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

Approved by local Board of Education on: 08-APR-19
LEA Superintendent’s Name: Robert Grimesey
LEA AIG Contact Name: Diane Fey
Submitted to NC Department of Public Instruction on: 16-APR-19

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

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

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

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

Moore County Schools Vision for local AIG program: Moore County Schools is committed to meeting the educational needs of all students, including those with special abilities and talents. We believe that students with special gifts, talents, and interests are found in all ethnic, geographic, and socioeconomic groups, and they represent a source of potential innovation, creativity, and leadership.

Without appropriate educational opportunities, the superior talents and abilities of many of these students may remain under-developed. Therefore, we have 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.

Moore County Schools 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
• Communicate with and involve stakeholders (students, parents, teachers and community) in gifted education regularly
• Continually assess and improve the state of our AIG program
### Sources of funding for local AIG program (as of 2019)

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<th>State Funding</th>
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Standard 1: Student Identification
The LEA’s student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

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

District Response:
Moore County Schools (MCS) defines Intellectually Gifted students as those who demonstrate or have the potential to demonstrate superior intellectual abilities when compared to peers of similar age, experience or environment and require specialized instruction beyond the regular classroom instruction to meet their needs. Intellectually gifted students can be found in all cultural groups, across all socio-economic groups and include the highly gifted and twice-exceptional. Intellectually gifted students may not demonstrate academic talents; however, their intellect clearly demonstrates superior ability.

MCS defines Academically Gifted students as those who demonstrate or show the potential to demonstrate superior academic abilities when compared to peers of similar age, experience or environment and require specialized instruction beyond the regular classroom instruction to meet their academic needs. Academically gifted students can be found in all cultural groups, across all socio-economic groups and include the highly gifted and twice-exceptional.

MCS recognizes that students may be both academically and intellectually gifted.

Moore County Schools has established the following windows for screening and testing:

Fall Screening Window: August-September
Fall Testing Window: September-October
Winter Screening Window: December-January
Winter Testing Window: January-February
Spring Screening Window: April
Spring Testing Window: May

MCS believes consistent screening and encouraging open referrals from teachers, parents and students maximizes identification of academically and intellectually gifted students. Three screening windows are utilized annually to seek out students who demonstrate potential gifted characteristics. AIG Teachers complete screening of quantitative and qualitative data sources to generate a list of students for potential testing.

Quantitative data sources that teacher screen for potential include reviews of mClass data, Scholastic Reading Inventory data, Star 360 data, End-of-Grade and End-of-Course results, Beginning-of-Grade (BOG) results for third grade, sweep screening scores and the AP Potential report. Qualitative data sources include referrals and participation in the talent development program.

Referrals are accepted from parents/guardian, 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 from parents/guardians or teachers including open-ended questions to reflect on the talents and strengths of the student being referred. In addition, 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. Additional data will be gathered for any student who has been referred and will be included with the referral for consideration by the school-based Gifted and Talented Review Team.

Student who participate in talent development services may be placed in the screening pool if evidence suggests a need for identification.

Moore County Schools utilizes sweep screening through administration of the Cognitive Abilities Test (CogAT) in second grade and sixth grade. Students with results in the 90th percentile or higher will be placed in the next screening pool and reviewed by the school-based Gifted and Talented Review Team for possible further testing.

During the screening windows, AIG teachers review the quantitative and qualitative data sources to gather the names of students who show academic and/or intellectual potential. Each AIG teacher maintains a digital screening roster in a shared Google folder for each school. The screening roster serves as a centralized location to organize basic demographic information as well as the data gathered showing academic and/or intellectual potential. The school-based Gifted and Talented Team meets during the screening window to review the roster of student names and the relevant data which has been gathered to determine which students should move forward to testing for identification purposes. The team also determines if students need consideration for an alternative assessment or consideration for identification through a non-traditional pathway. Students who do not have a preponderance of evidence supporting a decision to test are placed on a "wait and watch" list. Students may be recommended for additional Talent Development with the AIG teacher and/or they may be placed in the next screening pool while additional data is gathered.

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.

**District Response:**
Moore County Schools (MCS) provides a flowchart to teachers and parents to explain the identification process. This flowchart can be found on the MCS AIG website. It is also available from
the AIG Teachers and the Specialist for Advanced Studies.

Moore County Schools’ process to AIG identification begins with screening or a referral for testing. The school-based Gifted and Talented Team reviews all students who have been screened 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.

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 North Carolina Department of Public Instruction.

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

Identification criteria is shared via the MCS website, an informational brochure available in English and Spanish at each school, 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 has been added recently 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 2019-2022 AIG Plan are:

Pathway 1 (Qualification as Intellectually Gifted):
Students need an ability test to qualify under this pathway.
96 percentile composite or partial composite on an approved ability test

Pathway 2 (Qualification as Academically Gifted, Academically Gifted in Reading, Academically Gifted in Math):
Students need a combination of ability and achievement testing to qualify under this pathway.
90th-95th percentile on composite or partial composite of an approved ability test OR 90th percentile or higher on a content subtest of an approved ability test
AND either 90th percentile or higher on an approved achievement test in ELA Total and/or Math Total OR a 2 year trend of scoring Level 5 on EOG/EOC in Math and/or ELA.
If an ability subtest or partial composite is used then the achievement testing or EOC/EOG testing must be a subject-area match.

Pathway 3 (Qualification as Academically and Intellectually Gifted):
Students need a combination of ability and achievement testing to qualify under this pathway. 96 percentile composite or partial composite on an approved ability test AND either 90th percentile or higher on an approved achievement test in ELA Total and/or Math Total OR a 2 year trend of scoring Level 5 on EOG/EOC in Math and/or ELA. If an ability subtest or partial composite is used then the achievement testing or EOC/EOG testing must be a subject-area match.

Pathway 4 (Qualification determined based on comprehensive review of student portfolio): Non-traditional Pathway. 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 a grade-appropriate performance task which will be used as part of a larger student portfolio to demonstrate potential. The student's participation in the performance task is scripted. This scripting of student response and their work sample is analyzed based off a rubric by a district child placement team which includes the Specialist for Advanced Studies and at least 2 other AIG teachers.

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

Moore County Schools utilizes a variety of ability and achievement tests to assist in identification.

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

District Response:
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. 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 and Exceptional Children 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 in use 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.

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 for 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 equity in considering students for AIG placement and services. 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.

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

**District Response:** 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 ensure processes are consistently utilized 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 google drive and can be accessed by the Specialist for Advanced Studies at any time. In addition, an 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 and update 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 once each plan cycle.

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 out under the current AIG plan. This form is routed to the lead PowerSchool Specialist for the district. After the AIG record is created in PowerSchool, the form is sent to the Specialist for Advanced Studies. Each form is checked for accuracy and if necessary, adjustments to the student's AIG record can be made. This also 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 yearly folder audits of the AIG folders within the district. Annual folder audits align the with bi-annual headcount collected the 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.

The AIG Parent Advisory Council provides feedback on the consistency of services and communication between areas of the district during quarterly meeting.

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

**District Response:**
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 encouraged to provide a link 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 in the front office 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 on an as-requested basis.

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

**District Response:**
The AIG identification process is documented from screening and referral through the testing 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.
Additionally, 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. 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. A copy of 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 of their testing and identification which travels with them even if they transfer between schools or districts within the state.

**Ideas for Strengthen the Standard:**
During the 2019-2022 Plan cycle, we will be shifting our Cognitive Ability Test screening from 4th grade to 2nd grade. This is in response to research that indicates early screening and intervention is an important step in closing the identification gap. In addition, our AIG teachers were receiving a large number of referrals for testing in 3rd grade. By moving screening to 2nd grade, we can effectively address our over-testing in 3rd and 4th grade.

As the district transitions to a new web page design in summer 2019, we will be revising the documents and available information on the MCS AIG website.

**Sources of Evidence:**
- Revisions to the MCS AIG website as needed
- Link to district AIG website available on school websites
- Updated AIG brochure in English and Spanish
- Digital screening and testing rosters
Standard 2: Comprehensive Programming within a Total School Community

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

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

**District Response:** Moore County Schools is committed to delivering AIG services which meet the needs of gifted learners all day, every day. 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 needs. If students present compelling evidence necessitating a change in service, the AIG teacher will arrange a meeting with relevant stakeholders including teachers 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 needs when determining which services and create a differentiated education plan to meet those needs.

Moore County Schools' AIG program is centered around five key areas: 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. These areas serve as the core skills we are seeking to develop in gifted students.

Service options within the AIG program are provided as a menu and can be tailored to meet each student's needs and strengths. Upon initial placement, the AIG teacher, classroom teacher and parents discuss the options available and the strengths of the student to determine which service options are needed. Services are reviewed annually to determine appropriateness. Services must be provided to AIG students for a minimum of 45 minutes per week.

The MCS AIG Service Options are as follows:

AIG Consultation: This service option is available in grades K-12. Students who are identified but elect not to receive direct AIG services are served through AIG Consultative Services. Identification under AIG Consultative Services requires the development of an Individually Differentiated Education Plan (IDEP) for the student to set specific academic goals and plan quarterly monitoring meetings with the AIG teacher or facilitator at the school. The AIG teacher collaborates with the classroom teacher(s) to ensure the academic and affective needs of the student are being met in the regular classroom environment.

AIG Enrichment Study Groups: This service option is available to students in grades K-8. The purpose of enrichment study groups is to tap into the need for the 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. Students identified as intellectually gifted (IG) or academically and intellectually gifted (AI) are recommended to participate in these groups.

AIG Academic Study Groups: This service option is available to students in grades K-8. The purpose of academic study groups is to enrich and extend the NC Standard Course of Study to new levels or 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 cluster grouping. Students identified as academically gifted (AG), academically gifted in reading (AR), or academically gifted in math (AM) are recommended to participate in these groups. When appropriate, the AIG teacher will create academic study groups to address reading and math skills separately.

AIG Independent Study: This service option is available to students in grades K-12 who require individually designed projects, mentorships or internships. Students interested in independent study opportunities will work with the AIG teacher to develop a product plan outlining the problem/issue/topic to be studied along with a project timeline and final product. 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; they should not supplant other services offered. This service option is most often recommended for profoundly gifted students.

AIG Acceleration: This service option is available to students who consistently demonstrate work that is beyond their grade level peers. Students must meet Moore County Schools criteria for whole-grade or single-subject acceleration for this option to be considered. A minimum of 60 points on the Iowa Acceleration Scale is needed to be recommended for whole-grade or single-subject acceleration. The final decision regarding subject and/or grade advancement rests with the school principal. This service option is recommended for academically gifted students and profoundly gifted students.

Advanced Academic Coursework: This option first becomes available in grades 6-8 through compacted math coursework. 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. Students in grades 9-12 have access to a variety of advanced academic coursework including honors courses, Advanced Placement courses and community college courses. This service option is appropriate for students in all areas of giftedness, but is particularly aimed at support academically gifted students.

Affective needs of gifted students are addressed as part of their services provided by the AIG teacher. Life skills and coaching are embedded into the projects and units planned by AIG teachers to address specific issues such as underachievement, overexcitabilities and perfectionism. In addition, some school psychologists and counselors have offered specific small group sessions to gifted students as their schedules allow to address the affective needs of gifted students.
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 they are responsible for planning with the classroom teacher to ensure effective extension and enrichment of the North Carolina Standard Course of Study.

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

**District Response:** The AIG program and services in Moore County Schools are an integral and connected part of district practices and policies. 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 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 and programs. The Specialist for Advanced Studies seeks out partnerships with the digital integration facilitators and school-based instructional coaches to connect AIG teachers and students with additional 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.

Through a series of grants, the AIG teachers have been provided a common set of materials for use with gifted students. These materials include the Primary Education Thinking Skills books, the Building Thinking Skills series, Logic Puzzles, and a variety of math and English/Language Arts lessons and units. This provides the teachers with a common set of resources to use when enriching and extending the standard course of study.

The Specialist for Advanced Studies serves as the primary advocate for gifted learners with senior staff and administrative teams. Administrators who have specific concerns or questions related to gifted services reach out to the Specialist as needed. Additionally, the Specialist provides updates to AIG policies at monthly principal meetings when requested.

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 C**
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
District Response:
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 encourage cluster grouping. 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 with experience working with gifted students. This cluster grouping allows advanced students to benefit from working with peers of a similar intellectual and academic ability. During professional development related to differentiation, information is shared related to best-practices around homogeneous grouping and heterogeneous grouping.

MCS has implemented House Bill 986 requiring all students with a level 5 on the mathematics end-of-grade assessment to be placed in advanced mathematics through the compacted math program. Compacted math allows students in grades 6-8 to complete four years of math in three school years. We continue to work with the Curriculum and Instruction team to implement advanced mathematics opportunities in grades 3-5. In fully implementing this law, MCS is ensuring students of advanced academic ability are challenged, regardless of whether they are AIG identified or not. Students who qualify for compacted math but are not AIG identified may be placed into the next screening pool. The school-based Gifted and Talented Review team reviews data collected on the student to determine if testing for AIG services is appropriate.

Talent Development is available in grades K-8 for students who are not formally identified as gifted but have demonstrated a need for extension and/or enrichment of the regular curriculum provided in the classroom. Students identified for Talent Development work with the AIG teacher to develop talents and gifted characteristics before consideration for formal identification. The purpose of the talent development program is to help grow students who show advanced learning needs. The timing of talent development may vary depending on the individual situation; some students participate for a few sessions while others may demonstrate need on a longer term basis. The AIG teacher works in coordination with the classroom teacher to determine the level of need for talent development services. Because this service does not involve a formal identification, a Differentiated Education Plan does not need to be developed and an AIG record is not created in PowerSchool for the student. AIG teachers are encouraged to communicate information related to the Talent Development program to parents to avoid any confusion related to the services being provided. Students who are tested for AIG services and do not qualify may still participate in talent development if there is continued evidence that the service is needed to help grow the student's potential.

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

District Response:
Moore County Schools is committed to ensuring all stakeholders are informed about AIG policies and procedures. According to a survey of teachers in 2018, 62 percent of teachers were aware of the procedures for referral, screening and identification of gifted students. This is an improvement from the 50 percent of teachers who indicated awareness in previous surveys. Based on this information,
we will continue to communicate information related to differentiation and the instruction of AIG students on an ongoing basis and reflect on our communication methods to continue to improve the range of our message.

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 E**

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

**District Response:**

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 teacher 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 AIG student folders.

The Specialist for Advanced Studies and AIG teachers work together to determine a timeline to transfer student folders and communicate student needs and strengths, especially during key transitions between grade levels and schools. For students in transition grades (2nd to 3rd grade for students in primary schools, 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, the 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 and their area of identification. The communication is crucial to ensure that AIG student receive appropriate differentiation in the classroom.

**Practice F**

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

**District Response:**

Meeting the needs of gifted students must go beyond their academic and intellectual needs to include their affective needs as well. AIG teachers communicate with classroom teachers and school counseling personnel to ensure social and emotional needs are met for all gifted students within the school. School counselors are frequently included in meetings and discussions related to services and grade or subject advancement decisions.

In partnership with the office for Student Support Services, school psychologists and counselors are encouraged to develop small group sessions with gifted students to address issues related to their giftedness. Sample sessions could include perfectionism, test anxiety, and underachievement. These sessions have been of great benefit to our gifted students.

**Practice G**

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

**District Response:**

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. 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 the Ann Harrison STAGE rating scale found in the AIG 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.

a. 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.

   a. 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.

   b. LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.

   c. 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 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

Students in grade 9-12 are encouraged to plan an academically rigorous course of study by taking honors, advanced placement, and community college courses. Juniors and seniors who meet the qualifications may take college-level coursework in partnership with the local community college. Access to this advanced coursework ensures our academically gifted students have appropriate challenge.

Practice H

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

District Response: Moore County Schools encourages talent development as an effective way to intentionally broaden access to advanced learning opportunity for underrepresented populations in gifted. The Specialist for Advanced Studies works with the AIG teachers to ensure lessons and units are intentionally planned to include representation of a variety of groups and individuals. A recent grant was used to purchase materials for all AIG teachers to utilize in talent development efforts.

Talent development begins in primary classrooms (K-3) within the first nine weeks of school and continues in grade 4-8 as scheduling allows. 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 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 will focus on different skills and ways of 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 student 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. The talent development process should begin with 3rd 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 be talent developed before the start of the second semester. 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.

The Specialist for Advanced Studies works with the Planning, Accountability and Research (PAR) department to generate an annual report based on EOG/EOC data which highlights the top 10% of students from each ethnicity represented in MCS. This list is utilized by the AIG teacher to intentionally seek out students from underrepresented populations in grades 4-8 who are demonstrating potential when compared to students from a similar environment and experience. These students participate in talent development with the AIG teacher to grow their strengths and address deficits. When appropriate, students may be included in academic or enrichment study groups.

In addition to formal talent development efforts, informal talent development occurs on a frequent basis to reach the needs of advanced students. AIG teachers pull students who demonstrate potential gifted talents to work with their AIG identified students as needed. Talent development may also occur as AIG teachers push into the regular classroom to co-teach and work with small groups. Students who complete AIG testing but do not qualify may need additional talent development with the AIG teacher. Need for additional talent development is determined by the school-based Gifted and Talented team. AIG teachers maintain a running list of students who participate in talent development.

**Practice 1**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** 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, 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 Strengthen the Standard: The AIG Specialist for Advanced Studies will work to complete an AIG teacher handbook to fully outline the AIG program policies and practices. While we traditionally have had low teacher turnover with the AIG program, the creation of an AIG teacher handbook would ensure all AIG teachers had access to consistent information related to the AIG program policies and services. In addition, the AIG teacher handbook would give classroom teachers a more complete look at the AIG program and the role of the AIG teacher within the total school community.

Sources of Evidence: Creation of an AIG teacher handbook (posted on the district website)
Beginning of year presentation created and posted on district website
Timelines and procedures for Credit by Demonstrated Mastery, Grade and Subject Acceleration and early kindergarten admission posted to district website
Talent development rosters
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: 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 co-teaching lessons taught by the AIG teacher and regular classroom teacher in the regular education classroom. Lessons are designed to extend the NC Standard Course Of Study to topics not normally covered within the curriculum and to enrich the NC Standard Course Of Study by providing connections to content and materials to which students would not normally be exposed.

Examples of enrichment opportunities that may be utilized during AIG service times or provided in the classroom include access to Rosetta Stone to learn a second language, college visits, guest speakers, 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 Imagine Learning, 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. In addition, MCS provides student recommendations to participate in extracurricular programs to develop gifted students, such as the Duke Talent Identification Search in 7th grade as well as information related to the Duke TIP 4th-6th grade talent development program. Information related to the Duke programs in grade 4-6 is available upon parent request. These services provide additional opportunities for our students to access enrichment, extension and acceleration.

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.

**District Response:**
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 problems-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 grade level, they are also encouraged to consider their students' areas of identification, readiness and interests. 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 reasons skills but are not 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.

**District Response:**
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 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, and leadership.

**District Response:**
Moore County Schools has developed gifted education standards to address the need to develop critical thinking, communication, collaborating, 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 provided through AIG services.

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 uses written, spoken, and technological media to convey new learning or challenge existing ideas.
AC.R.2 – 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.3 - The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.
AC.R.4 - The student participates in discussions to argue persuasively or reinforce others’ good points.
AC.R.5 - The student supports and defends his/her own opinions while respecting the opinions of others.
AC.R.6 – The student can clearly articulate their own thinking to a variety of audiences.
AC.R.7 - The student selects appropriate research tools and methodologies to conduct research.
AC.R.8 - The student develops and uses systematic procedures for recording and organizing 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.
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.
CT.CPS.5 - The student tolerates ambiguity and assumes risk as a necessary part of problem solving.

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.

HOCT.1 - The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.
HOCT.2 - The student conducts comparisons and evaluates decisions using criteria.
HOCT.3 - The student asks insightful and relevant questions.
HOCT.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.
HOCT.5 - The student uses and creates analogies, metaphors, and/or models to explain or illustrate complex concepts and relationship.
HOCT.6 - The student separates one’s own point of view from that of others and examines an issue from more than one point of view.
HOCT.7 - The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.

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 accepts that their opinions, ideas and theories will change as they gain new knowledge.
PD.IR.2 - The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.
PD.IR.3 - The student will strive to achieve high standards, especially in areas of strength and/or personal interest.
PD.IR.4 - The student predicts and understands consequences of decisions and responds appropriately.
PD.IR.5 - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.
PD.IR.6 - The student responds to contributions of others, considering all available information.
PD.IR.7 - The student will display persistence when faced with challenges.

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

AK.1 - The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data.
AK.2 - The student will transfer knowledge from one topic of study to another.
AK.3 - The student will make connections between basic information and broader concepts.
AK.4 - The student will synthesize information from a variety of sources and apply the knowledge to generate new and unique ideas.

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

**Practice E**

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

**District Response:** Ongoing assessment is the key to effective differentiation within the classroom. The use of formative and summative assessments are part of the district instructional frameworks as is differentiated small group instruction. 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. 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 Star 360. Star 360 given 3 times a year to students in grades K-8. This universal screener assesses students' level of knowledge on specific standards. 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 should 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 should be grouped together and provided opportunities for extension and enrichment while those who are below the level of mastery can be grouped for direct instruction or reteaching.

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

**District Response:**
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 college. 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.

A partnership with Student Support Services has provided opportunities for school psychologists to offer social and emotional support for gifted students by working with small groups on lessons addressing affective needs such as underachievement, grit, perfectionism and test anxiety.

Three 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 to the future with a lesson title, "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 affect needs of gifted students.

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

**District Response:**
Talent development formally begins in primary classrooms (K-3) 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 student 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. The talent development process should begin with 3rd 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 be talent developed before the start of the second semester. 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 through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:**
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. Despite our AIG students consistently achieving proficiency on End-of-Course and End-of-Grade assessments, an evaluation of our county-wide EVAAS results indicate our gifted students are not growing in 7th grade math and 3rd grade reading. For these reasons, differentiation of the NCSCOS will continue to be a focus as we seek to ensure our students receive adequate challenge all day, every day in both the regular classroom as well as through services in the AIG classroom.
In order to help support the needs for differentiation at all levels, MCS has worked with teams of teachers to develop 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 differentiation 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.

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 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 communities (PLCs). Moore County Schools has refocused effort on building effective PLCs and encouraging administration to clarify procedures and processes surrounding PLCs. AIG students are directly impacted by this refocused effort to develop PLCs because one of the four questions addressed by PLCs is "What will you do if students already know what you want them to learn?" This question frequently addresses the needs of our gifted students. By intentionally focusing PLCs 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/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:**
Moore County Schools (MCS) has worked to develop effective and regular lines of communication between AIG teachers and parents. One method of communication we have found to be effective is the completion and sending of quarterly progress reports for AIG students in grades K-8. These progress reports provide a method to communicate the goals and skills which students have worked to develop during the previous nine weeks. The progress report is aligned to the gifted education standards and assesses students based on whether they are below, at, or above the expectations for each standard. Progress reports are signed by the parent and returned each nine weeks.

In addition to quarterly progress reports, MCS maintains documentation related to identification and services of AIG students through the use of Differentiated Education Plans (DEPs) and Individual Education Plans (IDEPs).

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 K-8 DEP outlines the area of identification, the strengths of the student, as well as specific service delivery options. The 9-12 DEP outlines options for advanced course work and additional enrichment opportunities for AIG identified students.

A meeting may be called by the AIG teacher and/or parent 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 in grades K-8 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. The IDEP does not replace the DEP and 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 Strengthen the Standard:** AIG teachers will work with the Specialist for Advanced Studies to develop an administrator walk-through tool. This tool will help administrators reflect on what they are seeing in the AIG classroom to determine if services are appropriately matching expected outcomes of the AIG program. This walkthrough is not evaluative but can be used for coaching and continuous improvement.

**Sources of Evidence:** AIG teacher schedules reflecting common planning time with PLCs
Administrative walkthrough tool
AIG Lesson plan template
Development of 3 social-emotional lesson plans to address key transition points
Updated DEP and IDEP outlining service options
Standard 4: Personnel and Professional Development

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

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

District Response:
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, participating in virtual courses 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
* Conducts AIG teacher collaboratives 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 community advisory team 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 gifted learners.

**District Response:** 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) and individualized differentiated education plans (IDEPs)
* 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, special education teachers, counselors, and school administrators.

**District Response:** 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 has not been required. Attendance at system-wide professional development offerings centered around differentiation have been well-attended. Additional professional development offerings centered around understanding the unique nature and needs of gifted students has not been well attended.

Professional development sessions are offered by the Specialist for Advanced Studies and by AIG
teachers on an as-needed basis to schools and individual teachers. An online professional development course and a hybrid professional development course will be available beginning in August 2019. The course will focus on understanding gifted learners, differentiating for gifted learners and understanding the unique social and emotional needs of gifted learners.

Teachers and other personnel who work with gifted students are encouraged to complete the coursework to gain a better understanding of how to meet the unique academic and affective needs of gifted learners. Upon completion of the course, teachers are encouraged to take the Gifted Praxis to earn their add-on certification.

Additionally, professional development will be provided for principals during Learning and Leading Meetings to further examine the role of school leadership in supporting our gifted learners. This professional development will be provided by the Specialist for Advanced Studies.

**Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

**District Response:** Principals and schools are encouraged to utilize cluster grouping when scheduling their 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**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:**
Professional development (PD) provided for teachers is based on current district initiatives and needs assessed through student achievement data, survey data, administrator observations, and anecdotal evidence. PD related to gifted programming is offered at system-wide professional development days. It is also offered 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 encouraged to provide professional development to staff at their assigned school(s). This PD is typically designed to teach staff best practices in identification and services for gifted students and the unique social and emotional needs of gifted students. PD may occur during grade-level or department PLC meetings or during a full staff meeting. 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.

An online and hybrid option for professional development will be available beginning in August 2019. This professional development will occur during monthly meetings or through monthly modules in Canvas. The course will provide participants an opportunity to learn more about the unique academic, intellectual, and social-emotional needs of gifted students.

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

**District Response:**
Collaborating between the Specialist for Advanced Studies and the AIG teachers is crucial to ensuring a consistent, responsive, and successful AIG program. The team of AIG teachers meets at least quarterly to review and share best practices, as well as address any county-wide concerns related to the AIG program and services. In addition to these quarterly meetings, a shared Google Drive is utilized to house documents, resources, and lesson ideas to promote collaborative among the AIG teachers. AIG teachers have done extensive work during annual summer curriculum workshops to further develop lessons and identify lessons from purchased resources which align to classroom units. These lessons are linked in a shared Google Drive.

In addition to quarterly meetings, the Specialist for Advanced Studies meets individually with AIG teachers to support their planning and implementation of services for gifted students. This one-on-one time provides opportunities for coaching as well as developing teachers understanding of processes and procedures related to the AIG plan.

AIG teachers are encouraged to actively participate in PLC meetings at their respective school(s). AIG teachers use this time to build relationships with classroom teachers and to advocate for the academic and intellectual needs of advanced learners. Collaboration and communication with the regular education teachers ensures that our most advanced students receive the intellectual support and the academic rigor they need all day, every day.

Finally, AIG teachers are required to present information at the beginning of each school year to the staff at their assigned school(s) related to the AIG program. This presentation is developed collaboratively by the Specialist for Advanced Studies and the AIG teachers. The presentation allows the AIG teachers an opportunity to share best practices related to identification and services with all Moore County Schools personnel. Additional professional development may be requested by the principal or teams of teachers at any time and is provided by the AIG teacher or Specialist for
Advanced Studies upon request.

**Ideas for Strengthen the Standard:** During this plan cycle, strengthening our professional development will be the primary focus. A course will be available to staff in both online and hybrid format. This course will help provide participants with a foundational understanding of gifted students and their unique needs.

**Sources of Evidence:** Attendance logs from AIG teacher collaborative sessions
Development of and participation in local gifted education course
Standard 5: Partnerships
The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

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

District Response:
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 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 communication between the parents/guardians and the AIG teacher.

AIG teachers are encouraged to keep parent/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., Duke TIP program, summer camps, 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**
Shares with stakeholders, including all students’ parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:**
At the beginning of each school year, each AIG teacher presents information regarding Article 9B and the local AIG plan to all staff at their assigned school(s). This professional development will be followed with DEP information on each child for respective teachers. The AIG teachers will also collaborate with teacher PLC’s to discuss issues, concerns, and/or curriculum modifications needed for gifted students.

At the beginning of each year a parent meeting should be held at each school to review service options and information related to the AIG program for all students, parents and guardians. Information regarding specific extra-curricular activities can be provided as well. Additionally, AIG teachers will utilize other opportunities such as report card pick up dates, special school events like art shows and plays, and student-led conferences to involve stakeholders and communicate information about the AIG program. Information will also be available through a published brochure outlining the AIG program identification process and services. This brochure will be available in all school offices and available for parents at back-to-school night in August.

The AIG Parent Advisory Council provides feedback and suggestions related to meaningful communication. Websites, app based updates and email lists are all methods of communication preferred by the members of the AIG Parent Advisory Council. AIG teachers are encouraged to determine three methods for communicating about curriculum and service updates as well as utilizing quarterly progress reports to provide specific feedback about individual student progress towards the MCS Gifted Education Standards.

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

**District Response:**
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 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.
The AIG Parent Advisory Council has struggled to maintain and grow membership. During this plan cycle we will intentionally recruit additional members to better represent the demographics in our district. This will include intentionally reaching out to schools that are underrepresented as well as minority groups which are underrepresented. MCS recognizes the importance of providing a voice to all stakeholders of the community.

The stakeholders involved in the development of the AIG plan include; the Specialist for Advanced Studies, the AIG teachers, the AIG Parent Advisory Council, classroom teachers, students and district leadership.

**Practice D**
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:**
Moore County Schools continues to grow as a diverse community. Reaching out to parents and families 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 translate 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.

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

**District Response:**
Moore County Schools (MCS) 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 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 internships and apprenticeships to high school students, as well as opportunities for job shadowing. 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.

**Ideas for Strengthen the Standard:** During this plan cycle, we will continue to revise our district website to more clearly communicate information related to gifted identification and services. In addition, we will be revising our AIG brochure to reflect changes in the 2019-2022 AIG plan. We publish this brochure in both English and Spanish to make it available to more parents. In addition, we provide copies of this brochure to each school to send home with parent/guardian(s) on back-to-school night

**Sources of Evidence:** Parent/Guardian email lists for each school
Revised AIG brochure in English and Spanish posted to district website
AIG Parent Advisory Council minutes posted to district website
Quarterly AIG progress reports
Standard 6: Program Accountability

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

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

District Response:
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. The AIG Plan describes in detail how MCS responds to the state AIG program standards. Updates and changes to the AIG program and services reflect feedback gathered from parents, 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 leaderships. 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. In addition, the Specialist for Advanced Studies received comments and feedback on the draft from regional leaders. A final copy of the plan was drafted in March 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.

District Response:
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, 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 provides 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 in strengthen the program and services will be based on survey data as well as qualitative data from observations and discussions with stakeholder.

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.

**District Response:**
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 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.

The Specialist for Advanced Studies, along with the AIG teachers, will 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 will be prioritized in budgeting. Prioritizing the needs and standards within the AIG program annually will allow for clear connections between our AIG program goals and student and stakeholders needs with our allocated resources and expenditures.

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

**District Response:**
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. A digital data notebook has been created and shared by PAR to house all assessment information. The Specialist for Advanced Studies accesses this data and analyzes it for
trends to be utilized when assessing the AIG program.

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. Trend data is used to analyze the effectiveness of identification and services. When the data indicates revisions to the program are necessary, the Specialist for Advanced Studies discusses recommendations for program adjustments with all stakeholders, including the AIG teachers, district leadership and the AIG Parent Advisory Council.

In the past, AIG drop-out rates have been minimal. This data is reviewed with Student Support Services and high school counselors to determine trends and brainstorm appropriate interventions.

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

**District Response:**
The Specialist for Advanced Studies closely monitors representation, performance and retention of all students in the local AIG program. Data is analyzed following the fall and spring headcounts in an effort to monitor trends in our AIG population and performance. In addition to monitoring trends within the official headcount, an analysis of screening and testing rosters is completed annually. Screening and testing rosters are completed and submitted by AIG teachers three times a year to track student data for those students who participate in talent development and those who are nominated or referred for testing. All students who are placed within a screening pool appear on the screening roster. Students who are recommended for testing are placed on the testing roster and their testing data is tracked utilizing the roster. This data allows us to track trends within our identification process even for those students who are not formally identified.

The Specialist for Advanced Studies also monitors EOG/EOC performance for identified AIG students. In particular, the subgroup reports from EVAAS are used to track trends of students identified as gifted and talented, including those in underrepresented populations.

Data related to screening, referral, identification and performance of AIG students is shared and discussed with principals, AIG teachers and the AIG Parent Advisory Council.

**Practice F**
Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:**
Moore County Schools requires all personnel providing direct AIG services to gifted students to have earned their AIG add-on licensure.
The Specialist for Advanced Studies regularly communicates with the Office for Human Resources to determine which teachers in the county hold their AIG add-on licensure.

The Specialist for Advanced Studies monitors and maintains records for all teachers who complete the local professional learning courses through Canvas related to understanding and teaching gifted learners.

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

**District Response:**
Annual surveys are conducted with teachers, parents 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 the 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.

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

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

**District Response:**
Data related to AIG programming and services are gathered on a regular basis from multiple sources. Formal data, such as annual surveys and student achievement data, is gathered on a regular basis and analyzed 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.

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.

During the plan cycle, the Self-Assessment tool provided by NCDPI is utilized to progress monitor our implementation of the plan. AIG teachers are asked to read through the plan and assess our progress toward state 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**
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** Data related to any evaluation of the local AIG program is made available to the public through the Moore County Schools AIG website. In addition, all data is shared with senior leadership, principals, AIG teachers and the AIG Parent Advisory Council on an annual basis. An annual update is provided at a combined Moore County Schools Parent Advisory Council meeting in the spring.

**Practice J**
Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** 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 on the back of all AIG paperwork.

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 and the decision related to services. Parent/guardian(s) check that they have received a copy of the Review of Disagreement before signing the testing summary sheet. This Review of Disagreement outlines the procedures for appealing decisions related to identification, placement and services.

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. Parent/guardian(s) check that they have received a copy of the Review of Disagreement before signing the Differentiated Education Plan. This Review of Disagreement outlines the procedures for appealing decisions related to identification, placement and services.

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
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 sending 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.

Review of Disagreement

*Local Administrative Unit

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

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 Strengthen the Standard:** During this plan cycle we will focus on adding relevant data related to Plan evaluations (survey results and masked data) to the AIG district website.

**Sources of Evidence:** Board approval letter for the 2019-2022 AIG Plan
AIG Parent Advisory Council meeting dates published on the AIG district website
Maintenance of AIG budget by the Specialist for Advanced Studies in conjunction with the Chief Finance officer
Annual AIG Survey results posted to the district AIG website
Glossary (optional):

Appendix (optional):
Board Approval Letter 2019.pdf (Local Board Approval Document)