

Overview: Mission/Vision Statement and Funding

Moore County Schools (630) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Moore 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 Moore County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Moore County Schools is committed to meeting the educational needs of all students, including those with special abilities and talents. We believe that students who perform or show the potential to perform at substantially high levels of achievement are found in all ethnic, geographic, and socio-economic groups. These students are a source of potential innovation, creativity, and leadership. Growing these students is critical to meeting the Moore County Schools vision of ensuring that educational experiences inspire students to reach their full potential and lead productive lives in an ever-changing world.

The Moore County Schools mission is to create a supportive, engaging and safe learning environment that builds knowledge, skills, and abilities needed for future success. Without a safe and supportive learning environment that allows for engaging educational experiences, the talents and abilities of many of our brightest students may remain under-developed. Therefore, to ensure the success of our highest achievers, Moore County Schools has a responsibility to provide an appropriate and challenging educational program within an environment that encourages advanced communication, creative and critical thinking, problem solving, personal development and application of knowledge. The AIG program in Moore County Schools is structured to develop these five key areas.

MCS AIG Core Beliefs:
 Moore County Schools AIG program strives to:

- Create learning environments in all schools that value and nurture intellectual and academic ability and creativity
- Provide services and opportunities for gifted students in grades K-12 in order to help meet their unique cognitive and affective needs
- Grow the gifts and talents of students who show potential to perform at substantially high levels
- Communicate with and involve stakeholder groups (students, parents, teachers and community members) in gifted education regularly
- Continually assess and seek to improve the state of our AIG program

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 715,313.00	* \$ 31,400.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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 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.

Moore County Schools (MCS) utilizes a screening and referral process that leads to identification at all grade levels and provides opportunities for all students to demonstrate strengths and talents.

Referrals for testing are accepted on an on-going basis throughout the year. Screening takes place during established windows throughout the school year (fall, winter and spring). MCS believes consistent screening and encouraging open referrals from teachers, parents and students maximizes identification of academically and intellectually gifted (AIG) students.

Referrals are accepted from parents/guardians, teachers, community members, and peers. Students may also refer themselves for consideration. Referral packets are available from any AIG teacher as well as from the MCS AIG website. Referral packets are available in both English and Spanish. The referral packets include opportunities for anecdotal evidence by asking the referrer to answer open-ended questions that reflect on the talents and strengths of the student being referred. In addition, teacher referral packets include a rating scale which looks at specific strengths within the five core elements addressed by the MCS AIG program; Advanced Communication and Research Skills, Creative Thinking and Creative Problem Solving Skills, Higher Order Critical Thinking Skills, Personal Development and Interpersonal Relationships, and Application of Knowledge. A referral does not automatically guarantee testing will take place but all referrals are considered by the school-based Gifted and Talented Review Team to determine if enough evidence exists to recommend testing.

During screening windows, AIG teachers review quantitative and qualitative data sources to gather the names of students who show academic and/or intellectual potential. Quantitative data sources that teachers screen for academic potential include reviews of mClass data, data available from the district universal screener, End-of-Grade and End-of-Course results, Beginning-of-Grade (BOG) results for third grade, sweep screening scores from the CogAT screening that takes place in grades 2 and 6, and for grades 9-12 performance on the Pre-ACT and the AP Potential report are reviewed and considered. Qualitative data sources include referrals from parents/guardians, teachers and other staff members, referrals from community members, as well as participation in the talent development program.

Moore County Schools utilizes sweep screening of all students not already identified as AIG through administration of the Cognitive Abilities Test (CogAT) in second grade and sixth grade.

The process of screening and referral is available in all grades levels, K-12, for MCS students. Due to the limited number of students referred and screened in grades 9-12, the Specialist for Advanced Studies serves as the coordinator for the screening and referral process in those grades.

*** 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.

The table below outlines the basic process followed for AIG student identification.

Review/Screen Test Scores	Referral Form completed
<p>AIG teachers meet with School-based Gifted and Talented Review Team</p> <ol style="list-style-type: none"> 1. Review student data identify students to proceed with testing process 2. Complete Screening Form for students who will test 	
Consent to Test Form sent home to parent(s)/guardian(s)	
Testing takes place	
<p><u>Student Qualifies for AIG Services</u></p> <p>Meet with parent(s)/guardian(s) to review test results, discuss placement and complete Differentiated Education Plan</p>	<p><u>Student Does Not Qualify for AIG Services</u></p> <p>Meet with parent(s)/guardian(s) to review test results</p> <p>Discuss next steps as appropriate</p>

Moore County Schools' process for AIG identification begins with screening or a referral for testing. The school-based Gifted and Talented Review Team reviews all students who have been identified through screening or referred to determine appropriate candidates to move forward to identification testing. Once students have been recommended for testing, the AIG teacher reaches out to the parent/guardian to review the data which was gathered and led the team to recommend testing. A

Consent to Test form is signed by the parent/guardian giving permission to test. Once consent has been given, the AIG teacher conducts testing within the next available testing window. Results from all testing are shared with the parent(s)/guardian(s) regardless of qualification for services.

Moore County Schools utilizes four pathways for identification, including a non-traditional pathway. The four pathways leading to identification align to the five areas of identification recognized by the North Carolina Department of Public Instruction.

- Intellectually Gifted (IG)
- Academically Gifted in Reading and Math (AG)
- Academically Gifted in Reading (AR)
- Academically Gifted in Math (AM)
- Academically and Intellectually Gifted (AI)

Identification criteria is shared via the MCS website and at annual back to school meetings with all staff. In addition, each school webpage has a link directing parents to the county website which contains information related to identification. A Frequently Asked Questions page created by the AIG Parent Advisory Council is available to address specific parent/guardian questions and concerns.

During the identification process, students take a combination of ability and achievement tests to determine their strengths and weaknesses. Ability tests are tests that have been developed independent of specific learning content. These tests are designed to measure general problem solving abilities and are used to assess intellectual ability. Achievement tests are tests which have been developed to measure specific school-based content taught at the student's current grade level.

The four pathways used by Moore County Schools under the 2022-2025 AIG Plan are:

<p>Pathway 1 Qualification as Intellectually Gifted (IG)</p>	<p>96th percentile or above composite or partial composite on an approved ability test</p>	<p>No achievement test data is needed to qualify as IG.</p>
<p>Pathway 2 Qualification as Academically Gifted (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM)</p>	<p>90th percentile or above on composite or partial composite of an approved ability test OR 90th percentile or higher on a content subtest of an approved ability test If a content subtest is used then the</p>	<p>90th percentile or higher on an approved achievement test in Reading Total, ELA Total, Extended ELA Total and/or Math Total OR a 2 year trend of scoring Level 5 on EOG/EOC in Math and/or ELA. Scores must be in the same content area for 2 consecutive years.</p>

	achievement testing or EOC/EOG testing must be a subject-area match.	Area of Identification will match the achievement test area(s).
Pathway 3 Qualification as Academically and Intellectually Gifted (AI)	96th percentile or higher on a composite or partial composite of an approved ability test	90th percentile or higher on an approved achievement test in Reading Total or ELA Total or Extended ELA Total AND Math Total OR a 2 year trend of scoring Level 5 on EOG/EOC in Math AND ELA.
Pathway 4: Non-Traditional Pathway (begins with grade 3) Area of Qualification determined based on comprehensive review of student portfolio.	Students are referred to this pathway via the school-based Gifted and Talented Review Team. Students who are referred for this pathway demonstrate a need for non-traditional consideration for gifted identification. To place via the non-traditional pathway, students participate in grade-appropriate performance tasks which will be used as part of a student portfolio to demonstrate potential. The student's response and work samples are analyzed by a district team which includes the Specialist for Advanced Studies and at least 2 other AIG teachers using a rubric.	

Moore County Schools utilizes a variety of ability and achievement tests to best assess the student's strengths and weaknesses and assist in identification for AIG services. Students are given up to two ability tests and one achievement test during the identification process.

Ability tests utilized for AIG Identification may include:

- Cognitive Abilities Test (CogAT)
- Otis-Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- SAGES-Reasoning
- Individual psychological assessments (i.e. Stanford Binet Scales, Woodcock-Johnson Test of Cognitive Abilities or the Wechsler Scales)

Achievement test utilized for AIG identification may include:

- Iowa Test of Basic Skills (ITBS)
- Stanford Test of Achievement (STA)
- SAGES-Language Arts/Social Studies
- SAGES-Math/Science

No more than two different ability tests and one achievement test may be used during a testing window to identify a student for gifted placement and services. Students may take the same ability or achievement test only once in an 18 month period. A different test may be given within the 18 month time frame, but the same test should not be administered to the same student within the 18 months or results will not be accepted to determine eligibility for AIG services.

Once a student has been assessed for AIG services, additional AIG testing will not occur for 18 months. This 18 month period allows time for the student to develop and mature; socially, emotionally and academically. In addition, this 18 month window ensures the best opportunity for valid and reliable results if the student is reassessed for AIG identification and services in the future.

Private Testing

Families may wish to pursue private testing through a licensed psychologist. Parents who elect to pursue evaluation through services of a private source do so at their own expense.

Parents should consult with the Specialist for Advanced Studies prior to private testing to determine which tests may be accepted by Moore County Schools.

Private ability and/or achievement testing must be done through an individual administration; group testing results will not be accepted from private test administrators. Testing results must be reported with national percentile data in the form of an official score report provided directly from the test administrator to the Specialist for Advanced Studies. The score report must include the test administrator's signature and state licensing number. Once the report is received and verified by the Specialist for Advanced Studies, it will be shared with the school AIG teacher and the school-based Gifted and Talented Review Team to be used with additional evidence to determine eligibility for AIG placement and services.

Private reports will be considered during the established screening windows that occur at the beginning, middle and end of the school year. Reports submitted between screening windows will be held for review until the next available screening window.

The Specialist for Advanced Studies reserves the right to refuse private test scores upon discovery of unethical testing practices.

Transfer Policy.

Students who transfer to Moore County Schools and were previously identified as gifted will be placed for services with Moore County Schools upon receipt of official paperwork showing a prior identification. Students will not be identified or served until official paperwork has been received by the AIG teacher at the school or the Specialist for Advanced Studies. Paperwork may be provided by the parent/guardian or sent from the previous school.

Military Transfer Policy.

Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children) students from military families who move into the Moore County Schools district and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification must be

provided to the AIG teacher at the school or the Specialist for Advanced Studies before services can begin.

Reassessment

Moore County Schools does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or services. Parents or teachers who notice data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher to arrange for a meeting to review all data.

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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.

Moore County Schools (MCS) is committed to seeking out students from under-represented populations who demonstrate or have the potential to demonstrate superior academic and intellectual abilities. In an effort to uncover hidden potential, we utilize a variety of screening, referral and identification procedures to ensure that we seek out students from all populations regardless of their experience or environment.

The percentage of students from linguistically and culturally diverse backgrounds as well as twice-exceptional students remains under-represented in our identified AIG population. Less than 5% of our AIG population is twice-exceptional. African American students make up fifteen percent of the MCS population but only six percent of the AIG population. Similarly, Hispanic students make up fourteen percent of the MCS student population but only seven percent of the MCS AIG population. English Language Learners are similarly under-represented in the AIG population. Despite small gains in the identification of African American students and Hispanic students, the identification gap has been persistent over the past several years in MCS and remains an intentional focus within the program. We continue to focus intentionally on talent development, screening measures, and professional development for our teachers which leads to identification that is more responsive to the diverse demographics of our MCS population.

Our screening process includes several annual reviews of a variety of measures, both qualitative and quantitative, to ensure that we seek out students from all demographics. Qualitative screening measures used include observations, participation in talent development services, and referrals. Referrals are accepted from parents/guardians, teachers, peers and the students themselves.

Professional development is provided to teachers to make them aware of potential indicators to look for when identifying gifted students from underrepresented populations. This is particularly important as teachers may also refer students for participation in talent development. The professional development specifically includes factors to consider when referring students from under-represented populations in an effort to improve our referrals of diverse students. In addition, information about AIG identification, referrals and services is shared at a variety of Parent Advisory Council meetings annually. Informing parents directly about AIG identification and services has correlated with an increase in the number of diverse referrals we receive.

The Specialist for Advanced Studies works with the Planning, Accountability and Research (PAR) department to generate an annual report based on End-of-Grade and End-of-Course data which highlights the top 10% of students from each ethnicity represented in MCS. These student names are reviewed by the Gifted and Talented Review team at each school to determine appropriateness for inclusion in talent development or testing for services. This allows us to intentionally seek out students who are showing potential at the top of their peer group when considering experience and environment and looking beyond a minimum score on an assessment.

Additionally, a partnership has been fostered between the school psychologists and the Specialist for Advanced Studies to help screen students who have been referred for Exceptional Children's services. As psychologists complete testing, they notify the Specialist for Advanced Studies of any students who show potential for being twice-exceptional.

The inclusion of a non-traditional pathway to identification also ensures that we are continually seeking out gifted students from all populations. Students are recommended for identification through the non-traditional pathway when the school-based Gifted and Talented Review Team completes the MCS AIG Screening Form. The Screening Form asks the team to consider factors which may have prevented the student from demonstrating their full potential in the classroom. The point of these determinations is to ensure that students' racial, ethnic, economic or other factors do not reduce their likelihood of access to AIG identification. The screening form is used to ensure we eliminate all possible barriers to accurately assess a students' potential and strengths. One factor the team determines is whether an alternate assessment is needed. This may include considerations of which type of test to utilize and which testing environment will best reflect the strengths and potential of the student; for example, whether the student needs to be tested one-on-one or using an untimed test.

When testing students who are linguistically diverse, every effort is made to test students in their native language. Additionally, nonverbal ability testing is available when use is appropriate.

Finally, the AIG teachers participate in an annual book study with the Specialist for Advanced Studies. During the 2022-2025 plan cycle, these book studies will intentionally focus on the identification and services of underrepresented populations.

*** Practice D**

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

Moore County Schools strives to ensure consistency in their screening, referral and identification processes. The Specialist for Advanced Studies works closely with the AIG teachers to monitor screening, referral and identification processes and to ensure they are used consistently throughout the district.

AIG teachers are required to maintain documentation of screening and testing through the use of digital rosters. These rosters are housed in a shared, secure, google drive and can be accessed by the Specialist for Advanced Studies at any time. In addition, a MCS AIG Screening form must be filled out before any testing can take place. These forms are sent to the Specialist for Advanced Studies and used to cross-reference against the digital screening forms.

The Specialist for Advanced Studies provides an overview of AIG identification procedures and services each year during the new employee orientation. This ensures that all new employees have an opportunity to learn about the processes and procedures used by the MCS AIG program. In addition, AIG teachers provide an overview annually during a staff meeting at the beginning of the school year. The Specialist for Advanced Studies provides an update to school leadership and principals on an as-requested basis but at least annually.

In order to ensure consistency in the placement of students, AIG teachers fill out an electronic form to enter newly identified students into PowerSchool. This form includes the testing results which meet the criteria set forth in the current AIG plan. This form is routed to the Specialist for Advanced Studies who creates the student record in PowerSchool. This allows the Specialist for Advanced Studies to coach AIG teachers who may be inappropriately placing students according to the criteria established by the current AIG plan.

The Specialist for Advanced Studies conducts folder audits of the AIG folders within the district at least once during the plan cycle but more frequently if needed. Folder audits are scheduled to align with the bi-annual headcount collected by the Department for Public Instruction. A random sampling of folders are checked at each school to ensure appropriate documentation is being maintained for each AIG student. AIG teachers are required to sign a verification form with each headcount indicating that they have checked the headcount against the physical AIG folders at their school(s).

Finally, the AIG Parent Advisory Council provides regular feedback on the consistency of AIG services and communication between the different areas of the district during quarterly meetings. The AIG Parent Advisory Council is made up of parent representatives from all schools as well as teacher representation.

*** Practice E**

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

community-at-large

Information regarding screening, referral and identification processes are shared in a variety of formats and at various times throughout the school year to maximize the outreach. Information is shared digitally on the Moore County Schools website. Individual school websites are linked to the district website where information related to screening, referral and identification is housed. In addition to providing a flow-chart which illustrates the screening, referral and identification process, the website contains frequently asked questions to help address parent/guardian questions and concerns related to the AIG program and services.

A printed information brochure and flow chart is available in English and Spanish. The AIG teacher at each school distributes these brochures to interested parents and ensures materials are available for interested parents/guardians and community members.

Face-to-face communication continues to be our most effective method of communicating information regarding the AIG program and services. Staff receive information at back-to-school staff meetings and through direct communication with the AIG teachers. Classroom teachers are often the first approached by parents with questions related to the AIG program and services. We encourage classroom teachers to connect interested parents with the AIG teacher to further explain the screening, referral and identification processes. The Specialist for Advanced Studies provides information at Parent Advisory Council meetings throughout the district and to schools upon request.

The Specialist for Advanced Studies partners with all principals, but especially with those at Title 1 schools across the county, to ensure information related to the AIG program is shared at back-to-school nights as well as at curriculum nights hosted by the school. This ensures that our economically disadvantaged students see opportunities to engage with 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.

The AIG identification process is documented from the initial phases of screening and referral through the testing and identification process. This documentation begins with digital screening and testing rosters that record the names of all students screened, referred and tested, regardless of the outcome. This documentation is shared with the Specialist for Advanced Studies.

After testing is completed, the AIG teacher holds a meeting with the parent(s)/guardian(s) to review all results from testing. At that time, an Identification Decision Summary Sheet is completed and reviewed. This sheet summarizes the results from all testing and data collection that has taken place. This documentation includes an area to indicate a decision related to identification and whether services are required. The Identification Decision Summary Sheet is provided to the family for their records and a copy is placed in the student's AIG folder which is housed at the school. Copies of all testing score reports are also maintained in the student's AIG folder.

Students who are identified as needing AIG services are tagged in PowerSchool. When this AIG record is created, all identification evidence is entered into PowerSchool including relevant testing data. This ensures that the student has a permanent digital record which travels with them even if they transfer between schools or districts within the state.

* Ideas for Strengthening the Standard

- Professional development focused on identification of underrepresented populations in gifted education

Planned Sources of Evidence

- * Digital screening and testing rosters
- * Identification Decision Summary Sheet in student AIG folder
- * Book study on identification of underrepresented populations in gifted education

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

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.

The AIG program services include multiple options for service delivery to meet the different levels of need exhibited by gifted learners. Service options are discussed during initial placement meetings by the AIG teacher and other stakeholders. These service options are reviewed annually to ensure services continue to align to student areas of need. If students present compelling evidence necessitating a change in service, the AIG teacher will arrange a meeting with relevant stakeholders including teacher(s) and parent(s)/guardian(s) to discuss necessary changes. Service options should be considered as a menu of opportunities. During initial placement and annual reviews, stakeholders are encouraged to consider the student's affective and academic needs when determining which services are needed. Services are indicated on the student's differentiated education plan.

Students identified as AIG within Moore County Schools receive a minimum of 45 minutes of service time weekly or 90 minutes bi-weekly. Affective needs of gifted students are addressed as part of the services provided by the AIG teacher. Life skills and coaching are embedded into projects and units planned by AIG teachers to address specific issues such as underachievement, overexcitabilities and perfectionism. In addition, some school psychologists and school counselors offer specific small group sessions to gifted students to address specific affect needs.

A key role of the AIG teacher is to serve in a coaching and consultative role for all teachers at their school(s). In this capacity, AIG teachers are responsible for planning with the classroom teacher(s) to ensure effective extension and enrichment of the North Carolina Standard Course of Study.

	Description of Service:	Recommended For:
AIG Enrichment Study Group	The purpose of enrichment study groups is to tap into the need for specific intellectual development of gifted identified students. AIG teachers design these study groups to focus on developing student creativity, critical thinking and problem-solving through the use of a variety of activities such as project-based and problem-based learning, coding, robotics and logic problems.	Grades K-8 Students Identified as Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI)

<p>AIG Academic Study Group</p>	<p>The purpose of academic study groups is to enrich and extend the NC Standard Course of Study to new levels of rigor and depth that will challenge academically gifted students. AIG teachers plan with the classroom teacher to deliver these lessons to small groups either in the classroom utilizing a co-teaching model or through a small group pull-out model. This option works particularly well if the school has implemented appropriate cluster grouping. When appropriate, the AIG teacher will create academic study groups to address reading and math skills separately.</p>	<p>Grades K-8</p> <p>Students Identified as Academically and Intellectually Gifted (AI), Academically Gifted (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM).</p>
<p>AIG Consultative Services</p>	<p>Identification under AIG Consultative Services requires the development of an Individually Differentiated Education Plan (IDEP). The IDEP allows students to set specific academic goals and planned quarterly monitoring meetings with the AIG teacher or facilitator at the school. The AIG teacher collaborates with the classroom teacher(s) to ensure academic and affective needs of the student are being met in the regular classroom environment.</p> <p>The IDEP and Consultative Services remain effective until the beginning of the following school year at which time a reassessment should take place to ensure appropriate placement and services.</p>	<p>Grades K-12</p> <p>Students who are identified but elect not to receive direct AIG services.</p>
<p>AIG Independent Study</p>	<p>Students interested in independent study opportunities will work with the AIG teacher to develop a product plan outlining the problem/topic/issue to be studied along with a project timeline and final product due date. Students are expected to submit regular reflections and progress updates to the AIG teacher. Upon completion of an independent study project, students should share their final product with an authentic audience. Independent Study services are traditionally provided as an addition to other service options; it should not supplant other services offered.</p>	<p>Grades K-12</p> <p>Recommended for profoundly gifted students or those pursuing a selective course of study.</p>

<p>AIG Grade or Subject Acceleration</p>	<p>Students must meet Moore County Schools criteria for whole-grade or single-subject acceleration as described in Standard 2, Practice G for this option to be considered. A minimum of 60 points on the Iowa Acceleration Scale is needed to recommend whole-grade or single-subject acceleration. The final decision regarding subject or grade advancement rests with the school principal.</p> <p>Students in grades 9-12 may accelerate through a subject or discipline at an advanced rate at the discretion of the high school and dependent on scheduling availability.</p>	<p>Grades K-8</p> <p>Recommended for academically gifted students and profoundly gifted students.</p>
<p>Advanced Academic Coursework</p>	<p>Students may qualify for advanced level math according to the provisions of House Bill 986. Beginning in grade 6, students who meet the requirements participate in compacted Math. Students who qualify for compacted math complete advanced academic coursework to put them on track to earn credit for the first year of high school math while in 8th grade.</p> <p>Additionally, Moore County Schools offers World History to 8th grade students who demonstrate a need for advanced academic coursework in middle school.</p> <p>Finally, students in grades 9-12 have access to a variety of advanced academic coursework options including Honors, Advanced Placement and Community College courses. Students who meet specific requirements outlined in Senate Bill 336 may participate in Community College courses beginning in the spring of their Freshman year.</p>	<p>Grades 4-12</p> <p>Recommended for students who are academically gifted (AI, AG, AR and/or AM)</p>
<p>  Click here to remove the table and use only the narrative field.</p>		
<p>* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and</p>		

learning environments through collaboration with a variety of personnel based on student needs.

Moore County Schools recognizes that in addition to having unique academic needs, gifted learners also have unique affective [social and emotional] needs. During initial placement meetings student's affective needs are discussed to ensure services align appropriately with their needs. Meetings for students being considered for grade and subject acceleration address affective components of the acceleration decisions.

Affective needs of gifted students are addressed as part of the services provided by the AIG teacher at all grade levels. Life skills and coaching are embedded into projects and units planned by AIG teachers to address specific issues such as underachievement, overexcitabilities and perfectionism. A partnership with Student Support Services has provided opportunities for school psychologists and school counselors to offer additional support for gifted students by working with small groups on lessons addressing affective needs such as underachievement, grit, perfectionism and test anxiety.

Schools conduct "kid talks" with individual students two to three times yearly to review individual student data and set appropriate goals. These talks are often led by the building administration, members of the MTSS team and/or the school instructional support facilitator. These are also opportunities for individual students to conference about their affective needs.

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

The AIG program in Moore County Schools is aligned to the district strategic plan which identified the district's priorities. The district strategic plan highlights five domains of focus:

- academic achievement
- student safety, health and welfare
- employee culture and capacity
- parent and community engagement
- organization capacity and efficiency

The district strategic plan is undergoing revision during 2022, however, the AIG program will continue to align the program and services with the objectives and strategies outlined in the current and revised strategic plan. This includes the areas of academic achievement and student safety, health and welfare.

The Specialist for Advanced Studies along with the AIG teachers, serve as the primary advocates for the AIG program with senior leadership and principals. The Specialist for Advanced Studies provides regular updates related to AIG programming and services during leadership team meetings and with various advisory council meetings as requested.

The AIG teachers and Specialist for Advanced Studies strive to ensure that AIG services are an integral part of the total Instructional program within Moore County Schools. The Specialist for Advanced Studies position is a part of the department for Curriculum and Instruction. As such, this position is well-placed to share information relating to the AIG program with other content area specialists to ensure alignment within expected instructional practices, district programs, and the selection of district resources. The Specialist for Advanced Studies seeks out partnerships with the digital integration facilitators and school-based instructional support facilitators to connect AIG teachers and students with appropriate resources and materials. In addition, the Specialist for Advanced Studies collaborates with the department of Planning, Accountability and Research as well as with Student Support Services to ensure AIG programming and services are aligned with assessment and counseling practices and policies within the county.

Moore County Schools has developed frameworks of instruction to guide K-5 literacy, K-5 math and 6-12 instruction. An integral component of these frameworks is the use of data-driven instruction and differentiation. Because these are county-wide initiatives, a consistent message is being sent in all content areas to ensure differentiation is taking place to meet the needs of advanced learners.

*** Practice D**

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

Moore County Schools encourages intentional grouping practices to facilitate the achievement and growth of AIG students and other students with advanced learning needs. Guidance is provided from the Specialist for Advanced Studies to support cluster grouping within schools. MCS defines cluster grouping in grades K-8 as placing small groups of 4-5 AIG students together in a classroom and, when possible, assigning the cluster to a teacher who has their AIG-licensure or has experience growing advanced learners. This cluster grouping allows advanced students to benefit from working with peers of a similar intellectual and academic ability and allows the classroom teacher to efficiently plan for small group instruction.

MCS has adopted i-Ready as a universal screener in ELA and Math. Classroom teachers are encouraged to utilize reports provided in i-Ready for flexible grouping according to strength in specific domain-related skills and in planning for small group instruction.

The use of cluster grouping also allows AIG teachers to plan with a smaller group of classroom teachers when planning to provide co-teaching support.

*** 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.

Moore County Schools is committed to ensuring all stakeholders are informed about AIG policies and procedures.

Once approved by the local school board, the AIG plan is made available on the Moore County Schools AIG website. The website also includes a frequently asked questions page for parents and teachers. The FAQ page focuses on information related to AIG identification and program services. The website includes flowcharts to assist teachers, administrators, support staff and other stakeholders in understanding the process of AIG identification. Information about different types of services provided to AIG identified students is outlined on the website as well.

The Specialist for Advanced Studies communicates regularly with AIG teachers to ensure policies and procedures related to the AIG plan and services are clearly communicated to all stakeholders. AIG teachers provide information to teachers and parents on a regular basis to address misconceptions about the AIG program and communicate AIG policies and procedures related to identification and services.

The Specialist for Advanced Studies and the AIG teachers collaborate annually on a back-to-school presentation which is shared at each school by the AIG teacher. The emphasis of this presentation is to outline the referral and screening processes, discuss the steps in identification and outline the services the AIG teacher can provide. This ensures that information related to services and instruction of gifted students is consistently shared throughout the district.

*** Practice F**

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

Communication among and between teachers and schools to ensure a seamless continuation of services has improved since the implementation of previous plans. The transition of records relies heavily on individual AIG teachers. When students transfer, the AIG folder is transitioned between the AIG teachers, either in person or via interoffice mail. The sending and receiving teachers sign documentation of the transfer and a copy of the transfer paperwork is sent to the Specialist for Advanced Studies. This creates a documented record of the location of all AIG student folders.

The Specialist for Advanced Studies and AIG teachers work together to determine a timeline to communicate student needs and strengths and to transfer student folders, especially during key transitions between grade levels and schools. For students in transition grades (5th to 6th grade and 8th to 9th grade) AIG teachers meet to review student's Differentiated Education Plan and discuss the services which have been provided. These meetings typically take place during teacher workdays in the spring, after the last day of school. AIG teachers are frequently in contact with each other to discuss the needs of transitioning students. In addition, they communicate with other staff, classroom teachers, counselors, etc., to help ensure a smooth transition for students as they move between grades and schools.

Moore County Schools utilizes PowerSchool to record all information related to AIG testing in the student record. This aids in the transition between schools as these records move automatically with the student and give the receiving AIG teacher quantitative data to review relating to student strengths.

AIG teachers communicate with regular classroom teachers at the beginning of each year to ensure teachers are aware of students who are AIG identified, their area of identification and their strengths. Communication is crucial to ensure that AIG students receive appropriate differentiation in the classroom.

*** 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.

Students who consistently demonstrate performance two or three years beyond their peers may need additional acceleration. Moore County Schools utilizes the Iowa Acceleration Scale to determine, on an individual basis, the readiness of a student for grade or subject acceleration. Students must earn a minimum of sixty points on the Iowa Acceleration Scale to be recommended as a good candidate for grade or subject acceleration. Although the AIG program provides a recommendation regarding advancement based on the Iowa Acceleration Scale, the final decision regarding subject and/or grade advancement rests with the school principal. Students may only accelerate whole-grade or single-subject during natural transitions, between school years and at semester breaks.

Grade or Subject Acceleration Process

1. Parents must present a request for acceleration to the AIG teacher in writing.
2. The AIG teacher will notify the school principal and the classroom teacher(s) of the parent's request for acceleration. The classroom teacher(s) will gather work samples that demonstrate work 2-3 years above grade level. The AIG Teacher will collaborate with classroom teacher(s) to determine how long work samples will be collected.
3. The AIG teacher will gather any prior testing data available. At least one classroom teacher(s) will fill out a teacher nomination packet and the MCS Gifted Rating Scale.
4. The AIG teacher will gather the classroom teacher(s), principal or designee, and other interested parties to review data and work samples. The team will decide if they are going to pursue the request for acceleration based on the available data and work samples.
5. The AIG teacher and administrator or designee will meet with the parents and explain the decision of the team. If exploring subject advancement, the meeting may include the current subject teacher and if possible the potential receiving teacher. If it is decided that acceleration services need to be explored, the AIG teacher will explain the Iowa Acceleration Scale to parents.
6. Once parents have signed the permission to test, the AIG teacher and, if necessary, the school psychologist will complete the required testing.
7. When testing is finished, the team will reconvene to complete the remainder of the Iowa Acceleration Form. The parents, an administrator, the current teacher(s), the potential receiving teacher(s), and the Specialist for Advanced Studies should be included in the meeting. The student should score a minimum of 60 points on the Iowa Acceleration Scale to be recommended for Grade or Subject acceleration. If acceleration is recommended, an Individual Differentiation Education Plan (IDEP) will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance as well as who will follow up on the student's progress to ensure a smooth transition.

Credit by Demonstrated Mastery (CDM)

Credit by demonstrated mastery is the process by which Local Educational Agencies shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Access to the Credit by Demonstrated Mastery process is open to all NC public school students for high school courses in grades 9-12 and those high school courses offered in middle school that a district chooses to offer.

CDM promotes personalized learning and removes the requirement for seat time so that a student may take a more advanced course in that same subject area or provide time in the class schedule to explore a new topic. It allows subject-level acceleration without requiring full grade-level acceleration.

Additional information related to CDM is available from all middle school and high school counselors including specific timelines related to application due dates and testing windows. This information is also available on the Moore County Schools Advanced Studies website.

1. Students complete and submit the Credit by Demonstrating Mastery Application to their school counselor.
2. The school counselor will contact the family to discuss the process and application. The counselor reaches out to the Specialist for Advanced Studies and the Planning, Accountability and Research department to notify them of the request.
3. Students will complete phase 1 (assessment of foundational knowledge) through a locally developed exam, North Carolina Final Exam or End-of-course test.
4. Students who earn a 90 or better, or a minimum scale score in EOC courses (Math 1 – 264, Biology – 261, English II – 165) will move onto the performance based task in Phase 2. Students who do not meet the minimum qualification in Phase 1 will be required to register for and complete the course in order to earn credit.
5. Students eligible for Phase 2 will complete the performance based task provided by the school within the set time limit.
6. A panel of content experts from the district will review the performance based task and determine if the student meets the necessary qualification to receive credit for the course.
7. The student and family will be notified of the panel's recommendation regarding the awarding of credit. If the student does not earn credit based on phase 2, they may appeal the process.
8. Students who earn credit for the course after completing phase 2 will be awarded a "pass" for the course on their transcript.

Early Admission to Kindergarten

Children who reach their fourth birthday by April 16 may enter kindergarten if they demonstrate an extraordinary level of academic ability and maturity. Information relating to early kindergarten admission is available on the Moore County Schools AIG website. The application is also available on the AIG website. Any testing required for early admission to kindergarten is done at the parent's expense.

The Early kindergarten admission policy is pursuant to North Carolina General Statute GCS-J-001 listed below.

To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Performance - The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.
4. Observable Student Behavior/Student Interest - The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest - The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Compacted Math

Moore County Schools offers compacted math in grades 6-8. In accordance with House Bill 986, students who score a level 5 on the End of Grade assessment in math are placed into the advanced course for the next math course in which the student is enrolled. Students who score a level 5 in grade 3 and grade 4 receive advanced math coursework at least 45 minutes a week. Students who score a level 5 in grade 5 are eligible for compacted math in grade 6. Students in seventh grade who score a level 5 are enrolled in Math I in eighth grade. Students are not removed from this compacted curriculum track unless parents specifically request the removal in writing. The Specialist for Advanced Studies works with the Specialist for 6-12 Math to ensure clear communication regarding this process as well as consistency between schools in application of the law.

Advanced Coursework in High School

Students in grade 9-12 are encouraged to plan an academically rigorous course of study by taking honors, advanced placement, and community college courses. Access to this advanced coursework ensures our academically gifted students have appropriate academic challenges. Juniors and seniors who meet the qualifications may take college-level coursework in partnership with the local community college, Sandhills Community College. In order to support dual enrollment, two counselors work with the students at our three high schools exclusively in support of dual enrollment.

Freshmen and Sophomores who meet the requirements outlined in Senate Bill 336 may participate in college transfer pathway courses. Freshmen may take courses beginning in the spring semester. This ensures a smooth transition to high school prior to adding the rigors of beginning college coursework.

*** 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.

Moore County Schools believes in expanding access to advanced learning opportunities and seeks to intentionally develop the talent of those at-potential in all grade levels. Talent Development takes place formally in grades K-3, but also informally as teachers in all grades recognize students with gifted potential and recommend them to the AIG teacher for further development.

The Specialist for Advanced Studies intentionally partners with Student Support Services to promote access to advanced learning opportunities including access to advancement academic coursework. Professional development and discussion with school counselors has provided opportunities for school personnel to learn about a wide range of advanced learning opportunities available to students through Advanced Placement courses, College and Career Promise classes, courses through the North Carolina School of Science and Math, and the North Carolina School for the Arts.

The Specialist for Advanced Studies conducts an annual book study with the AIG teachers. Past topics have included co-teaching and coaching in gifted education and self-advocacy for gifted learners. Future topics for this book study include shifting mindsets and recognizing underserved gifted populations. This book study and PD provides the AIG teachers with an opportunity to expand their knowledge and plan ways to take this learning to the schools where they serve.

The Specialist for Advanced Studies intentionally partners with the Specialist for English Language Learners to share information related to the AIG program through the Hispanic family night meetings which are held quarterly. This helps to ensure we are reaching out to intentionally spread information about AIG program services to populations which are traditionally underrepresented in our schools.

*** Practice I**

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

A variety of extracurricular opportunities are available in grades K-12 including Battle of the Books, Math Counts, Speech and Debate, Future Cities, Odyssey of the Mind, Science Olympiad, Quiz Bowl, Girls who Code and Robotics Clubs. While extracurricular offerings vary by school and grade span, these supplemental opportunities provide additional areas where students can experience enrichment, extension and acceleration to meet their academic and affective needs.

AIG teachers are encouraged to sponsor at least one extracurricular club and to assist in recruitment efforts to find additional teachers or parents willing to sponsor clubs as students express interest.

*** Ideas for Strengthening the Standard**

- Provide various clustering scenarios to assist principals in creating clustered classes
- Include information about acceleration (grade and subject) and CDM in Beginning of Year presentations

Planned Sources of Evidence

- * Shared google drive with SEL lessons for AIG teachers
- * Class rosters showing appropriate clustering
- * Sign-in sheets for beginning of year presentations
- * Digital roster of students who have been accelerated

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Moore County Schools (630) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Moore County Schools recognizes the need to adapt the North Carolina Standard Course of Study (NCSCOS) to address the range of readiness exhibited by gifted students. MCS addresses this need through extension, acceleration, and enrichment opportunities across all grade levels.

AIG teachers and classroom teachers are expected to differentiate their instruction to meet the various levels of readiness, ability and interest within their classes. This means that teachers should be proactively planning to meet the needs of all students within their classes. The AIG teacher works collaboratively with the classroom teacher to plan for opportunities to extend and enrich the curriculum.

In addition to differentiation within the regular classroom, MCS serves AIG students in grades K-8 through a combination of direct services provided by the AIG teacher in a pull-out small group and/or co-teaching lessons taught by the AIG teacher and regular classroom teacher in the regular education classroom. Lessons are designed to extend and enrich the NC Standard Course of Study by providing deeper connections to content and materials for students.

Examples of enrichment opportunities that may be utilized during AIG service times or provided in the classroom include access to guest speakers, college visits, online opportunities for lessons with the North Carolina School of Science and Mathematics, or independent study projects based around an area of personal interest. Examples of extension opportunities include access to personalized learning through programs such as MyPath in i-Ready, Khan Academy, and NC Virtual Public School (in grades 6-12).

Push-in opportunities, such as co-teaching, allow the AIG teacher to model differentiation within the regular classroom and to observe other students. Pull-out opportunities allow for AIG students to work with peers of similar interest and abilities in an accelerated setting.

In grades 9-12, students self-select honors, Advanced Placement, and Sandhills Community College courses to extend and accelerate their learning at an appropriately rigorous academic level as well as receiving enrichment and advocacy services from an AIG facilitator at each high school.

Acceleration options are available in grades K-8 through grade advancement, single-subject advancement, and curriculum compacting in middle school math.

Students in grades 9-12 are encouraged to consider opportunities for acceleration by participating in programs from NC Governor's School, North Carolina School of Science and Mathematics, and the North Carolina School for the Arts.

*** 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.

AIG teachers utilize a variety of instructional practices according to the abilities, readiness and interests of the AIG students they work with. A primary focus is on the use of 21st century skills such as problem solving, communication, and collaboration when solving real world problem-based tasks. In addition, AIG teachers build advanced communication and research skills through practices such as Socratic Seminars and Speech and Debate. These practices give students opportunities to learn and practice effective communication skills and allow students to further develop creative and critical thinking skills. AIG teachers work closely with classroom teachers to ensure they are comfortable incorporating a variety of instructional strategies within the regular classroom environment.

AIG teachers plan their services to reflect areas of student identification and student interest. While many AIG teachers choose to group students according to their grade level ability, they are also encouraged to consider their students' areas of identification, readiness and interests when creating flexible groups. AIG teachers group students for services in ways that maximize the student's strengths. This allows AIG teachers to think of services as a menu of options designed to target student strengths and meet student's individual needs.

Those students who are intellectually gifted or academically and intellectually gifted work on tasks to develop their intellectual reasoning skills but may not be heavily reliant on advanced academic skills. This is primarily through tasks such as problem-based and project-based learning. An example of this may be through designing a tiny house according to a set of client specifications or designing a shelter which would withstand the elements and fit a person using a prescribed set of materials.

Students who are academically gifted participate in services designed to grow their academic skills. For example, students gifted in math may complete a small group lesson designed to extend the math curriculum, to study different number systems, or to further explore

fractions and decimals. Students academically gifted in language arts may complete a book study or small group lesson to expand their vocabulary skills.

AIG teachers work with gifted students who demonstrate a need for additional academic and/or intellectual challenge to design independent learning projects. These projects are designed around individual student interests and are completed independently.

*** Practice C**

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

Moore County Schools utilizes a variety of instructional resources to enhance student learning. Some of the resources used by the AIG teachers include:

- Jacob's Ladders English/Language Arts lessons (grades K-8)
- William and Mary English/Language Arts units (grades K-8)
- Schoolwide Enrichment Model reading and writing prompts (grades K-8)
- Beast Academy math materials from the Art of Problem Solving (grades K-5)
- Figure This math challenge problems (grades K-12)
- Mentoring Mathematical Minds units (grades 3-5)
- William and Mary math units (grades K-6)

Additional materials that have been provided to the AIG teachers include Challenging Common Core lessons in English/Language Arts, Science, Math and Social Studies, Mind Benders logic puzzles, and some sets of Junior Great Books.

AIG teachers participate in professional development with the county Digital Integration Facilitators to reinforce and integrate robotics, coding, and the engineering problem-solving model into their lessons and activities.

*** Practice D**

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

curiosity, and leadership.

Moore County Schools has developed gifted education standards to address the need to develop critical thinking, communication, collaboration, creativity and leadership. The standards serve as the basis for the creation of common conceptual units for grades K-8 to be used during intellectual and academic study groups. The gifted education curriculum standards along with the North Carolina Standard Course of Study serve as the basis for the extension and enrichment that takes place within the AIG program.

Advanced Communication and Research Skills – Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study.

AC.R.1 – The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources and communicates expertise to a variety of audiences.

AC.R.2- The student supports and defends his/her own opinions while respecting the opinions of others and/or taking into consideration potential misunderstandings, biases, and expectations.

AC.R.3 – The student can clearly articulate their own thinking to a variety of audiences.

AC.R.4 - The student selects appropriate research tools and methodologies to conduct research and uses systematic procedures for recording, organizing, and synthesizing information.

Creative Thinking and Creative Problem Solving Skills - Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products.

CT.CPS.1 - The student formulates original questions and ideas about a specific topic.

CT.CPS.2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies when problem solving while tolerating ambiguity and assuming risk.

CT.CPS.3 - The student incorporates brainstorming and other idea-generating techniques to solve problems or generate new ideas.

CT.CPS.4 - The student develops original ideas, presentations, or products.

Higher Order Critical Thinking Skills - Gifted Students will develop and practice higher order and critical thinking skills in order to extend their knowledge at an advanced level.

HOC.T.1 -The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.

HOC.T.2 - The student conducts comparisons and evaluates decisions using criteria.

HOC.T.3 - The student asks insightful and relevant questions.

HOC.T.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

HOC.T.5 - The student uses analogies, metaphors, and/or models to explain or illustrate complex concepts and relationships.

Personal Development and Interpersonal Relationships - Gifted Students will undergo personal growth and development in order to

achieve their highest potential. Gifted Students will develop appropriate interpersonal relationships in order to collaborate effectively with a variety of audiences.

PD.IR.1 – The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.

PD.IR.2 - The student predicts and understands consequences of decisions and responds appropriately.

PD.IR.3- The student allows for and accepts differences of opinion when reflecting on their own reasoning and the reasoning of others.

PD.IR.4 - The student will display persistence when faced with challenges and strive to achieve high standards.

Application of Knowledge - Gifted students will acquire and apply knowledge in order to advance their understanding.

AK.1 - The student will transfer and apply knowledge from one topic of study to another.

AK.2 - The student will make generalizations about events, people, things, and ideas.

AK.3 – The student will make connections between basic information and broader concepts.

To encourage AIG teachers to intentionally consider the use of the MCS AIG gifted education standards, a lesson plan template is available for use by AIG teachers. This template includes places for MCS gifted education standard alignment as well as NC Standard Course of Study alignment.

*** Practice E**

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

Ongoing assessment is the key to effective differentiation within the classroom. The use of formative and summative assessments as well as differentiated small group instruction are part of the district instructional frameworks. Through professional development, we continue to build our teachers' capacity to utilize data and flexibly group students within the classroom for differentiation of content, process, and product.

A variety of state-wide and local assessment data is available to teachers. This data includes mClass and North Carolina check-ins, common formative assessments developed by PLCs and classroom developed assessments. Moore County Schools has developed a data protocol which teachers were trained on during the 2021-2022 school year. Teachers are encouraged to reflect on their data to determine academic readiness and group students appropriately to differentiate any reteaching that may need to occur. In addition, as

teachers introduce new content, they are encouraged to pre-assess to determine if any students have already mastered material and can compact their instruction.

As part of Moore County School's implementation of the Multi-Tiered System of Support (MTSS), we have adopted the universal screener i-Ready. i-Ready diagnostics are given 3 times a year to students in grades K-8. This universal screener assesses students' level of knowledge on specific standards and within the domains of ELA and Math. Teachers are encouraged to utilize the grouping feature found under the reports section to help them identify those students who need to be clustered together within their classroom.

In addition, teams of teachers within a building use their data to flexibly re-group students within a grade span or content area to facilitate instruction depending on the student's level of readiness. Those students who demonstrate mastery of a particular content or standard are grouped together and provided opportunities for extension and enrichment while those who are below the level of mastery are grouped for direct instruction or reteaching.

*** Practice F**

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

The AIG teachers address social and emotional needs of their students in a variety of ways. They provide informal counseling to gifted students during lunch as well as before and after school. This may be in the form of advice, addressing scheduling or class issues, or just listening and problem solving with the student as needed. AIG facilitators at the high school serve a similar function by providing advice about scheduling, scholarships and post-secondary plans. Many AIG teachers organize clubs and small group sessions during lunch times which gives them another opportunity to work with their gifted students and counsel them. Finally, AIG teachers incorporate activities within their lessons to address affective needs in a formal way. These include lessons which focus on persistence, underachievement, anxiety and self-advocacy. AIG teachers frequently use picture books as an entry point to get students talking about these affective issues and how they impact their lives.

Three specific social-emotional lesson plans have been developed for use by all the AIG teachers in the district to ease students through key-transition points. In third grade, students complete a series of lessons related to, "What does it mean to be gifted?" In sixth grade they focus on, "How do I successfully navigate middle school?" and in eighth grade they begin to think about the future with a lesson titled, "What is my plan for high school and beyond?" These lessons are taught across the district as one way that AIG teachers bring attention to the unique affective needs of gifted 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.

Talent development formally begins in primary classrooms within the first nine weeks of school. AIG teachers conduct 1-2 push-in lessons in the regular classroom. Regular classroom teachers are present during the talent development lessons and observe students for

potential gifted characteristics. They use a checklist from the Primary Education Thinking Skills series or characteristics from the Moore County Schools Gifted Standards to observe their students. AIG teachers are encouraged to utilize lessons from the Primary Education Thinking Skills, Building Thinking Skills books, and Mind Benders logic puzzles as a way to focus on a specific type of thinking to develop in students for each round of talent development. As talent development continues through the year, the AIG teacher focuses on different skills and ways of thinking (i.e. analytical thinking, inventive thinking, evaluative thinking). This will help to reveal different talents and strengths in students.

After conducting push-in lessons in primary classes, the AIG teacher and the classroom teacher(s) will identify the top 10-15% of the grade level to participate in an additional 2-4 pull-out sessions with the AIG teacher.

These pull-out sessions will focus on developing specific strengths and talents within the students related to common gifted characteristics and will also provide the AIG teacher an opportunity to determine if these students need formal assessment for AIG services.

Once AIG teachers have had an opportunity to conduct pull-out sessions with the students, they will discuss their observations with the grade level teachers and together determine which of the students may need to go into the next screening pool and be considered for testing. The school-based Gifted and Talented Review Team will review the screening pool to determine which students should be recommended for further formal testing. Students who are not recommended for formal testing may be referred back to talent development during the next cycle. There is no limit to the number of times a student may participate in talent development.

Due to screening in 2nd grade, the talent development process should begin with 2nd grade teachers within the first nine weeks of the school year. In the second nine weeks, AIG teachers expand talent development to additional grade levels or begin a second cycle of talent development with a different thinking skill lesson. Unless students show a remarkable need, kindergarten students should not participate in talent development before the start of the second semester unless a specific, unique need is demonstrated. This allows kindergarten teachers enough time to become familiar with their students and for students to adjust to the routines and procedures of going to school.

*** 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.

Moore County Schools (MCS) has clearly emphasized differentiation as a top priority and teachers are expected to differentiate the North Carolina Standard Course of Study (NCSCOS) within their classroom to meet the needs of all students. County-wide EVAAS results indicate our gifted students met or exceeded growth in all EOG and EOC areas in 2020-2021. Despite these positive results, additional

data from our universal screener and check-ins indicate a continued need to emphasize differentiation and targeted small group lessons to reach the needs of all learners within the classroom.

In order to help support the needs for differentiation at all levels, MCS has frameworks to guide instruction in K-5 literacy, K-5 math and 6-12 instruction. These frameworks have common themes related to data-driven instruction and flexible grouping strategies to help differentiate content, process and product to meet individual student needs. All frameworks include a focus on differentiated small group instruction which recognizes that all students in a grade level do not necessarily perform at the same academic level. By utilizing differentiated small group instruction, the teacher can flexibly group students of similar abilities or interests together and better plan their instructional strategies to meet the needs of that group of students. This is further supported if the school has implemented cluster grouping in the core classroom.

Professional Development relating to differentiation is provided by the Specialist for Advanced Studies and by school-based AIG teachers throughout the school year. As the Curriculum and Instruction team plans professional development related to the instructional frameworks, differentiation is consciously addressed and included. The PD reinforces the reasons that differentiation is needed to meet the needs of all students and underlines the importance of proactively planning differentiated small group lessons to meet the needs of all students.

AIG teachers are encouraged to ensure their schedule permits time for them to meet with grade level and content area professional learning teams (PLTs). Moore County Schools continues to encourage a focused effort on building effective PLTs and encouraging administration to clarify procedures and processes surrounding PLTs. AIG students are directly impacted by this focused effort to develop PLTs because one of the four questions addressed by PLTs is “What will you do if students already know what you want them to learn?”. This frequently includes our gifted students. By intentionally focusing PLTs on this question, they can better plan for strategies to extend and enrich the curriculum to meet the needs of advanced learners.

*** 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.

Moore County Schools (MCS) maintains documentation related to identification and services of AIG students through the use of Differentiated Education Plans (DEPs) and Individual Education Plans (IEEPs).

[Differentiated Education Plan](#)

Moore County Schools maintains a Differentiated Education Plan (DEP) for all students who are formally identified as gifted and receive direct AIG services with the AIG teacher. This document is reviewed annually. The DEP outlines the area of identification, the strengths of the student, as well as specific service delivery options.

A meeting may be called by the AIG teacher and/or parent/guardian to discuss changes to a student's area of identification and/or level of service if significant data changes are evident.

Individual Differentiated Education Plan

Students who need modifications or specific accommodations not included on the regular DEP will have an Individual Differentiated Education Plan (IDEP) developed. The IDEP does not replace the DEP but is instead a support to ensure the student's unique needs are being met. For example, students who are grade or subject advanced, students who are admitted early to kindergarten, or twice-exceptional students may require an IDEP to be developed to address special circumstances not covered by the DEP.

An IDEP will be developed for any student who is receiving Consultative Services and is not receiving direct, face-to-face services from the AIG teacher. Development of the IDEP should include the writing of specific goals and be accompanied by quarterly meetings between the student and the AIG teacher to review progress towards those goals.

An IDEP may also be appropriate for AIG students who are under performing or whose performance is found to no longer match their identification. Since IDEP does not replace the DEP it should be viewed as an intervention to help support these students with specific goals for improvement.

Development of the IDEP should be accompanied by quarterly meetings with the AIG teacher to review individual goals and progress towards those goals.

*** Ideas for Strengthening the Standard**

- Expansion of Talent Development efforts to ensure every student K-3 has an opportunity to participate in advanced level critical and creative thinking lessons
- Better tracking of students who participate in talent development and move on to testing to determine if talent development efforts are successfully growing students
- Refining and adding additional SEL lessons for AIG students to address issues that have arisen due to Covid-19 disruptions in learning

Planned Sources of Evidence

- * Notes from grade level PLTs
- * Differentiated Education Plan or Individualized Differentiated Education Plan maintained in student AIG folder
- * AIG teacher lesson plans showing differentiation of NCSCOS and incorporation of MCS Gifted Standards
- * Talent development rosters to track participation

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Moore County Schools (630) 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.

Moore County Schools employs an AIG-licensed educator to serve as the Specialist for Advanced Studies.

Responsibilities of this position include:

- Provide leadership and support to develop and implement Moore County Schools' plan for serving academically and intellectually gifted students
- Provides leadership and advocates for students participating in the Academically and Intellectually gifted (AIG) program, Advanced Placement (AP) program, virtual learning and College and Career Promise (CCP) courses
- Works with senior leadership and principals on implementation of the AIG, AP, virtual learning and CCP programs
- Recommends and reviews schedule for itinerant AIG staff members to ensure equity of services and job responsibilities
- Provides orientation for AIG staff members at the beginning of the school year
- Reviews screening and testing information annually to ensure equity of screening, referral, and identification processes according to the AIG Plan

- Reviews annual data (EOG, EOC, NCFE and AP) related to gifted students academic accomplishments and performance
- Plans and conducts AIG teacher Professional Learning Team (PLT) meetings to develop capacity of AIG teachers and ensure equity of services
- Collaborates to ensure required professional development activities are offered for teachers implementing the AIG, AP, virtual learning and CCP programs
- Oversees the budget for AIG, AP, and virtual learning programs
- Reviews and recommends appropriate instructional materials for the AIG and AP programs
- Organizes and chairs the AIG Parent Advisory Council which meets quarterly
- Chairs the Governor's School selection process for the district
- Participates in regional meetings, professional development opportunities, and other statewide initiatives to support the AIG, AP, virtual learning and CCP programs
- Performs other duties and responsibilities as assigned by supervisor

*** Practice B**

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

Moore County Schools employs full time AIG teachers to support the AIG program and provide services to meet the academic and affective needs of gifted students.

AIG Teacher Responsibilities include:

- Advocate for gifted students in the building with school personnel and the community
- Coordinate services for gifted students at their assigned school(s)
- Gather and review screening and referral data during screening windows

- Act as chairperson for the school-based Gifted and Talented Review Team
- Administer appropriate identification assessments during testing windows
- Communicate weekly with classroom teachers to provide differentiated curriculum and support for gifted students
- Provide direct services to identified students using research-based methods
- Provide nurturing and talent development services to students identified as demonstrating potential for giftedness who are not formally identified
- Provide embedded professional development in the school building to support differentiated academic opportunities for gifted students in the regular classroom
- Attend professional development opportunities, such as those offered at statewide conferences and those offered within the district by the Specialist for Advanced Studies, to continually grow in the area of gifted education
- Provide consistent communication with parents/families about screening, referral, identification, and services using newsletters, emails, phone calls, digital spaces, progress reports, and/or parent-teacher conferences
- Maintain documentation of student growth and needs using appropriate differentiated education plans(DEPs), individualized differentiated education plans (IDEPs), and/or AIG Progress Reports
- Annually review student placement and services for appropriateness
- Maintain NC add-on AIG certification
- Perform additional responsibilities assigned by building supervisor and/or Specialist for Advanced Studies

*** 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.

Self-assessment and survey data reveals that professional development is an area of great concern and an area where Moore County Schools gifted program can make improvements. Professional development related to meeting the needs of gifted students has been offered, but is not required. Attendance at system-wide professional development offerings centered around differentiation have been well-attended.

Professional development sessions are offered by the Specialist for Advanced Studies and by AIG teachers on an as-needed and on-requested basis to schools and individual teachers. The Specialist for Advanced Studies works with principals to identify areas of professional development that are needed at individual buildings. The Specialist for Advanced Studies partners with Student Support Services to provide professional development on the unique needs of gifted students to school counselors and other support personnel who work with our students.

MCS will continue professional development efforts for teachers centered around planning impactful, engaging, differentiated small group instruction. This PD is offered for all teachers and instructional support facilitators in the fall and spring during a 3 hour session. In targeting differentiated small group instruction for the PD, teachers are able to see why and how they need to plan instruction to address the needs of their advanced learners.

*** 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.

Principals and schools are encouraged to utilize cluster grouping when scheduling their AIG students. MCS has defined cluster grouping to mean placing 4-5 AIG identified students within one class whenever possible to ensure AIG students have opportunities to work with students of similar need and interest. If possible, AIG students are clustered by their area of identification. It is recommended that cluster classes are assigned to teachers who have earned their AIG licensure whenever possible. If there are no AIG licensed teachers available, principals are encouraged to place cluster classes with teachers who demonstrate evidence that they grow their advanced learners as indicated by EVAAS or with teachers who have completed professional development related to teaching gifted learners.

Personnel are encouraged to earn their add-on licensure either by completing a four course sequence from an institute of higher education or passing the Gifted Education Praxis. Course reimbursement and Praxis reimbursement can be requested from the county according to guidelines set by Moore County Schools. Information about course reimbursement can be found on the MCS website. The Specialist for Advanced Studies works with the Human Resources department to monitor which employees have earned their add-on licensure in gifted education.

*** Practice E**

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

Beginning in the 2022-2025 plan cycle, the Specialist for Advanced Studies will work with principals to identify teachers who have a talent for working with advanced learners. Those teachers will be intentionally recruited to complete their AIG add-on licensure through completion of the 4 course sequence of classes through an institute of higher education. Funding will be explored to cover registration costs and textbook costs to ensure no barriers to completion of these courses.

The Specialist for Advanced Studies works with the district-based recruitment and retention team to consider intentional strategies for recruiting and retaining AIG licensed professionals, including those of diverse backgrounds.

*** Practice F**

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

Moore County Schools recognizes the importance of professional learning opportunities and the role they play in encouraging educators to continually improve their practices. Professional development is provided annually to leadership at monthly leaders learning meetings by the Specialist for Advanced Studies. This includes professional development centered around seeing learners as at-potential and developing a growth mindset instead of deficit thinking. PD for leadership members also includes the policies and practices of the MCS AIG program. Providing focused PD on the policies and practices of the AIG program ensures the MCS leadership team and building principals are comfortable acting as advocates for the AIG program when discussing policies and practices of the AIG program with parents, community members and staff.

Professional development also occurs with AIG teachers and classroom teachers. AIG teachers participate in an annual book study with the Specialist for Advanced Studies focused around topics such as underserved students in gifted, growth mindset and self-advocacy for gifted learners. Classroom teachers receive professional development in the fall and spring during 3 hour focused content sessions. These sessions provide an opportunity for the Curriculum and Instruction team to reinforce the importance of growth mindset and intentional practices to grow advanced learners.

*** 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.

Professional development provided for teachers is based on current district initiatives and needs as assessed through student achievement data, survey data, administrator observations, and anecdotal evidence. Professional development related to gifted programming is offered at system-wide professional development days before school begins, during the fall and spring, and on an as-requested basis to schools, principals, and other stakeholders. All professional development is aligned to the goals of the local AIG program and is focused on ensuring stakeholders are aware of educational best practices in gifted education.

AIG teachers are available to provide professional development to staff at their assigned schools. This PD is related to best practices in identification and services for gifted students. This may occur through grade-level or department PLT meetings or during a full staff meeting. In addition, PD is offered related to meeting the unique social and emotional needs of gifted students. The Specialist for Advanced Studies provides additional professional development related to gifted education on an as-requested basis for principals and specialized groups of personnel such as school counselors. Feedback from PD that is provided is used along with annual surveys to assess what additional PD is needed and is used to make refinements as needed.

* Ideas for Strengthening the Standard

- Expand the number of personnel receiving Professional Development to support their work with advanced learners
- Expand the number of teachers holding their AIG licensure

Planned Sources of Evidence

- * Agendas and sign-in sheet from Professional Development provided
- * Copy of AIG teacher schedule
- * List of teachers who have AIG certification

Documents	
Type	Document/Link

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Moore County Schools (630) 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.

Moore County Schools seeks to intentionally form partnerships with parents/families to support gifted students' needs. Every effort is made to keep AIG teacher assignments to schools consistent year to year. This helps teachers to build deeper relationships with parents/families as they may serve multiple children from the same family. Communication is key to this partnership and AIG teachers are encouraged to communicate regularly in multiple ways, digitally and in print, to ensure parents/families are well-informed of the program's services and resources.

AIG teachers communicate about academic and intellectual progress as well as social and emotional development for AIG students by completing a quarterly progress report. These progress reports provide information related to student progress towards achieving the MCS gifted education standards. Progress reports are sent home with report cards, are signed by the parent/guardian, and returned to the AIG teacher. These progress reports provide a line of two-way communication between the parents/guardians and the AIG teacher.

AIG teachers are encouraged to keep parents/guardians informed about program services by distributing a newsletter to parents/guardians. Newsletters should provide information related to upcoming lessons and activities as well as other relevant information for gifted students; i.e., available clubs, upcoming competitions, etc.

AIG teachers also build partnerships with parents/families through extracurricular opportunities. Many AIG teachers sponsor a variety of extracurricular clubs and opportunities at their schools. This provides additional opportunities for AIG teachers to get to know students and their families. Parents are often asked to help support clubs and extracurricular opportunities through volunteering with these clubs as a co-sponsor.

Finally, AIG teachers are encouraged to build relationships and partnerships with AIG parents/guardians through face-to-face meetings. These frequently occur during planned school events such as back-to-school night and during parent-teacher conferences. Face-to-face communication is an important key in ensuring partnerships are formed between the AIG teacher and parents/guardians.

The Specialist for Advanced Studies intentionally seeks to build strong partnerships with parents/guardians who volunteer as part of the MCS AIG Parent Advisory Council. These families work closely with the Specialist for Advanced Studies to provide feedback related to services and plan implementation.

*** 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.

Moore County Schools recognizes that involving community stakeholders and local businesses in support of the AIG program and services helps to strengthen the overall program and opportunities available to our students. We believe it is critical for AIG students to have real-world opportunities to develop leadership skills and work with various community organizations. Community organizations that work with our students include the English-Speaking Union, the no kill animal shelter, the Boys and Girls Club, the Ruth Pauley Lecture Series, and the Make-A-Wish Foundation.

MCS maintains a robust relationship with our local community college, Sandhills. This relationship is advantageous to our AIG students as they are able to take advantage of local programming and classes through the College and Career Partnership agreement. Many of our AIG students take advantage of opportunities to earn college transfer credits before graduating high school.

Our Career and Technical Education program has an expansive partnership with local businesses and industries to provide job shadowing opportunities, internships, and apprenticeships to high school students. These opportunities ideally parallel with student's post-secondary plans.

The Specialist for Advanced Studies works to partner with institutes of higher education and other organizations to provide higher quality professional development for teachers and administrators on issues related to gifted education and support for gifted students.

*** Practice C**

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

The AIG Parent Advisory Council meets quarterly with the Specialist for Advanced Studies. This team meets to provide feedback in the development and implementation of the AIG program at a county-wide level. In addition, the AIG Parent Advisory Council monitors progress towards full implementation of the AIG plan. The AIG Parent Advisory Council includes representatives from each of the MCS schools as well as teachers and administrators.

The AIG teachers and individual schools are encouraged to create a school-based AIG advisory group to review and address school-level concerns.

As needed, the AIG Parent Advisory Council may make recommendations for revisions to the AIG plan. A quorum of the council will discuss any recommended revisions and if necessary, vote to approve any changes. Any recommended revisions that are voted on by the AIG Parent Advisory Council will be presented to the MCS School Board for approval.

*** 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.

Moore County Schools continues to grow as a diverse community. Reaching out to parents/guardians on an ongoing basis and in their native language is important in ensuring that all students and families have access to information related to the AIG program and the opportunities available to AIG students.

The Specialist for Advanced Studies coordinates with the English as a Second Language Specialist to arrange translation for important documents and/or for meetings as needed. The district website has a translation feature built in which allows parents to translate

information easily. In addition, the Specialist for Advanced Studies provides an annual update on the AIG program to the various Parent Advisory Council meetings. Translation services are available during the Hispanic Parent Advisory meeting which provides an opportunity for parents to ask questions and seek further clarification about the program in their native language. This annual update includes information related to the AIG Plan and program services as well as opportunities related to acceleration opportunities such as Honors, AP, and CCP coursework.

In addition, information related to our AIG screening is sent home with every 2nd and 6th grade student in English and Spanish. Student reports and accompanying letters from the district are provided in English and Spanish. Additional translation services are provided by the ESL Specialist as needed for these important documents. This ensures we are providing all families with information related to advanced learning opportunities in a language that is accessible and ensures understanding.

Finally, the Specialist for Advanced Studies partners with the MCS Communication department to ensure communication is coordinated to reach the larger community.

*** Ideas for Strengthening the Standard**

- Expand access and recruitment for participation in the AIG Parent Advisory Council
- Expand partnerships with community stakeholders to provide opportunities for AIG students (club sponsorship, job shadowing, mentorships, etc.)

Planned Sources of Evidence

- * Agendas from AIG Parent Advisory Council meetings
- * Agendas from quarterly meetings with MCS C&I, MCS CTE and SCC
- * Translated AIG documents
- * Agenda from Hispanic Family Night where AIG presents program information

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

Standard 6: Program Accountability

Moore County Schools (630) 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.

Moore County Schools (MCS) complies with state legislation and State Board of Education policy for writing and implementing a three-year plan for continuous improvement of the AIG program. The AIG Plan describes in detail how MCS responds to the state AIG program standards. Updates and changes to the AIG program and services are made as needed and reflect feedback gathered from parents/guardians, community members, teachers, and students as well as anecdotal data gathered through observation.

The AIG Plan was developed in conjunction with the Specialist for Advanced Studies, the AIG teachers, the AIG Parent Advisory Council, classroom teachers, students, and district leadership. Plan development began in August with a thorough review of the previous AIG plan and the feedback provided by DPI on the previous plan. Surveys were gathered from classroom teachers, students, and parents across the district and results were analyzed to determine strengths and weaknesses related to identification and services. The AIG Parent Advisory Council was asked to provide feedback on strengths and weaknesses and to develop ideas to strengthen the program. This data was compiled with the previous survey data and prior plan reviews to create a rough draft of the AIG plan written primarily by the Specialist for Advanced Studies. The draft of the AIG Plan was sent to AIG teachers, parents, and district leadership for review and comment. A final copy of the plan was drafted in April 2022 to incorporate recommendations and changes from all stakeholders.

The plan is approved by the local Board of Education and then submitted to DPI for review and comment.

The AIG Parent Advisory Team and the AIG teachers meet quarterly to review progress in implementation of the AIG plan. Changes to the plan are implemented to reflect intentional and purposeful planning for continuous improvement.

*** Practice B**

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

The Specialist for Advanced Studies along with the AIG teachers monitors the implementation of the AIG plan to ensure compliance with the State Board of Education and Article 9B legislation. Regular feedback on the implementation of the AIG plan is gathered from parents/guardians, teachers, and students through the use of annual surveys. Survey data is reviewed by the Specialist for Advanced Studies and the AIG teachers to ensure practices are consistently carried out in all schools in the county.

Quarterly meetings of the AIG Parent Advisory Council provide time for reflection on the implementation of the AIG plan. The AIG Parent Advisory Council is also a good indication of how identification practices and services are being implemented within various schools in the county. This data provides qualitative data related to consistency of program components. Recommendations to modify the AIG plan and strengthen the program and services will be based on survey data as well as qualitative data from observations and discussions with stakeholders.

The Specialist for Advanced Studies will review all feedback on the AIG plan provided by NCDPI and submit interim reports as necessary. Data gathered from annual surveys and observations will be used to complete and submit these reports.

*** 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.

The Specialist for Advanced Studies, along with the Chief Financial Officer, continuously monitor all funds to ensure that allocated funds are spent in a manner that supports the needs of gifted and talented students. Monthly spending reports are monitored by the Specialist for Advanced Studies to ensure that all funds are spent according to state policy expenditures and are aligned to policies and priorities within the AIG program and services. State funding for gifted education is based on 4% of the average daily membership (ADM) of the local school system. Moore County Schools also provides local dollars to support the AIG program. Local money is allocated to support the purchase of testing licenses, to provide specific classroom resources for AIG teachers, and to support professional development needs.

The Specialist for Advanced Studies, along with the AIG teachers, meet annually to determine the areas of greatest need within the AIG program related to full implementation of the AIG plan and standards. These areas of greatest need are prioritized in budgeting. Prioritizing the needs and standards within the AIG program annually allows for clear connections between our AIG program goals and student and stakeholders needs with our allocated resources and expenditures.

*** 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 Specialist for Advanced Studies partners with the Department of Planning, Accountability and Research (PAR) as well as the Director of Student Support Services to monitor student achievement, growth, and drop-out data. Moore County Schools utilizes Performance Matters which provides all teachers with access to a digital data notebook that houses all assessment information. Performance Matters is used by the Specialist for Advanced Studies as well as by the AIG teachers to monitor student performance.

The Specialist for Advanced Studies partners with the PAR department to create annual reports which disaggregate data related to AIG identification, Advanced Placement participation, and participation in Career and College Promise courses. These annual reports are used to identify and monitor trends related to these programs. As trends are identified, the Specialist for Advanced Studies determines if program adjustments need to be made to the programs being studied.

Training is provided for AIG teachers related to understanding achievement and growth data and interpreting and analyzing available data. This training has allowed our AIG teachers to participate in open discussions about trends within the AIG program and student academic performance. Program adjustments and changes that may be necessary to respond to students' needs as shown by the data are also discussed during monthly collaborative meetings with the AIG teachers and the Specialist for Advanced Studies.

*** 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.

AIG teachers in Moore County Schools are required to maintain a digital record of all students who are referred or screened for identification and students who participate in talent development. In addition, AIG teachers maintain a digital record of all testing that is completed and whether this testing resulted in an identification or not. Screening and testing rosters are updated at least quarterly by the AIG teacher and monitored by the Specialist for Advanced Studies at least quarterly. Through the use of pivot tables, the Specialist for Advanced Studies is able to monitor the racial, ethnic and demographic trends of referral, screening and identification within Moore County Schools. The Specialist for Advanced Studies also reviews reports available in PowerSchool at the conclusion of the bi-annual headcount.

Moore County Schools has developed and implemented a district-wide data protocol for analyzing large scale data for the whole building, grades, and subgroups, as well as an individual learner data protocol for triangulating data relating to an individual student's

performance. The Specialist for Advanced Studies analyzes data annually to determine if there is a persistent disproportionality in the demographics of students who are referred, screened, and identified. An annual AIG Analysis report created by the Specialist for Advanced Studies and the Director of Planning, Accountability, and Research tracks the demographic breakdown of the AIG population in relation to the larger MCS population. This report helped confirm a suspected district trend in the underrepresentation of Black and Hispanic identified students which led to the creation of a non-traditional identification pathway in 2018. During reviews of this report annually with district leadership, discussion has focused on opportunities for further expanding alignment with MTSS, reframing language from students being “at-risk” to being “at-potential,” and the need to develop a solid method to record and track which students are participating in Talent Development. These ongoing discussions with district leadership allow for the opportunity to partner with other district personnel and departments that are monitoring disparities in our discipline and academic performance data.

[Click here to remove the table and use only the narrative field.](#)

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	7.32%	---	9.23%	---	16.78%
Male	20.73%	5.19%	5.56%	---	9.81%	---	16.95%
Total	17.81%	5.00%	6.40%	11.96%	9.54%	---	16.87%

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.

Moore County Schools human resources department maintains the authoritative list of teachers who are AIG-licensed. The Specialist for Advanced Studies partners with school administration to discuss the individual needs in each building for support of advanced learners. Together, the Specialist for Advanced Studies and school principal develop a plan for professional development and recommend placement of advanced clusters with teachers who have their add-on AIG licensure or have shown success in working with advanced learners. The Specialist for Advanced Studies is available to participate in interviews to provide support for hiring decisions related to advanced learning. In addition, the Specialist for Advanced Studies supports high school teachers in gaining training to teach Advanced Placement courses. MCS utilizes scholarships from the North Carolina Advanced Placement Partnership to support teachers seeking training to teach AP courses. These scholarships cover the cost of registration for a week-long summer institute as well as a small daily stipend and travel reimbursement. This training helps support the needs of advanced learners throughout our district as it encourages teachers to consider how to grow student's abilities to prepare them for post-secondary learning.

During this plan cycle, the Specialist for Advanced Studies will work with human resources to develop a method to track teachers who participate in locally offered professional development that specifically prepares them to work with advanced learners.

*** Practice G**

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

Annual surveys are conducted with teachers, parents/guardians, and students to gather feedback on the AIG program and services. Surveys are conducted electronically using Google Forms and paper copies are available upon request. The Specialist for Advanced Studies utilizes a variety of methods including social media, direct email lists and when appropriate, the Department of Communications to ensure that survey windows are widely publicized to increase participation.

In addition to annual surveys, the AIG Parent Advisory Team meets quarterly to provide feedback on the implementation and effectiveness of the local AIG program and plan. Feedback is solicited during district Parent Advisory meetings which are attended by the Specialist for Advanced Studies.

Informal feedback based on conversations with parents/guardians and students related to the AIG program and services is gathered by AIG teachers during annual meetings and other events such as open-house and back-to-school night.

*** 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.

Moore County Schools is a data-rich environment. We have built a culture that is rich in data-evaluation, data-discussion, and data-informed decision making. Data related to AIG programming and services are gathered on a regular basis from multiple sources. Surveys are conducted with students, teachers, and parents/guardians to review progress toward implementation of the AIG program goals. In addition, student achievement data is monitored on a regular basis. Informal data is gathered through conversations with parents, teachers, principals, community stakeholders, and students to determine the perceived effectiveness of programming, services, and communication within the AIG program.

Formal and informal data is reviewed with the AIG teachers during PLT meetings as well as with the AIG Parent Advisory Council to determine if any changes or adjustments need to be made within the AIG program to respond to program goals or student and stakeholder needs.

During the plan cycle, the Self-Assessment tool provided by NCDPI is utilized to monitor our progress toward implementation of the plan. AIG teachers are asked to read through the plan and assess our progress toward stated goals in the plan. Individual assessments are compiled to create a comprehensive review and to plan continuous improvement throughout the three year plan cycle.

Revisions are made to the AIG plan as needed and submitted to NCDPI as requested.

*** Practice I**

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

Data related to any evaluation of the local AIG program is made available to district leadership, principals, AIG teachers, and the AIG Parent Advisory Council on an annual basis by the Specialist for Advanced Studies. In addition, district and school performance as it relates to AIG students is published on the NC School Report Card.

An annual update is provided at a combined Moore County Schools Parent Advisory Council meeting in the spring. Notes from this meeting are available from the Specialist for Advanced Studies.

When sharing data related to the AIG program, care is taken to ensure confidentiality of student data is maintained. Identifiable information is masked or removed from reports prior to publishing any data.

*** 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 and assessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Moore County Schools strives to safeguard the rights of all AIG students and their families. In order to achieve this, parents/guardians must sign a Consent to Test form before any testing takes place. This opens a path of communication between the parent/guardian and the AIG teacher to address any questions before formal identification begins. In addition, a copy of the Review of Disagreement is provided to parents/guardians. This Review of Disagreement outlines the procedures for appealing decisions related to identification, placement, and services.

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Process	Procedure
Informed consent for identification	* Once testing is completed, parents/guardians are invited to meet with the AIG teacher to review testing data and the decision about whether the student qualifies for AIG services. At this meeting, parents/guardians are asked to sign the sheet summarizing the testing data to indicate that they have been informed of all testing results, been given the opportunity to ask any questions about the testing process and results, and indicate that they understand the decision which has been made related to services. Parent/guardian(s) check that they have received a copy of the Review of Disagreement before signing the testing summary sheet.
Informed consent for placement	* If a student has qualified for services, a Differentiated Education Plan is developed and the parent/guardian signs indicating their agreement with the team's decisions related to the identification and services that will be provided.

<p>Transfer procedures</p>	<p>* Students who transfer to Moore County Schools and were previously identified as gifted will be placed for services with Moore County Schools upon receipt of official paperwork showing a prior identification. Students will not be identified or served until official paperwork has been received by the AIG teacher at the school or the Specialist for Advanced Studies. Paperwork may be provided by the parent/guardian or sent from the sending school.</p> <p><u>Military Transfer Policy</u></p> <p>Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children) students from military families who move into the Moore County Schools district and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification must be provided to the AIG teacher at the school or the Specialist for Advanced Studies before services can begin.</p>
<p>Reassessment procedures</p>	<p>* Moore County Schools does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or services. Parents or teachers who notice data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher to arrange for a meeting to review all data.</p>
<p>Procedures to resolve disagreement</p>	<p>* </p> <ul style="list-style-type: none"> ■ Local Administrative Unit <ul style="list-style-type: none"> ● If a parent or guardian disagrees with the local school administrative unit when 1) a child is not identified as an academically or intellectually gifted student or 2) the parent disagrees with the appropriateness of services offered to the academically or intellectually gifted student, the parent must submit to the AIG Team through the principal, a letter stipulating specific areas of concern. The parents may request a conference to discuss the concerns and seek resolution. The members of the AIG Team and the principal will review the specific areas of concern and respond to the parent or guardian. ■ Specialist for Advanced Studies <ul style="list-style-type: none"> ● If the concerns have not been resolved, the parent may appeal the principal's decision and request that the disagreement be reviewed by the Specialist for Advanced Studies. The Specialist will review the specific areas of concern regarding identification and/or services. The Specialist for Advanced Studies will respond to the principal and parent. ■ Chief Officer for Academic and Student Services

- If the Specialist and parent cannot resolve the disagreement, the parent may appeal in writing to the Chief Officer for Academic and Student Services. The Chief Officer for Academic and Student Services or their designee shall review the areas of disagreement and a written response shall be made to the parent or guardian and the principal.

- Superintendent

- If the disagreement is still not resolved, the parent or guardian may appeal the Chief Officer for Academic and Student Services' decision to the Superintendent in writing. A panel will review the decision and offer a final written decision.

- Contested Case Hearing

- In the event that the procedure under G.S. 115C-150.87 (b)(7) fails to resolve a disagreement, the parent or 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 a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student b) 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 finding 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.

- At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator.

*** Ideas for Strengthening the Standard**

- Explore additional ways to appropriately share data related to the AIG program with community stakeholders
- Revise process for soliciting AIG feedback through surveys

Planned Sources of Evidence

- * Board of Education approval letter for AIG Plan 2022-2025
- * Annual report of AIG, AP and CCP participation created with Specialist for Advanced Studies and Director of PAR
- * Annual survey results
- * AIG Paperwork including Review of Disagreement Procedures

Documents

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

Local Board of Education Approval

Moore County Schools (630) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/13/2022 

Original Application Submission Date: 06/14/2022

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>MCS AIG Plan 2022-2025 Board Approval Letter</u>

AIG Related Documents

Moore County Schools (630) 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	MCS AIG Plan 2022-2025 Board Approval Letter
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources
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

Moore County Schools (630) 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.