIG identified students using the new criteria established and compare this to the state average.

Planned Sources of Evidence

* Referral and Identification Flow Chart

* Summary of Eligibility Sheet

* Gifted and Talented ID Areas and Definitions

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Students K-13 will receive supportive and rigorous academic services inside the general education classroom provided by the classroom teacher which addresses individual student needs. ALTDS will support classroom teachers by providing the following services including

but not limited to:

- Professional Development
- Coaching / Consulting
- Resource Development and Support
- Content Acceleration

Once a student is identified AIG, MCS will offer the following additional services and supports grades 3-13:

Individually, students and guardians will receive support from one of the county's ALTDS team including but not limited to:

- Academic Support
- Decision Making Consultation
- Educational Opportunities Outside of School
- Career and College Planning
- Job Shadowing Opportunities

Resources include but are not limited to:

- A program that provides data to improve student outcomes in social-emotional learning, school climate, family engagement, and MTSS goals.
- A college and career readiness platform
- Interest Inventories
- NCSSM Connect Courses
- Partnership with MTCC
- NCVPS



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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

ALTDS will meet with students multiple times throughout the semester to check-in on academic progress and social / emotional well-being.

Specialists will maintain contact and partner with parents, classroom teachers, and student support services at each school to address student needs, teaching gifted students to understand their own needs, select strategies for support, and to advocate for themselves.

ALTDS can bring concerns to the following meeting spaces including, but not limited to:

- PLCs
- MTSS meetings
- DEP meetings
- Parent/ Teacher Conferences
- Targeted Professional Development

Yearly DEP meetings will allow students, teachers, parents, and ATLD Specialists to discuss not only students' academic performance, but also observations and quantitative data related to their social / emotional needs.

An ALTDS representative is on the district-wide MTSS team.

Resources include but are not limited to:

- A program that provides data to improve student outcomes in social-emotional learning, school climate, family engagement, and MTSS goals.
- Character education programs
- Leadership development programs
- Student Services
- School-Based Social Worker
- Behavioral Specialists
- Partnerships with School-Based Counseling Services

*** Practice C**

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

Every three years and as needed, ALTDS, along with district stakeholders, create and modify the District AIG Plan in order to connect MCS's AIG program and services with the district's priorities and resources.

MCS's priority with the AIG program is to provide equity of access to rigorous education opportunities K-13. Practices inside of our district will align with the following goals:

- Revising identification process and expanding identification to the secondary level.
 - Providing clear and consistent communication between students, parents, educators, and community.
 - Sharing personalized resources through curriculum, opportunities, and PD that prioritizes the needs of AIG students.
 - Offering support through advocating and advising of students throughout their K-13 experience.
- ALTDS help implement the continuation of these services consistently and equitably throughout the district.

*** Practice D**

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

At the elementary school level, with teacher and principal input using anecdotal data, students are intentionally placed in classrooms with teachers that will best meet their needs.

At the middle school and high school level, students are given the ability to self-select Honors and Advanced courses. ALTD specialists will ensure parents and students are made aware of these opportunities at each grade level.

In elementary and middle school, teachers use WIN Time to facilitate intentional, flexible groups of students for enrichment purposes. Teachers use a variety of data to access student mastery of standards and to move students within these groups.

Identified students at MHS, our largest 9-12 student population, are intentionally grouped by homeroom (Titan Pride) where they are advised and followed through graduation by an AP, Honors, or AIG Certified teacher.

The ALTDS team will create an AIG Overview presentation that explains MCS's AIG program and services. ALTDS will share this presentation yearly with administrators at the beginning of the year's Elementary and Secondary Principals' meetings. ATLDS will also meet and share this presentation with each school staff at the beginning of each school year and address any teacher questions or concerns. In addition, this AIG Overview presentation will be posted on the MCS county AIG website and will be shared with new teachers through our new teacher resource sites.

*** Practice E**

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

The ALTDS team will create an AIG Overview presentation that explains MCS's AIG program and services. ALTDS will share this presentation yearly with administrators at the beginning of the year's Elementary and Secondary Principals' meetings. ATLDS will also meet and share this presentation with each school staff at the beginning of each school year and address any teacher questions or concerns. In addition, this AIG Overview presentation will be posted on the MCS county AIG website and will be shared with new teachers through our new teacher resource sites.

*** Practice F**

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

ALTDS will be responsible for the following concerning AIG students:

- Create and share AIG Master List with each school's principal and staff

- Create and share DEP’s with teachers each new school year, and as students are identified
- Utilize a data platform to provide detailed information about AIG identification area and ALTDS check-in meetings.
- Transition meetings between 5th Grade and 6th Grade
- Transition meetings between 8th Grade and 9th Grade
- Communicate options for Middle School placement
- Communicate and facilitate high school placement options

*** Practice G**

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

ALTDS, along with district administrative personnel, will create and use an AIG Handbook that outlines definitions, policies, and procedures for each AIG service offered including but not limited to:

- Flexible Grouping
- Curriculum Compacting
- Tiered Assignments
- Credit by Demonstrated Mastery
- Dual Enrollment

- Subject / Grade Acceleration
- Early Kindergarten Enrollment
- Independent Studies
- Agent of Change
- Problem-Based Learning
- Talent Portfolio
- NCSSM Course Offerings

*** Practice H**

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

Using district-wide data from DiBELS 8, universal screeners, NC Math Assessments, and teacher input, ALTDS will help teachers target rigorous curriculum for students who show academic potential and ability by creating and meeting with K-2 Talent Development Groups.

ALTDS will encourage and help provide equitable classroom opportunities which foster academic and intellectual interests to broaden access to advanced learning opportunities across the K-13 continuum including but not limited to:

- Providing Rigorous Content and Curriculum for Teachers

ALTDS will work with E/C and ELL specialists as well as social workers, McKinney/Vento workers and counselors to identify students who may be twice exceptional and provide talent development

services and identification for AIG formalized program services.

ALTDS will work with outside resources such as the AP / College Board Program, McDowell Technical College, NCSSM, and NCVPS to provide opportunities for highly gifted students to access advanced programming while still being supported by MCS.

*** Practice I**

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

ALTDS will encourage and help each school in our district provide equitable extracurricular opportunities which foster academic and intellectual interests to enrich the services for AIG students or any student who needs advanced, rigorous content K-13 including but not limited to:

- Book Clubs
- Math Clubs
- STEM Clubs
- Science Olympiad
- Governor's School
- Summer Programs

*** Ideas for Strengthening the Standard**

McDowell County Schools is working to re-instate equitable academic extracurricular opportunities across the district.

Planned Sources of Evidence

- * AIG Handbook
- * AIG Overview Presentation Video
- * District AIG Website: bit.ly/McDowellAIG

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Classroom teachers, academic facilitators, curriculum directors, along with ALTDS, will adapt the SCOS K-12 by:

Collaborating during PLC times monthly to analyze student achievement data, learning profiles, and upcoming classroom standards to determine which students will be best served through rigor of enrichment, extension, acceleration, or curriculum compacting.

- Collaborating during PLC time as needed and upon request to plan differentiated instruction, activities, and student work products for advanced students in the regular classroom K-12.
- ALTDS will coach, encourage, and help provide equitable classroom opportunities which foster academic and intellectual interests to broaden access to advanced learning opportunities across the K-13 continuum including but not limited to:

*** 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.

Classroom teachers, school counselors, academic facilitators, and ALTDS specialists will employ best practices to address a range of learning needs at all grade levels. Strategies will include, but are not limited to:

- Creating a rigorous curriculum based on readiness, interests, and learning profiles in alignment with the SCOS utilizing:
- Encouraging / Implementing inquiry-based methods including but not limited to:
- Providing opportunities in grades 6-13 for students to self-select advanced and rigorous coursework through the following:
 - Honors Courses
 - AP Courses
 - Dual Enrollment
 - NCSSM Connect Courses
 - NCVPS
 - Credit by Demonstrated Mastery

McDowell County Schools will also:

- Provide an opportunity for students to attend a STEM-themed magnet middle school with a multi-grade level, collaborative, project-based focus.
- Provide an opportunity for high school students to attend Cooperative Innovative High School programs that allow for completion of an associate's degree in conjunction with a high school diploma.
- Provide an opportunity for students K-12 to attend school in a virtual setting that allows for the creation of a personalized and/or differentiated learning environment.
- Provide information that encourages students to pursue additional courses, enrichment activities, and / or independent projects through out of district educational partnerships including, but not limited to:

*** Practice C**

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

Classroom teachers, academic facilitators, and ALTDS will develop and implement curriculum and instructional methods through a variety of research-based resources to support the needs of advanced learners including but not limited to:

- All McDowell County Schools have 1:1 technology in classrooms supported by district technology
 - facilitators to provide students a blended learning environment which uses a variety of online and computer assisted resources to expand opportunities.
 - Curating research-based resources through an AIG Library and digital repository including but not limited to:

- Encouraging and assisting each school in our district provide equitable extracurricular opportunities which foster academic and intellectual interests to enrich the services for AIG students or any student who needs advanced, rigorous content K-13 including but not limited to:

The District will support this standard by seeking additional funding for programs, extracurricular opportunities, and providing regular and ongoing research-based professional development in order to provide equity of access to rigorous curriculum for our advanced learners.

*** Practice D**

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

Classroom teachers, academic facilitators, CTE personnel, and ALTDS will foster the development of future-ready skills at all grade levels and content areas by utilizing the following strategies:

- Encouraging classroom conversations that allow for academic critical discussions and dialogue with peers which fosters development of 21st century soft skills through the use of:
- Embedding critical thinking skills within content areas
- Seeking out opportunities to apply content in real-world contexts
- Creating authentic opportunities for students to interact with students and adults from around the world in their learning process

- Encouraging development of leadership programs and opportunities through community involvement and service learning

- Promoting partnerships with community organizations

- Encouraging mentoring, job shadowing, internships, and/or apprenticeships with local partnerships

*** Practice E**

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

To determine both short-term and long-term flexible grouping arrangements, Principals and Classroom Teachers will use on-going assessments including but not limited to:

- Schoolnet
- NC Check-Ins
- EOGs
- EOCs
- EVAAS Predictive Data
- Universal Screening Data
- Interest Surveys
- Learning Styles Surveys

- Anecdotal data

Data used from these resources will inform best practices for curriculum development and planning to ensure equity of access to rigorous material and to enable all students to reach their potential. MCS will cultivate collaborative conversations through PLCs concerning data and student growth to determine instructional effectiveness and to prepare for future instruction.

Schedules within the K-8 classrooms, grade-levels, and buildings will be flexible to allow for rearrangement of student groupings based on data and opportunities.

At the high school level, principals, counselors, ALTDS, students, parents, and teachers will use formative and summative data to determine more accelerated course pathways for students.

*** Practice F**

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

McDowell County Schools will address the social and emotional needs of AIG students using the following practices and resources:

- Student Social and Emotional Surveys
- Transitional Support for Students at the following levels:
- Professional development for all staff concerning unique affective needs of AIG students
- Annual DEP meetings with Stakeholders to assess the progress of the "whole child" and determine needed adjustments to curriculum or instruction.

ALTDS will work with AIG students grades 3-13 to help students:

- Understand their own academic needs
- Develop Intrinsic Motivation
- Establish Agency by Empowering Student to Self-Advocate
- Goal Setting and Planning
- Prioritizing

ALTDS along with school counselors will facilitate access to print and digital social and emotional resources that will support the affective needs of students.

*** Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

MCS District District Administration, ALTDS, and Classroom Teachers will collaborate to cultivate and develop potential of young (K-3) students with early intervention and talent development opportunities through the following purposeful and intentional strategies:

- Examine K-3 data and observe students in action in the classroom to identify potentially gifted young learners.
- Collaborate to provide best practices for K-3 AIG support in the regular classroom.
- Provide professional development for K-3 teachers to increase rigor in activities aligned to the standards.

- Create need-based nurture groups for talent development
- Create and maintain a repository of resources focused on addressing the needs of K-3 students by fostering creativity, curiosity, and critical thinking

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

McDowell County Schools will:

- Support and Encourage all stakeholders to receive on-going and continuous professional development focused on advanced learning and talent development and the needs of gifted learners K-13
- Provide Information and Opportunities for teachers to obtain AIG Certification
- Support and Expect Differentiated Curriculum and Instruction to be implemented by all instructional staff
- Provide time and structure for grade-level and vertically aligned PLCs for collaboration and curriculum/lesson planning and analyze data from formative and summative assessments to monitor and evaluate instructional effectiveness
- Encourage and Provide structured time for collaboration between classroom teachers, ALTDs, EC teachers, and counselors to advocate for and ensure support and services are provided for twice-exceptional students

ALTDs will:

- Advocate for AIG programming and resources with principals, senior leadership, and the Board of Education by attending district leadership meetings, senior leadership meetings, and Board meetings where AIG student needs are part of the agenda.
- Collaborate with Regional and State-Wide AIG Support Teams to ensure local practices and procedures align with state standards and best practices.

*** Practice I**

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

ALTDS will:

- Develop a yearly DEP for each identified AIG student that clearly outlines the services a student will receive within MCS grades 3-13.
- DEPs will include:
 - AIG services offered to students on the DEP will be based on:
 - DEPs will be annually reviewed with stakeholders including but not limited to:
 - Use DEPs to assist secondary students with coursework / program of study plan in order to meet students educational / post-secondary goals

*** Ideas for Strengthening the Standard**

According to this plan, elementary AIG students are receiving services in the regular classroom setting. We will focus on supporting teachers with strategies and curriculum that will meet their needs.

Planned Sources of Evidence

- * McDowell County AIG Local Endorsement Canvas Course
- * Differentiated Education Plans
- * Repository of standards based AIG lessons

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

Standard 4: Personnel and Professional Development

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

*** Practice A**

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

McDowell County Schools' Advanced Learning and Talent Development Specialists are AIG licensed educators who work together to guide, plan, develop, implement, revise, and monitor the local AIG program and plan under the direction of the Secondary Director of Education. One ALTDS team member will serve as acting AIG Coordinator.

ATLDS team duties include, but are not limited to:

- Overseeing the screening, referral, and identification processes at the district level
- Participating in a monthly ALTDS team PLC
- Maintaining documentation of student identification evidence and services provided
- Providing leadership and advocacy for the needs of AIG learners at all levels
- Monitoring implementation of program services and staff

- Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs
- Developing, monitoring, and evaluating the local AIG plan
- Collaborate with other district leadership to synergize efforts on behalf of gifted students
- Providing professional development and resources to engage AIG Specialists in continued adult learning regarding gifted and advanced students
- Developing partnerships with and communication strategies for families and the community to support the AIG program
- Collaborate with district-level leadership on the district MTSS team(s) in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context

*** Practice B**

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

With the support of MCS, the ALTDS team will:

- Support classroom teachers and gifted learners to provide differentiated instruction
- Support social and emotional needs of gifted learners by working with school counselors and other support staff
- Provide opportunities in grades 9-12 for students to take advanced coursework via NCVPS, dual enrollment, honors, and AP versions of courses.

- Provide accelerated high school courses at the middle school.

- Provide opportunity and support for students to earn credit by demonstrated mastery for high school courses when appropriate.
- Provide an opportunity for students to attend a STEM-themed magnet middle school with a multigrade level, collaborative, project-based focus.
- Provide an opportunity for high school students to attend a program that allows for completion of an associate's degree in conjunction with a high school diploma.

*** Practice C**

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

MCS will:

- Create an LEA AIG learning management system course for secondary teachers teaching Honors and AP level courses with the expectation for elementary teachers to be scaffolded in at a later date.

- Establish expectations for the skills, knowledge, and understanding MCS personnel needs to meet the LEA AIG requirements

With the support of MCS, the ALTDS team provides:

- Professional development for classroom teachers including, but not limited to, the following topics:

- Professional development for counselors, social workers, McKinney/Vento workers, and school administrators on how best to support the AIG population
- Resources and tools for all stakeholders to support the needs of AIG students, in alignment with outlined expectations

*** 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.

MCS will create an LEA AIG learning management system course for secondary teachers teaching Honors and AP level courses with the expectation for elementary teachers to be scaffolded in at a later date.

*** Practice E**

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

In conjunction with the District Strategic Plan, MCS will prioritize recruiting, developing, and retaining highly-qualified AIG-licensed classroom teachers.

ALTDS will support District Directors and our Human Resource Officer in the recruiting of AIG - licensed teachers through advertisement of positions and job recruitment fairs.

Principals, along with the ALTDS team, will support the retention of AIG- licensed teachers through on-going professional development and providing AIG research-based strategies to ensure student and teacher growth.

*** Practice F**

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

With the support of MCS, the ALTDS team provides:

- Professional development for classroom teachers including, but not limited to, the following topics:
 - Overview of AIG Plan / Placement Process
 - Gifted Characteristics including Social / Emotional Needs
 - Differentiation Strategies
 - Data Analysis and Grouping Practices
 - Motivation and Engagement with Underachieving Students

*** Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

In conjunction with the District Strategic Plan, MCS will provide differentiated professional development opportunities including training for:

- Beginning Teachers
- Teachers New to MCS

- Instructional Assistants
- AIG Certified and Licensed Teachers
- Veteran Teachers
- Honors / AP Teachers
- Student Support Staff

*** Ideas for Strengthening the Standard**

McDowell County Schools is working to implement a local endorsement for AIG to help teachers plan and prepare rigorous coursework for AIG students. McDowell County Schools will encourage teachers to obtain State Certification upon completion of the course.

Planned Sources of Evidence

* Master List of Screening and Referrals

* McDowell County AIG Local Endorsement Canvas Course

* Professional Development Presentations

Documents

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

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

MCS, through the ALTDS team, encourages strong, two-way partnerships with parents/families and the community including, but not limited to:

- Encouraging the creation of a District-Wide AIG Advisory Group will meet at minimum annually. Advisory Council will include the following stakeholders:
- Encouraging the creation of School / Grade-Level Band AIG Advisory Council will meet at minimum annually. Advisory Council will include the following stakeholders:
- Helping to identify leaders from parent and community networks to support programming options and develop services for gifted learners.
- Provide opportunities for parents/stakeholders to share ideas and input by yearly surveys

- Collaboration with other district departments to seek further strategies to increase partnerships, ie registration nights, transition nights for elementary and middle school
- Planning and implementing community events and enrichment activities including, but not limited to:
- Creation of an AIG District Website

*** Practice B**

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

For students, MCS has established partnerships with the following institutions of higher education, local business, and industry partners including, but not limited to:

- McDowell Technical Community College
- CARP
- LINC
- CTE Apprenticeships, Internships, and Job Shadowing
- Lake James Environmental Club and local college volunteers
- NCSSM
- MAHEC

ALTDS will ensure that students have equity of access to these partnerships which provide student interest driven enrichment, extension, and acceleration.

For teachers, MCS has established partnerships with the following institutions of higher education, local business, and industry partners including, but not limited to:

- WRESA
- NCCAT
- LINC
- Externships with Local Businesses
- NCAGT
- College Board AP Summer Institutes
- Microcredential Opportunities
- Regional Universities

*** Practice C**

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

Encouraging the creation of a District-Wide AIG Advisory Group will meet at minimum annually. Advisory Council will include the following stakeholders representative of the district's demographics:

- Administrators
- ALTDS
- Classroom Teachers
- EC Specialists
- ELL Specialists
- School Support Staff
- Students
- Parents
- Community Members including, but not limited to:

The ALTDS team will review district demographics annually to ensure representation on the Advisory Board from various groups.

The Advisory Group will meet annually with the goal of providing MCS students equity of access to a rigorous education. During Advisory Group meetings, members will address the following:

- Feedback from Stakeholders
- District-Wide Achievement Data

- AIG Achievement Data
- AIG Plan Implementation Progress
- Goal Setting and Action Steps

*** Practice D**

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

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

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

MCS will inform all students, parents/guardians, and the community of the following:

- Local AIG Plan and Program Services
- Policies Relating to Advanced Learning and Gifted Education
- Ways to Access Opportunities Available to AIG Students

In doing so, ALTDS will utilize district resources and structures to communicate with families in the following ways:

- Sending automated and direct parent phone calls
- Emailing parents / guardians

- School / AIG Social Media Outlets

- District Website

- In-Person, Video, or Digital Presentations

- Hosting Informational Meetings

- AIG Brochure

- Local Publicity

MCS will attempt to provide each of these resources available in native languages.

*** Ideas for Strengthening the Standard**

McDowell County Schools will continue to increase communication with stakeholders and keep records of communications.

Planned Sources of Evidence

- * District-Wide AIG Advisory Group and Grade-Level Band AIG Advisory Council Presentations and sign-in attendance sheets

- * Stakeholder Feedback from Surveys

- * AIG Website bit.ly/McDowellAIG

Documents	
Type	Document/Link
Document Template	Document/Link

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The district has created a team that represents a variety of stakeholders to lead revisions of the local AIG Plan and implementation of the AIG program including but not limited to:

- Executive Director of Secondary Programs
- Advanced Learning and Talent Development Specialists
- School Administrators
- Certified Staff including ELL and EC Personnel
- Parent Representative
- Student Representative

ALTD Coordinator follows DPI structured timeline for creating and revising the local plan.

To provide continuous improvement and revision to the current plan, self-assessment surveys are sent yearly to each stakeholder group including but not limited to:

- AIG Family/Guardians
- AIG Students
- Certified Staff
- Non-Certified Staff

Ensured alignment of the district plan with new state standards and legislation through held meetings with stakeholders.

Uploaded the new plan to the SBE/DPI for review and comment.

Communicated with the Local Board of Education and the public about the current state of AIG and the draft plan during its creation and requested input publicly.

Provided opportunity for public feedback on the draft version of the new plan and communicated this opportunity through our district website, emails, telephone calls, and by providing hard copies of the plan and feedback survey documents at each school site.

*** 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.

Ongoing monitoring and implementation of the local AIG program and plan will be ensured by the Advanced Learning and Talent Development Specialists and Executive Director of Secondary

Programs, in conjunction with other leaders throughout the district.

Specialists will work with district leaders, principals, lead teachers, and/or academic facilitators to ensure implementation is aligned with the local AIG plan, and elicit ongoing feedback from stakeholders to assess the quality of implementation.

- Minimum of 2 meetings throughout the year with principals, academic facilitators, and CO leadership to address school needs and alignment with AIG plan
- Biannual school based meetings with lead teachers/AIG certified teachers to discuss student and classroom needs as well as implementation of plan components
- Annual Advisory Board meeting to discuss strengths, and needs of implementation of the AIG program and services provided. Advisory Board members include representation from all stakeholders: parents, students, AIG certified teachers/lead teachers, academic facilitators, Advanced Learning Specialists, principals, district leaders, and community members.
- Review school level AIG plans and assess multiple data points to ensure growth of AIG students
- Conduct state level surveys every three years (rewriting years) to gather implementation data from teachers, students, family/guardians, and other stakeholders

Information collected from stakeholder meetings will be shared annually to the appropriate audiences in accordance with privacy policies.

- Brochure
- County AIG Website

- School Websites

- School Staff Meetings

- Parent and Community Meetings

The AIG Advisory Team is the team of individuals that helped write the plan and includes: specialists, parents, teachers, principals and district leaders.

*** 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.

State funds designated for the local AIG program have been used according to state policy. The Executive Director of Secondary Programs and Chief Financial Officer will monthly monitor local AIG allocations for compliance with state policy.

AIG allocated funds are used to accomplish goals of the local AIG program including but not limited to:

- Hiring of Advanced Learning and Talent Development Specialists

- Screening Measures

- Purchase of approved AIG instructional/curriculum materials

- Ongoing Teacher AIG licensure and certification and AIG training

Advanced Learning and Talent Development Specialists will seek out grants to supplement AIG budget.

*** Practice D**

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

The Executive Director of Secondary Program which oversees the Advanced Learning and Talent Development Specialist will meet bi-weekly in cabinet meetings with district personnel including but not limited to:

- Superintendent
- Testing and Accountability personnel
- Curriculum and Instruction personnel
- Career and Technical Education personnel
- Exceptional Children personnel
- Student Services personnel
- Human Resources personnel
- Directory of Technology

AIG Data Collection Team will include but is not limited to the following:

- Executive Director of Secondary Programs
- Advanced Learning and Talent Development Specialists
- Testing Coordinator
- Student Information Coordinator
- School Administrators
- Student Services personnel
- Certified Staff including ELL and EC Personnel

To examine the impact of practices on AIG student achievement and growth, yearly beginning, middle, and end data collections will be made by the Data Collection Team from available data sources including but not limited to:

- EVAAS
- Dibels8
- NC Check-ins
- Universal Screeners
- MAP
- SEL Universal Screener
- EOGs

- EOCs
- ACT

Data is examined by the Data Collection Team for equity of access, paying close attention to growth and identification of McDowell County's underserved populations and subgroups including but not limited to:

- ELL
- EC
- Gender
- Race
- Ethnicity
- Socio-Economics

In order to analyze trends over time, the Data Collection Team will also accumulate data including but not limited to:

- Number of internships or mentorships
- Number of students participating in dual enrollment
- College acceptance information
- Scholarship information

- Successful AP completion rates in order to analyze trends over time
- Qualitative SEL data from a Universal Screener

Specialists at the 6-12 level will meet yearly with AIG identified students to develop long term graduation plans and monitor the progress toward graduation collaborating with the Director of Student Services who works with drop-out prevention.

An ALTD Specialist will serve on the district MTSS team to review aggregate and disaggregate student achievement and growth data.

The Advanced Learning and Talent Development Specialists will meet with the district leadership team and the local school board for an annual update.

*** Practice E**

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

Assessment data and student performance data is screened at the beginning, middle, and end of the year by Advanced Learning and Talent Development Specialists in order to recognize trends in performance for all students in regards to referrals, identification, and retention of AIG students.

Each school in the district is assigned to an Advanced Learning and Talent Development Specialist in order to offer comprehensive and consistent support for AIG identified students as

well as students that have been screened in previous years. The specialists monitor demographic trends and provide support for AIG identified and high performing students across the district based on needs present in the regular classroom.

ALTD Specialists create, maintain, and add to shared spreadsheets with data on referrals and identification. These sheets contain demographic factors to ensure equity of access to the AIG program.

Specialists collaborate with school and district MTSS teams at the school level to identify needs of AIG students in subgroups to evaluate the effectiveness of strategies used with these students.

Gifted services are available in a tiered level of support based on needs in the classroom.

An ALTD Specialist will serve on the district MTSS team to review representation of subgroups within the AIG referral and identification process.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	5.03%	---	10.92%	---	11.38%
Male	---	---	<5%	---	---	---	11.00%
Total	---	5.88%	<5%	---	8.76%	---	11.18%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice F

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

The district human resource office maintains records of AIG licensure and local/regional endorsements.

Principals are asked by ALTD Specialists to consider licensure and/or local or regional credentials of classroom teachers when AIG students are clustered.

Provide and monitor professional development aligned with AIG practices (CEU credits)

- Rigor
- Differentiation
- Data driven instruction
- Gifted Characteristics

Regional Endorsement opportunities are shared with principals to encourage teachers to pursue AIG Licensure.

Teachers of AP classes are strongly encouraged to attend AP Summer Institutes

*** Practice G**

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

Surveys will be distributed annually by Advanced Learning and Talent Development Specialists to stakeholders to elicit feedback to ensure consistency and fidelity of program vision and to ensure service delivery is equitable and consistent across schools within the district.

DEP and PLC meetings give teachers an opportunity to provide feedback informally through anecdotal evidence regarding the effectiveness of the program.

Information is gathered and shared in various methods including, but not limited to:

- Parent / Guardian Contact - through phone calls, email, and meetings
- Digital and Paper surveys
- District cabinet meetings
- Advisory meetings with students
- Annual DEP meetings
- ALTDS attendance at grade level PLCs
- School and District MTSS meetings

*** Practice H**

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

Comprehensive program evaluation will take place as expected by NCDPI. Data will be reviewed and the local plan revised for each three year cycle to reflect changing needs in the district.

From ongoing data collection, informed process changes will also occur throughout the year as needs are presented with approval of the AIG Advisory Team, the School Board and DPI.

In years without a scheduled plan rewrite, necessary, intentional changes will occur under the following informed process:

- ALTDS notified of needed change
- ALTDS calls Advisory Board meeting to verify needed change
- Advisory Board amends AIG plan to reflect needed change
- Local School Board is presented with the amended Plan
- Once plan is approved by Local School Board, the AIG plan is then resubmitted to DPI.

The ALTDS team will review the annual survey results, feedback from DPI, feedback from the AIG Advisory Team, and data from other stakeholder meetings to determine necessary changes for program improvement. Data from parents, students, certified staff, and classroom teachers will be reviewed throughout the year to identify and address trends in relation to equity and excellence

- Individual student data tracking
- School level data analysis to determine AIG student growth
- County level analysis of subgroup data using multiple data points
 - Identification Trends

- Growth Trends

*** Practice I**

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

The McDowell County Schools AIG Plan will be available for public review on the system website, linked to each school's webpage, and printed copies available at each school site.

Specialists will communicate AIG Program information through the following means including but not limited to:

- Parent/guardian meetings
- Faculty meetings,
- PLCs
- Grade level meetings
- MTSS meetings

Brochures, fact sheets, and School Report Cards will be used to communicate program information and evaluation results. Each of these will be provided in the student's home language.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures,

and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The following process will continue to safeguard the rights of AIG students and Family/Guardians:

All written policies, procedures, and practices will be available in native languages, printed, and online formats.

Procedure for Consent for Identification:

Parent/Guardian will be notified of Universal Screening and will be given the opportunity for students to opt out of testing if so desired.

Parent/Guardian will sign a Consent to Test form prior to any individual or small group aptitude test.

Procedure for Consent for Placement In AIG Program:

Parent/Guardian will sign the School Site Decision Form for participation in the program. ALTDS will ensure consent form / processes will be readily available. Various methods of contacting parents will be made including phone calls and letters to home address; however, MCS reserves the right to place and serve a student according to the School Site Decision.

Procedure for Transfers from Other LEAs:

If a student transfers into the district and has been previously identified as Academically or Intellectually Gifted, the district will honor the placement. A School Site Decision form will be signed by the AIG Review Team and the Parent/Guardian to acknowledge continuation of placement.

Procedure for Reassessment:

Parent/Guardian will have access to a form to request re-evaluation.

Procedure for Resolving Disagreements:

Parent/Guardian will have access to a form for resolving disagreements.

Any disagreements about placement or services should be resolved at the lowest possible level beginning with the school review team. Procedure to resolve disagreements:

SCHOOL LEVEL: The family/guardian may request a conference with the AIG Review Team to discuss concerns. The conference will be granted within ten school days of receipt of the request. After the conference the team will respond to the disagreement in writing within ten school days.

CENTRAL OFFICE LEVEL: If the family/guardian wishes to appeal the school level decision, they may provide a written request to the district's AIG coordinator within ten days of the issuance of the school level response. The AIG coordinator will review the school level decision and respond in writing within ten days of receipt of the appeal request.

BOARD OF EDUCATION LEVEL: If the disagreement is not resolved after the appeal to the central office, the family /guardian may request an appeal to the Board of Education within ten days of receiving the central office decision.

STATE LEVEL: If the disagreement is not resolved at the local level, a family/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the general statutes.

The scope of review shall be limited to:

- whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
- whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Due process procedures are made available online and offered in brochure format at each student's DEP meeting



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*** Ideas for Strengthening the Standard**

Increasing communication between District Leadership and the ALTDS team will help maintain consistent implementation of the new AIG Plan.

Planned Sources of Evidence

* AIG Brochure

* School Site Decision Forms

* Feedback on Parent Surveys

Documents

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



McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

04/11/2022 

Original Application Submission Date: 06/10/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Local AIG Plan Board Approval Document</u>

AIG Related Documents

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0


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

Glossary

McDowell County Schools (590) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Glossary .