

Overview: Mission/Vision Statement and Funding

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

For 2022-2025, the Newton Conover City Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Newton-Conover City Schools believes that it is our responsibility to discover, nurture, and develop the potential of all students to be successful, lifelong learners, and responsible citizens. We must provide challenging curricula to all children. Services to Academically / Intellectually Gifted students are an integral part of this goal. Gifted learners are unique yet share certain characteristics with other children. Children who are academically / intellectually gifted may

have social needs that make them feel different from other children of their same age and experience. The learning needs of these children are also different from other children. Gifted learners may learn at a faster rate, and they may have the ability to think with more complexity and abstraction.

Recognition and identification of academically / intellectually gifted students must cross all cultural and economic strata. Students from culturally diverse or economically disadvantaged families, students with disabilities, and students who are highly gifted must have equal and equitable opportunities for screening and placement, early nurturing experiences, and appropriate, stimulating and challenging curriculum.

Services for gifted learners must be part of an overall educational program supporting excellence for all students. Students must have a continuum of services that address their diverse academic, intellectual, social, and emotional needs through appropriate differentiation of curriculum and instruction. The Newton-Conover City Schools' AIG Program offers a variety of settings and learning opportunities to enhance students' freedom to develop and to demonstrate gifted behaviors. Through challenging, rigorous, and relevant curricula, all students will graduate from high school globally competitive for work or post-secondary education and prepared for life in the 21st century. It is the district's vision that AIG students will demonstrate academic growth annually and will experience smooth transition throughout their academic careers.

The Newton-Conover AIG Program is dedicated to providing students the opportunity to become independent learners and decision-makers, and who recognize their potential and responsibilities in an ever-changing society. The district's AIG Program envisions a future in which all AIG students are empowered to succeed and become life-long learners, prepared to meet future global challenges.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 161,867.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

The Newton-Conover City Schools system has clear, comprehensive screening and identification procedures that are articulated and disseminated to school personnel and parents. The AIG Local Plan and Program Manual are accessible to all stakeholders online and as a print document. The referral and identification processes are equitable and fair for students at all grade levels, with the additional modifications as noted in the 2022 - 2025 Local Plan. Important input from surveys, the AIG Task Force, and administrators suggests that this practice is effectively implemented and of significant importance in understanding the district's AIG program guidelines and procedures.

The AIG Plan and Program Manual are reviewed annually. Changes and updates are implemented when needed in the AIG Manual and may be revised in the Local Plan with local Board of Education approval. Both the AIG Plan and Manual assist school level AIG Teams in the screening, referral, and identification of academically/intellectually gifted students. At the school level, AIG Review Teams make the final decision regarding identification and placement of a child into the AIG Program. School level AIG Review Teams work with the AIG Coordinator in the screening, referral, and identification processes. Parents, school personnel, students, and other stakeholders are allowed access to all placement protocols.

Newton-Conover Schools collaborated with AIG leaders from across our state to review a variety of aptitude assessments and to evaluate our criteria for achievement assessments. Furthermore, through collaboration, we

defined criteria for placement based on a thorough analysis of available qualitative and quantitative data through collaboration with stakeholders both within and outside of our school district.

We have an explicit process for aptitude testing and full identification beginning in grade K. We also have procedures in place for assessing students who transfer to Newton-Conover and those who are referred for testing based on their achievement.

Survey, test, and database data have been utilized in determining the district's best practices in identifying students.

Recognizing the need to identify gifted students who may not meet the traditional, established criteria for AIG identification, the district AIG Task Force developed performance tasks that incorporate grade appropriate math and reading tasks for students to show their giftedness in a less traditional way. Students will complete two performance tasks in both reading and math. These tasks will be graded using a rubric.

#### INITIAL SCREENING POOL

**District-Wide Universal Screening:** All students enrolled in Newton-Conover City Schools will take part in district-wide universal screening for the AIG Program in third grade.

The Initial Pool for AIG screening and evaluation is generated by the AIG Coordinator from the following sources:

**Aptitude Test:** In third grade, all students enrolled in Newton-Conover City Schools are administered a nationally-normed group aptitude test. Parents receive prior notice of the testing, which is generally administered in the fall.

Students who score in the 85th percentile and above are placed in the initial AIG Screening Pool. Students who transfer into the district without aptitude scores may be administered aptitude testing if other indicators suggest testing is needed to determine placement.

**End of Grade Scores:** All Newton-Conover City Schools students enrolled in third through eighth grades participate in North Carolina End-of-Grade testing in Reading and Mathematics, which are generally administered in May or June. Students who score in the 85th percentile and above in either of these subjects are placed in the AIG Screening Pool. Students who transfer into the district without achievement scores may be administered achievement tests if other indicators suggest testing is needed.

Teacher and Parent Recommendations: Students who demonstrate potential as gifted learners may also be referred by their teachers or parents and placed in the AIG Screening Pool.

**\* 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.

Newton-Conover City Schools' AIG Program currently employs multiple criteria for student identification that are effective in developing a comprehensive profile of each student. The AIG Program identification procedures are equitable and multi-faceted, employing numerous criteria to reveal student potential and giftedness. The AIG Program administers both quantitative measures that are based on current theory and research as well as qualitative measures based on observation and formative feedback. Although minor case preparation reviews and revisions occur annually, this practice remains a strength of the Newton-Conover City Schools' AIG Program.

**K-2 TALENT DEVELOPMENT/IDENTIFICATION**

Newton-Conover City Schools will utilize the results from the iReady diagnostic assessments, and formative assessments such as DIBELS to determine which K-2 students should be identified for talent development prior to third grade screening. Based upon the assessment data, teachers and/or the AIG Coordinator will create an AIG Screening Pool. Students will be identified if they are proficient on the Case 21 assessment two grades higher than current placement.

Initially Gathered Achievement and Demographic Information: All achievement and demographic information for each student in the Screening Pool is gathered by the AIG Review Team Chairperson and recorded on the AG14 form. The following information is collected on the AG14 form:

- Aptitude score
- EOG Scores (reading and math) or applicable achievement scores
- Final Grades (reading and math)
- Gifted Behavior Scale

For all students who meet the criteria as stated in the AIG Differentiated Service Options and Criteria in at least two

areas (aptitude, standardized achievement scores, and final grades), a Gifted Behavior Scale (AG20 form) is completed by the classroom teacher(s) and submitted to the AIG Review Team Chairperson. The score (or average of scores if more than one teacher) is recorded on AG14 form.

## IDENTIFICATION

Newton-Conover Identification Areas: Students in Newton-Conover who are identified as gifted will be identified by one of the following classifications:

-AR: Academically Gifted in the area of Reading

-AM: Academically Gifted in the area of Math

-AG: Academically Gifted in both areas of Reading and Math

-IG: Intellectually Gifted as indicated on the aptitude criteria, but not necessarily displaying achievement measures

-AIG: Academically and Intellectually Gifted The students exhibits both aptitude/intellectual attributes as well as achievement attributes.

Newton-Conover Schools collaborated with AIG leaders from across our state to review a variety of aptitude assessments and to evaluate our criteria for achievement assessments. Furthermore, through collaboration, we defined criteria for placement based on a thorough analysis of available qualitative and quantitative data through collaboration with stakeholders both within and outside of our school district.

We have an explicit process for aptitude testing and full identification beginning in grade K. We also have procedures in place for assessing students who transfer to Newton-Conover and those who are referred for testing based on their achievement.

Survey, test, and database data have been utilized in determining the district's best practices in identifying students.

Recognizing the need to identify gifted students who may not meet the traditional, established criteria for AIG identification, the district AIG Task Force developed performance tasks that incorporate grade appropriate math and reading tasks for students to show their giftedness in a less traditional way. Students will complete two performance tasks in both reading and math. These tasks will be graded using a rubric.

Indicators: Newton-Conover will use some or all of the following indicators in various combinations to determine those who are gifted and in need of differentiated services:

- Gifted behavioral characteristics documented on research-based checklists and scales, completed by reliable sources, such as educational professionals, using rubrics and measurement instruments suitable for identification
- Classroom performance recorded on progress reports, grade cards, portfolio compilations, and other official school documents
- Classroom observations completed by certified school personnel
- Documented recommendations from a variety of stakeholders who have intimate knowledge of students' aptitude, achievement, and performance within or outside of the school setting
- Standardized test scores: aptitude, achievement, intelligence and other assessments

Pathways for Identification: Newton-Conover has developed two pathways for identification based on both qualitative and quantitative data. All criteria are outlined for district and community stakeholders at the following website: [bit.ly/nccspathways](http://bit.ly/nccspathways)

Additional Opportunities for Identification: Students who make =95 on a Reading or English 2 EOG/EOC for two consecutive years who currently are not identified will qualify for a case study to determine eligibility for qualification.

Students who make =95 on a Mathematics EOG/EOC for two consecutive years who are not currently identified will qualify for a case study to determine eligibility for qualification.

Transfer Students Identified as AIG in a Previous School District: Transfer students who have been previously identified as AR/AM/AG/AIG or IG in another school district will be reviewed for service matching by the AIG Review Team as soon as their records are made available. Identification in another district does not guarantee identification in Newton-Conover City Schools. Students must meet identification criteria set forth by Newton-Conover City Schools (outlined in the Differentiated Service Options and Criteria) to receive gifted services in the district.

Request for Evaluation in Atypical Circumstances: In instances where further information is needed (i.e. test scores are missing from student records or student was absent from testing session but meets some areas of qualification), written permission for testing must be obtained from the parent on the AG4 form. In order for the school to complete any further screenings or evaluations, the parent must sign permission prior to the administration of any individual evaluation.

Students who are nominated for gifted services and do not have a previous aptitude test may be eligible for individual testing by a qualified evaluator. The AIG Review Team must agree that these results would be helpful and must make a request in writing on the AG3 form. Achievement tests may be administered individually by a qualified evaluator at the request of the AIG Review Team.

AIG Review Team Placement Meeting: The AIG Review Team at each school meets to review all information and make recommendations based on the Differentiated Service Options and Criteria. Options for consideration are as follows:

- ~ Recommended for placement in one or both subject areas in AR, AM, AG, AI, IG or AIG based on the criteria above;  
OR
- ~ Placed on a "Wait and Watch" list to be reviewed at the end of the following school year based on the criteria above;  
OR
- ~ Not recommended for placement at the present time based on the criteria above.

Parent Notification of AIG Review Team Decision: Parents are notified of the AIG Review Team's decision in writing (AG17 form, AG18 form). If parents disagree with the decision, they may follow the Procedure to Resolve Disagreements to voice their concern (See Standard 6).

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* Students will be identified if they are proficient on the Case 21 assessment two grades higher than current placement.	* Students will be identified if they are proficient on the Case 21 assessment two grades higher than current placement.	* Students will be identified if they are proficient on the Case 21 assessment two grades higher than current placement.	* Students will be identified if they are proficient on the Case 21 assessment two grades higher than current placement.	* Students will be identified if they are proficient on the Case 21 assessment two grades higher than current placement.
3-5	* Pathway 1 Reading EOG = 93 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 93 Pathway 2 Reading EOG Level 5 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98	* Pathway 1 Math EOG = 93 Math Course Grade A or 4 Quantitative OR Nonverbal Aptitude Score = 93 Pathway 2 Math EOG Level 5 Math Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98	* Pathway 1 Reading EOG = 93 Math EOG = 93 ELA AND Math Course Grades A or 4 Quantitative AND Verbal Aptitude Score = 93 OR Nonverbal Aptitude = 93 Pathway 2 Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course Grades A or 4 Quantitative AND Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98	* Aptitude Composite = 95 OR Nonverbal Composite = 95	

\* Pathway 1  
Reading EOG =  
93 Math EOG =  
93 ELA AND  
Math Course  
Grades A or 4  
Composite or  
Nonverbal  
Aptitude Score  
= 95 Pathway 2  
Reading EOG  
Level 5 Math  
EOG Level 5  
ELA AND Math  
Course Grades  
A or 4  
Composite or  
Nonverbal  
Aptitude Score  
= 95 Gifted  
Behavior Scale  
= 98

6-8	<p>* Pathway 1 Reading EOG = 93 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 93 Pathway 2 Reading EOG Level 5 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98</p>	<p>* Pathway 1 Math EOG = 93 Math Course Grade A or 4 Quantitative OR Nonverbal Aptitude Score = 93 Pathway 2 Math EOG Level 5 Math Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98</p>	<p>* Pathway 1 Reading EOG = 93 Math EOG = 93 ELA AND Math Course Grades A or 4 Quantitative AND Verbal Aptitude Score = 93 OR Nonverbal Aptitude = 93 Pathway 2 Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course Grades A or 4 Quantitative AND Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98</p>	<p>* Aptitude Composite = 95 OR Nonverbal Composite = 95</p>	<p>* Pathway 1 Reading EOG = 93 Math EOG = 93 ELA AND Math Course Grades A or 4 Composite or Nonverbal Aptitude Score = 95 Gifted Behavior Scale = 98</p>
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9-12	<p>* Pathway 1 Reading EOG = 93 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 93 Pathway 2 Reading EOG Level 5 ELA Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98</p>	<p>* Pathway 1 Math EOG = 93 Math Course Grade A or 4 Quantitative OR Nonverbal Aptitude Score = 93 Pathway 2 Math EOG Level 5 Math Course Grade A or 4 Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98</p>	<p>* Pathway 1 Reading EOG = 93 Math EOG = 93 ELA AND Math Course Grades A or 4 Quantitative AND Verbal Aptitude Score = 93 OR Nonverbal Aptitude = 93 Pathway 2 Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course Grades A or 4 Quantitative AND Verbal OR Nonverbal Aptitude Score = 87 Gifted Behavior Scale = 98</p>	<p>* Aptitude Composite = 95 OR Nonverbal Composite = 95</p>	<p>* Pathway 1 Reading EOG = 93 Math EOG = 93 ELA AND Math Course Grades A or 4 Composite or Nonverbal Aptitude Score = 95 Pathway 2 Reading EOG Level 5 Math EOG Level 5 ELA AND Math Course Grades A or 4 Composite or Nonverbal Aptitude Score = 95 Gifted Behavior Scale = 98</p>
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**\* Practice C**

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

Newton-Conover City Schools initiates screening, referral, and identification procedures for potentially gifted learners through the use of traditional and non-traditional measures. The current Local Plan procedures that respond to under-represented populations such as culturally/ethnically diverse, economically disadvantaged, English learners, highly

gifted, and twice-exceptional are evident and effective. Our LEA continues to seek additional methods of talent development and identifying under-represented populations for AIG Program services.

AIG program personnel, in conjunction with other support personnel, researches and analyzes best practices to identify giftedness and potential for giftedness in under-represented populations. The AIG Coordinator and AIG Director confer with EC, EL, Title I, and other personnel as a means of determining best practices (SIOP, Seminar, GIST, jigsaw) in identifying giftedness in special student populations. This partnership within the district strengthens communication and provides an avenue to examine best practices.

Newton-Conover City Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

- ~ Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources (ie, teachers, parents, principal)
- ~ Classroom performance recorded on progress reports, report cards, and other official school documents
- ~ Standardized test scores: aptitude, achievement, intelligence and other assessments

Newton-Conover City Schools' AIG identification criteria match the demographics of the district by utilizing traditional and non-traditional measures, gathering a comprehensive body of evidence to determine differentiation and identification needs, and allowing qualitative evidence such as portfolio submission and observations.

The AIG Coordinator and AIG Review Teams consider district and state assessment data when determining those students who need gifted services through both identification and talent development. By analyzing the district's subgroup data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students, to include the under-represented populations.

The AIG Screening Pool, all AIG documentation from AIG Review Team meetings and screening procedures, and the placement documentation are maintained and audited annually by the AIG Coordinator and other personnel.

**\* Practice D**

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

Consistency in implementing screening, referral, and identification is an essential component of a successful, valid AIG Program as well as educating teachers, administrators, and staff. Newton-Conover City Schools has made notable progress in this endeavor with the assistance of the AIG Coordinator and AIG Director overseeing and implementing much of the process. This oversight increases consistency among schools in screening students, administering tests when required, chairing the school AIG Review Teams, communicating gifted indicators, auditing maintained documentation, and refining the procedures used at each school site. Each year the AIG Coordinator reviews and revises the AIG Procedures Manual to ensure best practices, acknowledge district changes in demographics and needs, and address Task Force or AIG Review Team recommendations. School-level personnel and community members believe equity, equality and excellence are essential elements of the AIG program.

The AIG Director, AIG Coordinator, AIG Task Force, and school AIG Review Teams will continue to evaluate and monitor the referral, screening, and identification processes to ensure consistency, equity, and excellence in all procedures. The AIG Manual and AIG Local Plan will accurately reflect the protocol used in these processes. The AIG Coordinator and AIG Task Force will continue to streamline procedures and processes in order to ensure clarity and consistency in implementation across the district. All of these procedures are made available to stakeholders online on the district's AIG webpage.

The referral process, AIG Screening Pool, Team meetings, and identification procedures are all documented and maintained in order to ensure equity, consistency, and accuracy in the processes. All checklists and forms must be completed and filed as a means of remaining in compliance. The placement folder holds all documentation of a student's screening and identification.

**\* Practice E**

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

Dissemination of Screening, Referral, and Identification Processes

Newton-Conover City Schools works with principals and school instructional staff to communicate dates, procedures, and other pertinent information regarding screening, referral, and identification to all stakeholders (school personnel, parents/guardians, students, and the community-at-large).

Communication and dissemination of the district's identification procedures will be addressed in the following ways:

- ~ School, district, and AIG newsletters
- ~ School, district, and AIG websites and online publications
- ~ School, district, and AIG parent, business, community meetings and partnerships
- ~ AIG brochures and handouts
- ~ Parent/guardians letters and notifications
- ~ Home Call Alerts
- ~ PowerPoint presentation for the DEP parent/guardian meeting

The school system employs a translator who is available to translate information sent home with students, attend meetings, translate documents, or assist parents/guardians in understanding the various AIG procedures and curriculum. Each school also employs EL staff that provide assistance when needed.

**\* 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.

In order to ensure consistency, equity, and uniformity in all district AIG procedures and services, the Local Plan and Program Manual are maintained and updated annually. All documentation is filed in individual student placement folders, containing original placement protocol, annual Differentiated Education Plan (DEP) and end of year Performance Reviews. Copies of each document are also mailed to the parent/guardian of the identified student. All information is communicated and accessible to school personnel, parents/guardians, and community members.

District AIG Coordinator meets with the parents/guardians of newly identified students immediately after identification. Results of identification decisions and AIG program are presented and explained to parents/guardians.

Parents/guardians of students who are already identified AIG are invited to attend a yearly meeting to learn more about AIG services offered to their students in specific grade bands, pose questions, and meet AIG Personnel.

Clear and accurate documentation and data are maintained on each referred, screened, and identified AIG student at each school site in the district's AIG Student Placement Folder. The AIG Screening Pool document is kept on file in the office of the AIG Coordinator. The AIG Student Placement Folder documentation contains evaluation/test data, Behavior Scale indicators, End of Grade/Course achievement data, grade performance, and aptitude score(s). An identified student has a Differentiated Education Plan (DEP) in place upon eligibility and placement into the program. This DEP reflects the service provided (learning environments, differentiation strategies, and enrichment options) to each AIG student in the area in which he/she is identified. DEPs are updated annually to reflect the academic and affective needs of the student and the curriculum and extra-curricular opportunities.

At the end of each school year, the AIG Team, in conjunction with the teachers of the AIG students, complete a Yearly Performance Review. This yearly review data includes EOG/EOC scores in the identified area, grade performance, recommended service options for the following year, and any relevant teacher comments. This documentation is placed in the AIG placement folder and a copy is mailed to parents/guardians.

The referral process and identification procedures are all documented and maintained in order to ensure equity, consistency, and accuracy in the processes. All checklists and forms are completed and filed as a means of remaining in compliance. The placement folder holds all documentation of a student's screening and identification. All documentation and student placement folders are maintained for five (5) years after high school graduation. At the end of the fifth year or at the beginning of the sixth year after students have graduated, the documentation is shredded.

#### Differentiated Education Plan (DEP)

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually and when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided.

An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the

student's program. A DEP is developed for every student who is identified as needing differentiated services. DEP meetings are held annually to ensure stakeholders have a significant role in their child's gifted services.

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have the following strategies for strengthening this standard. These include but are not limited to the following:

- ~ Effectively implement Pathway One AR, AM, AI(G), and IG procedures for students in grades 4-12
- ~ Effectively implement Pathway Two Placement procedures for students in grades 4-8
- ~ Effectively monitor and review annually the traditional and non-traditional placement criteria for Pathways One and Two to determine if adjustments are needed.
- ~ Effectively monitor data to determine how well the identification and service match and impact student growth.
- ~ Effectively monitor data on the referral, screening, and identification of under-represented populations in order to address our district's demographics

**Planned Sources of Evidence**

- \* AIG Plan and Program Manual
- \* Screening Pool data
- \* Differentiated Education Plans (DEPs)

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none"> <li data-bbox="506 655 560 724"> <a href="#"><u>Identification Chart</u></a></li> <li data-bbox="560 655 613 724"> <a href="#"><u>Parent Notification</u></a></li> <li data-bbox="613 655 667 724"> <a href="#"><u>Permission to Eval</u></a></li> <li data-bbox="667 655 721 724"> <a href="#"><u>Indiv Student ID</u></a></li> <li data-bbox="721 655 774 724"> <a href="#"><u>Identification Notification</u></a></li> </ul>

Standard 2: Comprehensive Programming within a Total School Community

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

Newton-Conover City Schools provides an AIG program with comprehensive services kindergarten through twelfth grade. A variety of service options (within grade, beyond grade, across teams, accelerated, specialized, and dual enrollment) are available to meet individual students' academic and social/emotional needs. Differentiated Education Plans (DEP) match the advanced, individual learning needs with services by reflecting the appropriate learning environment, strategies, and enrichment options available to each identified student.

The district's AIG Program services meet the diverse needs of its gifted and high ability learners through enrichment pull-out of identified and early talent development students, consultation with regular education teachers, collaboration with counselors and other support personnel, and partnerships with all stakeholders. The AIG Program services collect stakeholder feedback and analyze student data in order to monitor and adjust services.

The AIG Program and services are continually assessed and evaluated to make certain diverse learning needs of students are met. AIG Review Teams determine the learning environment that is most appropriate to meet the AIG students' needs.

The Newton-Conover AIG Program has established and implemented aligned programming and services in the areas of identification, goals, and resources of the district. Identification in our district's AIG and/or IG program ensures an array of aligned services that match student academic and social/emotional needs.

The AIG Task Force and School Review Teams work to ensure all components are aligned, effective, and comprehensive. Our AIG Task Force consists of a variety of teachers, administrators, counselors, and parents representing all grade levels. Together with the Chief Academic Officer and AIG Coordinator, the Task Force, AIG Teams, and AIG teachers at all sites ensure that the programs and services provided to gifted students are appropriate for the areas of identification. Aligning AIG services to the individual needs of students is overseen by the AIG Review Teams at each school. The AIG Coordinator works with teachers to ensure that students are receiving services that are appropriate to their area of identification and to their needs. The AIG Coordinator collaborates with teachers and parents in establishing and reviewing Differentiation Plans annually or as service needs change throughout the school year.

In N-CCS, students may be identified as AR (Reading), AM (Math), AG (Academically Gifted), IG (Intellectually Gifted) or AIG (Academically and Intellectually Gifted). Services are aligned with the level/area of that identification, grades K-12. Students receive enrichment and academic extensions in their specific areas of talent, to include but not limited to all learning environments, differentiation strategies, and enrichment options as identified on the student's DEP or IDEP. In elementary AIG pull-out, middle school clusters, 6-8 math compacting, and high school honors, Advanced Placement, CDM, and dual-enrollment, services are matched with areas of identification. These teachers carefully align content and delivery to students' DEP's and other academic/effective needs.

### **Elementary School**

At the elementary level, students receive pull-out services once each week and have the opportunity to engage in enrichment activities such as Odyssey of the Mind, Paideia Seminars, Math Olympiad, novel studies, and numerous other advanced curriculum extensions through field trips, labs, hands-on experiences, and in-depth exploration of diverse and interesting topics.

In the regular classroom, students are clustered to receive differentiated activities and pathways that meet their academic level of ability. The AIG Coordinator works with the AIG teachers to assist with differentiation in reading, math, and intellectual giftedness based on students' area of AIG identification. She shares information on grouping models and strategies and provides materials from the AIG Lending Library to extend, enrich, and accelerate gifted curriculum.

AIG students are provided numerous opportunities to participate in academic competitions such as Battle of the Books, Math Olympiad, Science Olympiad, Chess Club, and Odyssey of the Mind. Enrichment services enhance units of study through speakers, exhibitions, field trips, and hands-on labs. Each opportunity focuses on students' interests and special talents. The affective domain is addressed through pull-out, cluster class, and counseling services to ensure social/emotional needs are met.

At the elementary level, AIG students may be served through in-class flexible grouping, subject grouping, and cluster grouping within their assigned grade level. Beyond grade options for elementary AIG students are available, which include flexible grouping, cross grade grouping, and grade acceleration.

### **Middle School**

At the middle school, AIG students are ability grouped for math and language arts. Our district will provide a high school math course option to any student who achieves a level V on the 7th grade EOG. Every child, regardless of AIG identification, who achieves a level V on a math EOG or EOC test, will be enrolled in an accelerated math course or pathway. AIG students may take part in a variety of enrichment clubs such as Battle of the Books, Chess Club, Maker Space, Science Olympiad, etc.

At the middle school level, AIG students may be served across teams through in-class flexible grouping, cross team grouping, cluster grouping, personalized pathways, and subject acceleration. Beyond grade options are available to middle school AIG students through cross math compacting, grade grouping, grade acceleration, dual enrollment, and special settings.

### **High School**

At the high school level, AIG students self-select into Honors and AP Classes with guidance and recommendations from staff and counselors. AIG students also have the opportunity to select from North Carolina Virtual Public Schools advanced courses that are not offered at the school level. AIG students may also enroll in College and Career Promise courses either through the cohort model at The Summit at Newton-Conover or individually at Catawba Valley Community College. Cohort students will earn a minimum of 28 transferable college credits. Cohort students choose from an a-la-carte menu of courses to transfer to the North Carolina public university of their choice.

AIG students often engage in a variety of enrichment clubs such as National Honor Society, Beta Club, Robotics,

Science Olympiad, Mu Alpha Theta, Quiz Bowl, Envirothon, HOSA, and the National Technical Honor Society. Students at the elementary level are given the opportunity to join the Junior Beta Club.

At the high school level, AIG students have opportunities to participate in accelerated services such as Honors courses, Advanced Placement courses, advanced electives, Credit by Demonstrated Mastery and specialized settings such as dual enrollment through The Summit, a partnership with CVCC for obtaining college credit.

At Newton-Conover High and Discovery High Schools, students are encouraged to pursue "Credit by Demonstrated Mastery" when seeking advancement in particular subjects. CDM information is distributed to parents and students bi-annually.

Discovery High School is a Problem-Based Learning magnet high school that serves as a choice for AIG students who prefer more independent and self-guided learning opportunities. The school's focus is on real-world learning and connecting the curriculum to local, state, national, and world issues. Their theme of "Change the World" is depicted through each student's Senior Project. Students are encouraged to research a driving question that is related to societal or social issues in order to provide insight into how to solve the problem. These presentations are open to the public. Science Olympiad, History Club, Logic Puzzles, Envirothon, and Quiz Bowl are three of the clubs in which AIG students have been recognized both statewide and nationally.



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**\* Practice B**

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

Newton-Conover City Schools' AIG Program encourages collaboration among all stakeholders in an effort to provide effective, meaningful, and appropriate differentiated programming and services. Professional Learning Communities afford personnel weekly opportunities to share, discuss, and improve gifted services to meet the diverse needs of these unique learners. The AIG Coordinator and counseling staff confer as needed on gifted student underachievement, need for acceleration, and other academic or social/emotional goals or concerns. As needs become apparent, there are several options for assistance for students in need. Three of our schools also have therapy dogs who are available

to meet students' social/emotional needs. Each school site has a licensed therapist who meets regularly with students who are displaying social/emotional needs.

The AIG Team at each school plays an important role in the identification and social/emotional status of students. Each team member contributes significantly to the staff's understanding of gifted learners and their needs. These team members are the "pulse" of the school climate, providing input on programming needs in all areas of student development. Counseling personnel serve as Review Team members at each school.

Annual parent meetings, correspondence, conferences, and Team meetings ensure collaboration and involvement. The Professional Learning Community model established by district administration has provided many opportunities for collaboration among all instructional staff. Weekly PLC meetings, district horizontal and vertical planning, common planning periods, and faculty meetings allow time for collaboration in providing differentiated programming and services. Parents of gifted students are involved through Parent Night presentations / events, enrichment newsletters, website information, Differentiated Education Plans, and service on district level committees.

At all schools in the district, the AIG Coordinator and AIG Director are recognized as important resources for curriculum, service delivery, acceleration, social and emotional concerns and curriculum.

The AIG Director (Chief Academic Officer) oversees all K-12 curriculum matters, ensuring knowledge of and collaboration with staff across the district to include the Elementary, Secondary, EL, and EC Directors.

**\* Practice C**

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

The Newton-Conover City Schools' AIG Program services remain an integral part of the district's priorities in policy and practice. Professional Learning Communities, the AIG Task Force, AIG Review Teams, and other stakeholders evaluate and adjust services according to demographic changes, administrative procedures, student needs, and other factors that impact programming and services. Collaboration among all stakeholders ensures program effectiveness in the LEA. The Chief Academic Officer and AIG Coordinator work closely with administrators to strengthen and identify opportunities for growth in all aspects of the AIG Program. The Central Office and schools include the program in professional development decisions, course development, and other comprehensive decision-making.

District leadership has established Professional Learning Communities at each school, allowing teachers time to

discuss, share, and plan delivery of their instruction as well as allowing time for collaboration between the AIG Coordinator and classroom teachers. Professional Learning Communities are also utilized to train teachers in differentiation strategies and enrichment. Administrative teams and guidance staff at the Central Office and school levels work closely with AIG staff to ensure gifted learners have appropriate challenges, services that connect to and go beyond classroom expectations, and affective assistance that provides an understanding of giftedness and gifted behaviors.

AIG identifies and nurtures students participating in enrichment groups who are exposed to materials that are aligned extensions of the instructional program and standards delivered in the regular classroom. This link is ensured through continual contact between classroom teachers and the AIG Coordinator, providing better insight into AIG students' academic strengths and areas needing additional focus for improvement.

**\* Practice D**

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

Newton-Conover City Schools and the district leadership team believe that effective instruction and student growth are most often achieved when flexible grouping practices are utilized. Research supports the use of grouping to enhance and vary the teaching/learning environment. In grades K-12 all types of flexible grouping such as learning centers, interest/skill groups, cooperative grouping, mixed and acceleration grouping, subject grouping, cross grade grouping, cluster grouping, and enrichment ability grouping are employed. These learning environments enhance student academic and social/emotional growth.

At the elementary level, the schools of choice provide numerous opportunities for teamwork, small group participation, and interest/ability activities. Each elementary school provides an opportunity for enrichment and/or remediation (BARK, OWL, and EI Time). During this time, students who are AIG have the opportunity to engage in Genius Hour, PBL, or other self-guided or enrichment activities.

Through the addition of W.I.N (What I Need) time at the middle school, students have the opportunity to engage in Genius Hour, PBL, or other self-guided or enrichment activities. W.I.N. also provides AIG students with an opportunity to receive enrichment or needed support each day during the first 35 minutes of class time. AIG students at the middle school are cluster grouped which provides "like learner" opportunities throughout the instructional day. These students are pulled out twice each year to participate in STEM-type activities for a block of time.

Students at the high schools participate in flexible grouping for instruction in most classes. At Discovery High School, a significant portion of the day is spent in team building and peer review experiences.

During PLC's, the instructional coaches and teachers review assessment data, research on grouping and other best practices, and effective strategies for instruction at all learning levels, including advanced learners. Student growth is especially important and addressed throughout the school year during PLC meetings and other collaborative sharing sessions. The AIG Coordinator and AIG Director (Chief Academic Officer) review AIG data and growth performance intermittently throughout the year to monitor and address needed changes.

**\* Practice E**

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

Communication is a key component in ensuring effective AIG screening, identification, service delivery, and collaboration with all stakeholders and support staff. The LEA and AIG program have concentrated efforts on improving communication of the comprehensive gifted programming within the total school community.

AIG Program personnel will continue to communicate with all stakeholders through Task Force meetings, publishing newsletters, submitting information to both the AIG and NCCS websites, sharing differentiation and gifted best practices with school staff, periodically attending PLC meetings, and collaborating with regular classroom teachers.

Correspondence is essential in establishing Differentiated Education Plans (DEPs) and enrichment that meet individual student needs. School personnel and parents/guardians are notified of AIG meetings, enrichment opportunities during the year and summer, and all AIG elementary field trips and units of study. The school system and AIG staff find that community and parent/guardian involvement is essential in unit planning. At the middle and high school levels, the AIG and counseling staff communicate to parents/guardians information such as dates for Governor's School nomination and academic club meetings.

The AIG Local Plan is accessible on the AIG website as well as via hard copy in each school. The Plan outlines identification, delivery of services, regulations/laws, and all important information about the N-CCS AIG program. Teachers and counselors have access to student DEP's and placement protocol via placement folders filed in school offices or record rooms.

**\* Practice F**

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

Communication within and among schools has improved through the district implementation of Professional Learning Communities facilitated by Instructional Coaches across the LEA. The AIG Coordinator, AIG Director, school counselors and administrators, and other key personnel provide an effective transition, especially at grades 6 and 9, as students require additional support. Administrators and counselors are provided information on each AIG student transitioning to the next level. Counselors and staff provide opportunities for students to attend transition tours and information sessions at the middle and high levels in order to create an effective support system. Data and concerns will be shared to ensure a smooth continuation of gifted services.

The AIG Yearly Performance Review completed for each student at the end of the school year by the AIG Coordinator, School Review Team, and the regular classroom teachers identifies recommendations and options for the continuation of service. A change in student's placement may be recommended when a student exhibits consistently low grade performance or other obstacles that create underachievement, lack of interest or motivation. A change in services may be recommended for students who fall into this category. At this juncture, students may receive academic counseling and other academic support to remedy underachievement. It is important to note that change in service does not mean that the student is no longer gifted.

In grades 6-12 AIG students are placed into advanced, honors, or AP courses based on their prior achievement and aptitude. Students have the opportunity to self-select in high school, but middle school students receive placement based on their AIG status as well as their achievement. Students in grades 7-11 receive letters three times per year offering them an opportunity to obtain Credit by Demonstrated Mastery (CDM).

Each semester the AIG Coordinator audits students' schedule to determine correct placement in honors courses appropriate for their identification.

Through the Professional Learning Communities, AIG Task Force, Review Team, teacher and parent meetings, the continuation of gifted services are clearly communicated and outlined. Support personnel at each school site extend opportunities and assistance to parents and students at key transition points, providing consistency in service delivery. The district's middle and high schools have established criteria for placement in Honors and Advanced Placement

classes as outlined by the Department of Public Instruction. Counselors and the AIG Coordinator provide guidance on course selection.

**\* Practice G**

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

As students demonstrate mastery of subject material or aptitude indicative of accelerative instruction, the Newton-Conover School system and AIG Program provide procedures for subject or grade acceleration, cross grade or subject grouping, or in-class flexible grouping. Students must be able to demonstrate the established criteria necessary to ensure best placement academically and socially/emotionally. Newton-Conover City Schools offers Credit by Demonstrated Mastery as well as dual-enrollment through Lenoir Rhyne University and Catawba Valley Community College.

Credit by Demonstrated Mastery is offered three times each year. Students and parents are notified of the enrollment windows, and students are encouraged to attempt CDM if they demonstrate an aptitude and advanced knowledge of subject matter.

Early enrollment into kindergarten is one option for those children entering school who meet entrance criteria for early admission. The AIG Local Plan and Procedures Manual outline specific criteria for acceleration and early admission. Parents of children who have reached their fourth birthday by April 16th may request to have their child enter kindergarten early by submitting certain information to the principal of the school and the AIG Review Team who will consider the request. Parents are responsible for obtaining test results and presenting this information to the school system for consideration.

**EARLY ENROLLMENT IN KINDERGARTEN**

A child who has reached his or her fourth birthday by April 16th may enter kindergarten if he/she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of education professionals (usually the AIG Review Team) who will assist in making decisions about each individual child. Criteria that shall be considered include the following:

~ Aptitude (98th percentile or higher on an individual IQ test administered by a licensed psychologist)

~ Achievement (98th percentile or higher on an achievement in test in reading and/or math administered by a licensed psychologist or impartial education professional)

~ Demonstrated well-above-average performance on tasks; work samples to be provided by the child care provider/parent to the principal

~ Two letters of recommendation from preschool teachers, child care provider, pediatrician, or others who can describe the child's level of physical and social maturity (documentation checklists may be used such as the Iowa Acceleration Scale)

~ Principal interview of the child and parents

A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty calendar days of the school's instructional year. Obtaining test results is the responsibility of the parents; no testing is provided by Newton-Conover City Schools. All testing must have been administered after April 16th of the year the child is to be admitted to kindergarten. The principal will act on the request within three weeks.

If the child is admitted to kindergarten, before the end of the first ninety calendar days of the child's being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. Before a child can be exited from school, the parent must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, parents must be given at least ten days notice to arrange childcare if needed.

The child's progress shall be reviewed by the AIG Review Team once the child has been enrolled ninety calendar days or if at any time before ninety calendar days the school is satisfied the child has adjusted satisfactorily and will remain in school. If the Team recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed.

AIG students at all grade levels have opportunities for outside learning, mentoring, enrichment, compacted curriculum and/or acceleration. Guidelines and policies are clearly and consistently communicated to stakeholders online and in

print copy.

## **ACCELERATION**

Students who are interested in grade or subject acceleration must meet the specific criteria outlined in the Differentiated Service Options and Criteria:

### **Grades K-5 (K-2 students may utilize different assessments)**

#### **Subject Acceleration**

5 of 5 of the following indicators must be present:

- Gifted Behavior Scale score of 117 – 141 (yes) or 142 – 156 (without reservation)
- Exemplary subject achievement – EOG test 95%
- Exemplary subject performance – 5 or better yearly average in subject under consideration
- Exemplary aptitude – group or individual IQ score of 95%
- Case study by AIG Review Team

#### **Grade Acceleration or Special Setting**

A case study will be created for individual students. All of the indicators below must be present:

- Gifted Behavior Scale score of 142 – 156 (without reservation)
- Exemplary student work samples
- Exemplary subject achievement – EOG test 99%
- Exemplary subject performance – 5 or better yearly average
- Exemplary aptitude – group or individual IQ score of 99%
- Demonstrated appropriate social and emotional development
- Recommendation of grade acceleration based on Iowa Acceleration Scale

## **GRADES 6-8**

Subject Acceleration 5 of 5 of the following indicators must be present:

- Gifted Behavior Scale score of 117 – 141 (yes) or 142 – 156 (without reservation)
- Exemplary subject achievement – Summative Assessment- 94% or higher
- Exemplary subject performance – 93% or higher on yearly average in subject under consideration
- Exemplary aptitude – group or individual IQ score of 95%
- Case study by AIG Review Team

#### Grade Acceleration or Special Setting

A case study will be created for individual students. All of the following indicators must be present:

- Gifted Behavior Scale score of 142 – 156 (without reservation)
- Exemplary student work samples
- Exemplary subject achievement – Summative Assessment – 94% or higher
- Exemplary subject performance – 93% or higher yearly average
- Exemplary aptitude – group or individual IQ score of 99%
- Demonstrated appropriate social and emotional development
- Recommendation of grade acceleration based on Iowa Acceleration Scale

#### \* Practice H

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

Meeting the needs of underrepresented populations and establishing equity has become an area of focus over the past few years, especially as our demographics change. As the AIG Task Force and other support personnel study best practices for screening and identifying students from these underrepresented populations, it is imperative that once identified, services must fit the needs of these students. As is true with all gifted students, one size does not fit all.

The AIG Coordinator works closely with other personnel to determine best screening criteria and services for special populations. Giftedness may be masked due to economic disadvantages, language barriers, learning disabilities, cultural differences, and highly gifted traits. In these specific populations, standardized test scores may not reflect valid cognition levels or indicate giftedness. Newton-Conover City Schools and the AIG Program will implement a new pathway for placement starting in 2022-2023 school year. Students who have been recommended by teachers as

being gifted and do not qualify by the traditional pathway will be allowed to complete performance tasks that were developed by the AIG Team. Newton-Conover will continue to examine other identification indicators to utilize in conjunction with current screening and placement criteria. Developing curriculum and providing appropriate services remains key to establishing an effective AIG Program.

In an effort to ensure equity in identification, NCCS selected the CogAT as the aptitude assessment due to the fact that the assessment is composed of three separate assessments - verbal, quantitative, and nonverbal. This assessment provides non-English speaking students a greater opportunity to demonstrate their aptitude. Furthermore, younger students who have not been exposed to text-rich environments in the home due to being economically disadvantaged or because education is not a priority in the home also have a greater opportunity to demonstrate their aptitude on a nonverbal assessment. Moreover, students who demonstrate giftedness in one area (reading or math) have a greater likelihood of being appropriately identified. Additional emphasis will be placed on identifying twice-exceptional students who need EC and AIG services.

Working closely with EL, EC, Title I, and other support staff, the AIG Coordinator plans intentional units of study that meet the interests and needs of underrepresented students.

During the 2022-2025 Plan cycle, professional development opportunities will intentionally address services for traditionally underrepresented populations. These sharing/discussion sessions will provide insight and a better understanding of giftedness and the obstacles that may mask those gifts. As has been true in the past Plan cycles, this will remain a significant focus for our district and its demographic changes.

**\* Practice I**

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

AIG students in the Newton-Conover School system are provided many opportunities to pursue their interests and talents through various extracurricular programs and competitions. Students are encouraged to participate in these activities in order to further their interests and showcase their talents.

Each of the elementary schools and middle school participate in the school, district, and regional Battle of the Books and spelling bees. Each of the middle and high schools participate in math competitions. High School students participate in Quiz Bowl.

Through activities such as sports teams and clubs, students are able to use their talents and leadership skills to participate in the greater school community. High achieving students are encouraged to apply for admission to Governor's School and other academic residential camps.

At all levels, gifted students are provided academic and intellectual activities that meet their interest and strengths. Students showcase their achievements throughout the year during special night events, after school competitions, and weekend opportunities such as STEM programs, math competitions, academic clubs, Battle of the Books and numerous other extra-curricular programs at all levels, especially for grades 6 - 12.

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To better align the identification areas with appropriate services by monitoring and adjusting over the course of the 2022 -25 Plan cycle.
- ~ To provide professional development on identifying and serving underrepresented populations and the ways in which giftedness might be masked in these special groups.
- ~ To analyze sub-group data and classroom performance
- ~ To develop curriculum that meets the cognitive and affective needs of special populations
- ~ To work closely with staff and counselors to ensure smooth transition points at the middle and high school levels.
- ~ To coordinate with the EL, Title I, Rtl, Reading Specialist, and other support personnel to align the AIG Program identification and services to meet the diverse population of our district.
- ~ To continue to provide acceleration, Credit by Demonstrated Mastery, and dual-enrollment opportunities.

- ~ To provide additional academic and effective opportunities for high ability and gifted students through programs and events that meet their interests and needs.
- ~ To study the effectiveness of grouping practices through student growth measures.

**Planned Sources of Evidence**

- \* AIG Plan and Program Manual/ AIG Review Teams at each school
- \* Yearly Performance Review documents
- \* Differentiated Education Plans (DEPs)
- \* Screening Data

**Documents**

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

Standard 3: Differentiated Curriculum and Instruction

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Enrichment, extension, and acceleration are an integral part of the Newton-Conover City Schools' curriculum. Research in education strongly supports the use of advanced, accelerated curricula with high ability learners. Studies confirm the greater effects of enrichment in tandem with grouping gifted learners as a best practice in providing a rigorous, meaningful, and interesting challenge to these unique learners. During the 2016-2019 school years, we implemented the Instructional Core framework, to provide teachers with training, resources, materials, and evaluation measures related to how to address the needs of AIG students.

Through the PLC model, teachers have many opportunities to examine the curricula, students' achievement data, and research-based instructional practices with their colleagues, Instructional Coaches, and building administrators. Teachers use formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student abilities and interests. We continue to address the NCSCOS through the successful teaching of AIG learners using DPI's AIG Instructional Resource Project framework.

**Elementary School**

In the elementary schools, teachers provide expandable math activities, extension menus, personalized pathways, and appropriately challenging literature and content area texts. During PLCs, the instructional coaches and teachers

analyze data in order to develop focus groups for intervention and enrichment time to meet the specific skills that are needed.

To identify targeted areas for extending enrichment opportunities in reading our third through eighth grade teachers are utilizing the i-Ready universal screener and our Kindergarten through second grade teachers are using the DIBELS 8 universal screener. To identify targeted areas for extending enrichment opportunities in math our Kindergarten through eighth grade teachers are utilizing the i-Ready universal screener. i-Ready is a self-paced assessment that provides research based feedback to guide instructional plans for individual student learning. Each child is placed in flexible groups for intensive intervention and enrichment opportunities based on i-Ready and/or DIBELS 8 assessment data. The academically gifted students often focus on PBL (Project Based Learning) during their enrichment time.

In addition, in compliance with HB 986, all students who score a level 5 in math in grades 3-12 will be placed in an advanced math course unless a parent signs a waiver. In elementary school, students will receive their “advanced math” content through personalized pathways and/or guided math groups based on their achievement and aptitude. Students who have mastered content at grade level will be exposed to acceleration and enrichment opportunities embedded in their personal pathways.

### **Middle School**

In middle school, AIG students are ability-grouped in advanced grade-level courses in ELA and Math. Teachers of ELA and math classes extend and enrich the grade level curriculum through a variety of activities. AIG students attend Day of Security, where students go through 18 different stations to learn more about technology and application to the real world.

The schedule has been modified to include a Daily W.I.N. (What I need...) time. During this time, AIG and advanced students are provided with extension/PBL projects and other enrichment opportunities. The middle school also provides a variety of academic, service, and interest clubs during the school day so that students who ride the bus or play sports and cannot stay after school have the opportunity to engage in a variety of enrichment activities.

The middle school also has one makerspace that students are encouraged to use as individuals or through their class assignments.

Our middle school provides challenging competitions in science, math, and reading including Battle of the Books, Day of Security, CVCC Math Competitions, Science Olympiad, and The Quill.

In addition, in compliance with HB 986, all students who score a level 5 in math in grades 3-12 will be placed in an advanced math course unless a parent signs a waiver.

### **High School**

Teachers of honors and Advanced Placement provide students the opportunity to delve into topics with a greater degree of depth and complexity. Credit by Demonstrated Mastery is available as an acceleration option for students. Newton-Conover has also partnered with CVCC to develop The Summit - an opportunity for students to take part in the College and Career Promise (CCP) program on the grounds of Newton-Conover City Schools. Students in the program will be dually-enrolled in NCCS as well as CVCC. Students will take courses their junior and senior years at both their high school and at The Summit. NCCS will pay for their textbooks and will provide transportation for students. Students enrolled at The Summit will graduate with a minimum of 25-26 transferable college hours. Through an articulation agreement with all NC Public universities, all hours will transfer seamlessly for these students.

Newton-Conover City Schools also provides options for students to apply to three separate magnet programs: Discovery High School, Hickory Career and Arts Magnet (HCAM), and Challenger High School. Discovery High School, maintained by NCCS, is a PBL high-school that centers on real-world, civic-minded projects. Students at Discovery are engaged in a small-learning community and are given a great deal of autonomy and self-direction as a part of their high school experience. Students can also apply to attend HCAM, maintained by Hickory Public Schools, or Challenger High School, maintained by Catawba County Schools. These N-CCS endorsed programs offer advanced learning options for students. As a small district, our goal is to give all gifted learners the options to meet their individual learning needs.

### **\* 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.

Newton-Conover City Schools provides instructional support in differentiating instruction through the PLC model across the district. In grades K-11, benchmark data is reviewed in PLCs to determine grouping structures, student individual needs, and methods of facilitating/reteaching instruction to meet the needs of all students. The AIG Coordinator

assists teachers in adjusting instruction to meet the unique needs of gifted and high ability learners. The elementary AIG pull-out enrichment utilizes diverse and effective practices to address both the academic and social/emotional components of a gifted student's education. The school system and the AIG Program will continue to employ the most effective practices and strategies in order to meet students' ability, readiness, and interest levels. The Task Force recognizes this initiative as a Maintained Practice.

Teachers in Newton-Conover City Schools are responsible for providing differentiated instruction on a daily basis and have had training on differentiation, acceleration, and enrichment through the Instructional Core. Through intervention and enrichment, all students receive instruction targeted at their readiness levels. During PLC meetings, teachers collaborate to analyze data and adjust instruction based on students' assessment results. The AIG Coordinator and teachers of gifted students collaborate on curriculum and strategies to use in the regular classroom. All NCCS Beginning Teachers (BTs) receive training in differentiation in their BT Boot Camp week prior to the beginning of each school year and intermittently at monthly BT meetings.

N-CCS teams with NWRESA to offer a 35 hour face to face course in conjunction with a 25 hour online course in gifted education. This course will be recognized by Region 7 as local certification.

At the elementary level, students attend enrichment pull-out, during which the AIG Coordinator employs a broad range of curriculum choices that are aligned with state and national gifted standards. Research-based strategies such as critical thinking, higher order questioning, compacting, multimedia projects, problem-based learning, research projects, and tiered assignments are utilized to allow students to delve into advanced, complex content. Assessments and non-traditional measures provide a holistic picture of each student's readiness, interests, and learning profile. Each student receives personalized learning opportunities via differentiated pathways based on pre-assessments, formative assessments, and other classroom data. Projects, enrichment activities, independent units of study, compacting, contracts, seminars, field trips, problem and project-based learning are just a few of the instructional practices used by teachers at the elementary level. Advanced students receive the challenge and rigor to support their range and level of giftedness.

At the middle school students are placed in cluster groups for specific areas of instruction. At the high school level, AIG students select Honors and advanced classes, and programs providing extensions and acceleration to meet their abilities and interests.

## DIFFERENTIATED CURRICULA / INSTRUCTIONAL PRACTICES

Any curriculum that is developed by the Newton-Conover City Schools' AIG Program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- ~ Provide instruction reflective of the highest levels of selected educational taxonomies (i.e. Revised Bloom's, Webb's Depth of Knowledge [DOK], Marzano's, etc.).
- ~ Incorporate critical thinking skills, problem-solving, and flexible thinking activities into the instruction
- ~ Utilize research-based educational models and strategies in the development of curriculum, projects and products
- ~ Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans
- ~ Differentiate Content, Process, Product, and Learning Environment

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

Instructional Practices and Strategies include but are not limited to the following:

- ~ Multiple Intelligences
- ~ Curriculum Compacting
- ~ Tiering
- ~ Shared Inquiry
- ~ Socratic Seminar
- ~ Real-World/Problem-Based Learning

- ~ Project Based Learning
- ~ Creative Problem Solving
- ~ Critical and Deductive Thinking
- ~ Paideia Seminar

**\* Practice C**

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

Newton-Conover City Schools and the AIG Program are committed to utilizing the most current research-based resources and practices. AIG and instructional funds are used to purchase ancillary materials and supplies to support differentiation. The AIG Lending Library, housed at South Newton Elementary, contains research-based gifted resources for teachers and students. These materials are available for check-out and use throughout the school year, with some materials purchased for continual classroom use. Teachers are surveyed to ascertain classroom needs and student interests, after which AIG funds are used to purchase these requests. On an ongoing basis, the AIG Coordinator networks and researches to determine current curriculum resources best suited for the identified students.

Augmenting curriculum and instruction is critical to AIG program success, not only to supplement the resources for gifted students in the regular classroom and for enrichment pull-out but also to afford teachers the opportunity to expand their understanding and knowledge of this special population. The AIG Coordinator continues to purchase Lending Library materials to include the most current, research-based cognitive and affective activities/lessons for gifted differentiation strategies and best practices for teachers. These are but a few of the models and resources utilized throughout the school year:

- ~ Implementation of content modifications as identified on students' Differentiated Education Plan (DEP uploaded)
- ~ Flexible grouping
- ~ Differentiated instruction based on formative and quarterly assessment data

~Learning Pathways designed for individual learners

~ W.I.N. and Focus group

~ Project-based learning

~ Problem-based learning

~ Taba models

~ Thinking Maps

~ Socratic Seminars and Shared Inquiry

~ Paideia seminars

~ Technology incorporated into lessons

~ Multiple Intelligences

~ Challenge Math

~ William and Mary curriculum units

~ Junior Great Books

~ Prufrock Press, Great Potential Press, Bright Ideas, Pieces of Learning, Dandy Lion, Scholastic, Creative Learning, and numerous other online resources

~ College Board AP released exams

All N-CCS teachers, including teachers of AIG students, receive planning time to research, collaborate, integrate, and develop curriculum and instruction that supports the needs of advanced learners. Resources are purchased annually to

supplement the AIG Lending Library and the classroom curriculum needs. Online resource sites that are research-based and current are disseminated often via N-CCS email, newsletters, and other communications.

National, state, DPI, and district supplemental resources are employed by personnel to assess, develop and implement appropriate and updated best practices in curriculum and instruction. Resources are utilized throughout the district, K-12, and in all departments.

**\* Practice D**

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

Newton-Conover City Schools is committed to infusing 21st century content and skills into curriculum for gifted and high achieving students. Developing and ever-changing 21st century skills is an ongoing process to reflect best practices in gifted education, for both cognitive and affective domains. Newton-Conover City Schools recognizes the importance of preparing students for post-secondary challenges and believes 21st century skills are key to meeting these challenges. The Instructional Technology Facilitator, Digital Learning Facilitators, Reading Specialists, MTSS Coordinator, Instructional Coaches, Counseling and Media staff, and other support personnel will provide additional support and assistance as our district addresses and fosters the development of these advanced skills. The AIG Coordinator and AIG teachers will continue to attend local and state professional development sessions that provide the most current practices to assist in the development of 21st century advanced content and skills.

High priority has been given to creating classrooms at all grade levels that incorporate critical thinking, problem solving, creativity and innovation, real-world learning, applied life skills and advanced technology. Interactive whiteboards, interactive student response systems, document cameras, wireless tablets, laptops, chromebooks, and iPads have been widely distributed into teacher classrooms and media centers. Teachers continue to participate in professional development opportunities (online and face-to-face) to increase their knowledge about topics such as modern digital learning tools as well as PBL, STEM, etc. Students are encouraged to collaborate, develop civic and global awareness, develop 21st century skills through class work, clubs, competition teams, and presentations. Students are held accountable and responsible for their learning through student data notebooks and student-led conferencing. Student participation in various clubs and activities support 21st century skills.

N-CCS will continue incorporating 21st century content and skills into the elementary pull-out and classrooms, the middle cluster classes, and the Honors/AP classes as ensured in the Honors Portfolios and Advanced Placement framework.

These are but a few of the ways in which 21st century content and skills are incorporated into the N-CCS curriculum and instruction:

- ~ Faculty technology workshops and in-service training sessions during DLC
- ~ Student data notebooks
  - Online student portfolios
  - ~ Student products
  - ~ Student-led conferences
- ~ Advanced Placement and Honors coursework
- ~ Positive Behavioral Interventions and Supports (PBIS)
- ~ Partnerships and internships with local businesses
- ~ Field trips that incorporate real-world, problem-based learning opportunities
- ~ Students participating in community service
- ~ Senior Project at Discovery High School
- ~ Canvas Courses

~ 1:1 at the middle school and both high schools

~ DLCs and Differentiated Professional Development for Teachers

~ Mentoring, job shadowing, and other local business/government experiences

~ Internships and Apprenticeships

**\* Practice E**

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

Newton-Conover City Schools and the AIG Program are committed to using ongoing and relevant assessment to drive and focus differentiated instruction. Schools use data to monitor, modify, and enrich the instruction in the regular education classrooms. The AIG Coordinator uses assessment data to determine modifications in curriculum and instruction for enrichment pull-out services and in establishing DEPs. Through Professional Learning Community meetings facilitated by Instructional Coaches, teachers are led through the process of disaggregating data using the Newton-Conover Data Protocol, modified from the National School Reform Faculty Protocol. Coaches assist teachers as they create, group, and supplement instruction for enrichment and intervention utilizing the diagnostic data from i-ready.

A variety of tools are used in monitoring student progress and in modifying instruction as needed (district quarterly assessments, literacy and math assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), iReady, etc. The AIG Coordinator uses nationally normed assessments, student, teacher, parent inventories, Case Studies, and other indicators when making differentiated curriculum and instruction adjustments to meet students' academic and social/emotional needs.

Schools are proactive in using data to create flexible groups that will challenge and support student learning. Kindergarten students are assessed through the KEA (Kindergarten Early Assessment), which identifies students with academic needs. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in all K-3 classrooms to measure and assess acquisition of early literacy skills in students. iReady Reading assessments are used in 3-8 to provide information on student achievement in Reading skills. These assessments are used to create flexible groups in the regular classroom for students who need enrichment or intervention. In the same way, K-8 teachers use the iReady

Math assessments to provide information on student's achievement on Math objectives. The district administers quarterly Case 21 assessments in math, reading, and science in grades 3-8 to ensure each child's placement is appropriate.

Teachers examine data to strategically place students in flexible learning groups to help support and challenge students as needed and to differentiate instruction. Through discussions at PLC meetings, teachers are able to discuss ways to help meet the diverse needs of all learners represented in the classroom. These discussions led to the creation of new material for students such as learning contracts and projects. Other sources of data used to help differentiate curriculum include Accelerated Reading and Math reports, informal assessments administered in the classroom.

The AR, AM, AG, AIG and IG enrichment pull-out for math and reading curriculum and instruction for identified students, grades 4 and 5, is differentiated according to students' interest level, readiness, ability, and social/emotional needs. This aligned curriculum is appropriately challenging and interdisciplinary, and it enhances and motivates gifted learners. At the elementary level, all schools have an allocated daily enrichment/remediation block. This allows time to provide remediation/enrichment for students. AIG students can benefit from this time by receiving opportunities for enrichment. (ie. Battle of the Books, Scholastic Cup, Science Olympiad)

Middle School cluster classes are grouped using grade performance and formative/summative data. These assessments provide measures to ensure students are effectively grouped to support their academic and social/emotional needs. All staff including the AIG teachers, review and analyze the data to match curricular decisions and support flexible grouping decisions. AIG resources are shared with these teachers to provide adequate student profiles. DEPs, developed and completed by the AIG Coordinator, classroom teachers, administrators, and parents, outline the learning environments, differentiation strategies, and enrichment opportunities of the classroom curriculum and instruction.

At the high school level, formative and summative data, student interests and social/emotional needs, and grade performance among other measures, provide a student profile for course selection and advancement. Moreover, all NCCS students complete interest surveys in Career Cruising and develop a 10-year plan that counselors use to support student scheduling. Each student also meets one-on-one yearly with a counselor, CDC, IMC, or Director of CTE to review the student profile and to discuss the most appropriate course offerings for students. Students have open access to both Honors and Advanced Placement course selection with advisement and counseling provided by various personnel, to include teachers, guidance and AIG staff, administrators, and parents. Acceleration opportunities are available through Credit by Demonstrated Mastery to provide rigor, challenge, and extension.

**\* Practice F**

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

Newton-Conover City Schools and the AIG Program provide AIG students with curricular and instructional practices that support their social and emotional needs. Students are given numerous opportunities at all grade levels to participate in clubs, competitions, and special services, allowing them to interact with the greater school community. Parents/guardians are invited to Parent Events such as Parent Day or Parent Night and other AIG events that provide information about meeting students' affective needs. Units of study in elementary enrichment pull-out support team building, cooperation, and group discussions about social and emotional issues.

At the elementary and middle school levels students are exposed to social and emotional lessons and reading passages embedded in their reading programs (Wonders/My Perspectives).

The AIG Lending Library contains a myriad of resources that highlight best curricular/instructional practices to address gifted students' characteristics, underachievement, twice-exceptional and highly gifted student traits. The AIG Coordinator collaborates with regional, state, and national educators in researching and developing support mechanisms for the gifted learner. At the elementary through high school levels, counselors are available to provide intervention when necessary. The AIG Coordinator, Review Teams, and counselors may confer on strategies of intervention or instructional modifications to adjust for affective concerns.

N-CCS recognizes that gifted students have unique social and emotional needs that require support; otherwise, the student's learning capacity, interest, motivation and growth are inhibited. School counselors work with gifted students as needs arise that might hinder a student's success, both academically and socially/emotionally. Group counseling may be used to help students build social skills. Students are encouraged to participate in extracurricular activities, clubs, and organizations to foster communication skills and problem solving strategies. Academic clubs, such as the Beta Club and National Honor Society, Mu Alpha Theta, allow students leadership opportunities within the school setting. Competitive teams such as Battle of the Books, Quiz Bowl, Odyssey of the Mind, and other NCHSAA (Scholastic Cup) events, and Science Olympiad enhance academic interests and provide mechanisms for student invention and collaboration.

**\* Practice G**

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

Newton-Conover City Schools recognizes the importance of cultivating and developing potential of young (K-3) students. Young children grow and develop at different rates cognitively, physically, and socially. Some children enter school ready for tasks which require concentration and academic skill, while others enter school at a much lower readiness level. It is, however, possible to recognize at a young age, those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences which go beyond those normally offered in primary classrooms.

The district's AIG Coordinator and other instructional support staff collaborates with regular education teachers regarding potentially gifted children by assisting them with differentiated units of study and enrichments groups.

Beginning in Kindergarten, teachers use formative and summative assessments to guide their instruction and ensure students are provided with enrichment and acceleration opportunities. These teachers also provide intentional learning environments where they can observe students and identify strengths and learning gaps which also guides their instruction.

The AIG Program recognizes the importance of nurturing advanced students throughout their educational careers. Teachers of students in kindergarten through third grade are encouraged to identify and differentiate for those students who require advanced learning opportunities. The AIG Coordinator and other staff provide support for teachers as they strive to provide appropriate challenge to these students.

**\* Practice H**

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

Newton-Conover City Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The Professional Learning Community (PLC) model provides the vehicle and time for this collaboration. PLC meetings allow teachers, the AIG Coordinator, and other personnel the opportunity to analyze, develop, and implement appropriate curriculum and instruction, based on students' assessment

and performance needs. Teachers have access to the AIG Lending Library and websites which provide resources on best practices and strategies to differentiate curriculum for high ability students.

Instructional coaches at each elementary school and middle school site facilitate discussions between teachers and other school personnel to help develop and implement differentiated curriculum throughout the grade levels. Teachers have access to a variety of resources to help enhance the curriculum and to challenge the AIG learners in their classrooms. Through the school system website at [www.newton-conover.org](http://www.newton-conover.org), teachers are able to access an AIG resource website which helps to differentiate the curriculum. Teachers participate in vertical and horizontal planning meetings to collaborate and discuss ways to meet students' instructional needs. Common planning blocks provide teachers with a weekly time to collaborate and develop curriculum tools for instruction.

At the middle and high school level, students are ability grouped in their courses. Students in middle school are ability grouped in math and ELA. High school students are ability grouped in all core content areas. Teachers who teach advanced level courses at the high school level have developed curriculum and instructional materials that exceed those that are simply aligned with the NC Standard Course of Study.

In a partnership with Catawba Valley Community College, NCCS juniors have the opportunity to enroll at The Summit - an extension of College and Career Promise whereby students can take at least 25 college credit hours in a cohort model on the Central Office site during their junior and senior years. Students will receive dual-enrollment credits for these courses. Students can transfer all credits to any state-supported university in North Carolina through the CCP articulation agreement between state-supported universities and the community college system. Newton-Conover City Schools pays for the tuition and transportation for these students. NCCS and CVCC share the cost of books for these students.

The AIG Coordinator is available to assist teachers in creating learning contracts, projects, and other resources to help meet the diverse needs of the AIG learner. Teachers of the gifted, the school AIG Review Teams, and the AIG Coordinator meet at the beginning of each school year to establish Differentiated Education Plans (DEP's) for each identified student and at the end of the year to complete Yearly Performance Reviews. Teachers of kindergarten to 3rd grade students collaborate with the AIG Coordinator in evaluating students to determine those in need of Talent Development services.

Elementary teachers have the opportunity to confer with the AIG Coordinator on appropriately challenging activities/lessons for the high ability students. Middle and high school teachers adhere to school, local and state

guidelines for teaching students on the Honors, AP, or early enrollment level.

The effectiveness of the curriculum and instruction units are evaluated by analyzing data from multiple sources (i-Ready, CASE 21, and DIBELS 8).

Online opportunities are also available through the Department of Public Instruction and AIG. The AIG Director is available to provide professional support in terms of planning differentiated instruction. The district provides opportunities for teachers of gifted students to attend the North Carolina AIG Conference, AP Institutes and other conferences to improve practices.

**\* Practice I**

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

The Newton-Conover City School system and AIG Program recognizes the importance of developing, implementing, and documenting services that match the identified needs of AIG students. The Differentiated Education Plan (DEP) is aligned with the adopted NC AIG Standards. The DEP reflects the identification area(s) in AM, AR, AG, AIG or IG, the learning environments, differentiation strategies, and enrichment options for each identified student, grades 4-12. This document is prepared by both the AIG Coordinator and the AIG regular classroom teacher, signed by the Review Team, and discussed with the parent at a DEP meeting. Parents/guardians are required to sign the DEP or IDEP but also may meet at any time they request a conference.

The Yearly Performance Reviews, completed at the end of the school year, reflect test data, grade performance, and recommendations for continued services. This document is mailed home to all parents/guardians. An IDEP may be developed for students who require unique environments, strategies or content based on an AIG Review Team decision. All DEPs, IDEs, Yearly Performance Reviews, and other pertinent communication are filed in the AIG student's placement folder.

The AIG Program develops and maintains all legal documentation of screening, placement, and appropriate services for each identified student. Services are aligned with NC Standards and local improvement plans and initiatives. The AIG Local Plan and Program and Procedures Manual outline the protocol, forms, and procedures. All placement documentation, DEPs, IDEPs, and Yearly Performance Reviews are filed in the student's placement folder as well as shared with parents/guardians through meetings or mailings. The Local Plan and Manual are available online and as hard copy for all stakeholders, including school personnel, administrators, Review Teams, community members and parents.

#### Differentiated Education Plan (DEP)

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually and when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided.

An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's program. A DEP is developed for every student who is identified as needing differentiated services. DEP meetings are held annually to ensure stakeholders have a significant role in their child's gifted services.

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

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To develop a curriculum framework for elementary and middle pull-out and cluster classrooms
- ~ To enhance and support the AIG teachers' pull-out and consultative role of assisting teachers with adapting curricula to meet the needs of AIG students.
- ~ To continue to adapt the NC Standard Course of Study to meet the social/emotional and academic enrichment needs of the AIG students.

- ~ To attend DPI institutes and webinars to enhance the adaptation and implementation of the NCSCOS to appropriate curriculum for gifted students.
- ~ To continue developing appropriate enrichment opportunities for advanced learners at all levels.
- ~ To continue to develop new, innovative opportunities for AIG/IG students to engage in content and deepen their understanding of concepts and content within and beyond the scope of the SCOS
- ~ To renew the focus on critical thinking, problem-solving, creativity and innovation, real-world learning, and applied life skills
- ~ To collaborate with district and instructional leaders for training and implementation of 21st century curriculum and skills.
- ~ To provide gifted students high-level content and opportunities to compete nationally and globally
- ~ To continue to collaborate with the Instructional Technology Facilitator to provide additional opportunities for professional development in 21st technology skills
- ~ To continue to expand student data notebooks and student-led conferencing
- ~ To continue participation in a variety of academic and enrichment competitions to facilitate collaboration as well as skills in leadership and self-direction
- ~ To ensure PLCs address differentiation, 4 Cs, and infusing technology into the curriculum

**Planned Sources of Evidence**

\* Advanced Placement/Honors class data/ Credit by Demonstrated Mastery data/ The Summit hours earned

\* Collaboration between AIG Coordinator and regular education teachers

\* Flexible grouping based on formative and quarterly assessment data

**Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
AIG Standard 3 Additional Resources	N/A	 <a href="#">Yearly Performance Review</a>  <a href="#">DEP</a>

Standard 4: Personnel and Professional Development

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The AIG Coordinator position was established in 2008. It is a full time position that is held by an AIG licensed educator. This position continues to be a vital part of the NCCS' AIG Program. The AIG Coordinator ensures consistency in the implementation of the Local Plan, to include all procedures and services. At the elementary level, the AIG Coordinator provides enrichment pull-out services to identified students as well as talent development enrichment to students selected in grades K - 3. In addition, the AIG Coordinator supports classroom teachers in differentiating curriculum and instruction as needed.

The AIG Coordinator is funded from Newton-Conover City Schools' state AIG budget allotment. The AIG Director and AIG Coordinator guide the AIG Task Force, and the AIG Coordinator oversees the elementary, middle, and high school-level AIG Review Teams which determine placement and services for students. The AIG Coordinator position provides pull-out services to AIG students at the elementary level as well as elementary students in grades K-3 who have been referred by their teachers for talent development enrichment and challenging curriculum and instruction.

The AIG Coordinator communicates with parents of students that receive elementary services via newsletter, email, and meetings. At the beginning of each school year, parent meetings are held for parents of students who have recently qualified for AIG services. The AIG Coordinator meets with parents of students who receive AIG services in Newton Conover City Schools to communicate the services that are offered and to discuss services that will meet the

students' needs. The AIG Coordinator maintains the district's AIG resource lending library and assists teachers in finding resources to match their students' needs. She also collaborates with classroom teachers at the elementary, middle, and high schools on an as-needed basis to assist with differentiating curriculum and instruction.

As a part of her role, the AIG Coordinator Creates tools for differentiation (i.e. choice boards and personal pathways) to match curriculum standards and classroom topics of study for teachers at all levels as requested. Importantly, the AIG Coordinator and AIG Director oversee the district AIG Child Count and assist with allocating budget resources.

Newton-Conover City Schools will also collaborate with district-level leadership to ensure the AIG Coordinator is included on the district MTSS team(s) in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context.

**\* Practice B**

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

Newton-Conover City Schools employs teachers interested in pursuing or who have completed AIG licensure, professional development in differentiation, National Board certification, AP endorsement, and other training necessary to ensure the academic, intellectual, and social/emotional needs of gifted learners are provided in the regular classroom and via enrichment pull-out. All classroom teachers in the district are supported by the school-based Administrators and AIG Director and AIG Coordinator in meeting these needs. The school system will continue to employ an AIG Coordinator and support teachers who instruct AIG and high ability students.

Beginning in the 2022-23 school year, any teacher who takes and passes the Praxis to add AIG licensure in the State of North Carolina will be reimbursed from the AIG Budget and cover the cost of adding it to your license.

Through Professional Learning Community meetings, teachers engage in discussions and professional development to meet the needs of diverse learners. The AIG Coordinator participates in professional development and meetings focused on meeting the needs of gifted students in the classroom. The AIG Coordinator also offers assistance and materials to teachers to meet the needs of gifted students in the regular classroom.

The district encourages teachers K-12 to participate in grade appropriate additional professional development opportunities to meet the needs of gifted learners, such as the following:

- ~ North Carolina AIG Conference
- ~ Paideia Seminar Training
- ~NCTIES
- ~CCES
- Regional Instructional Professional Development through the Northwest RESA
- ~ AP Trainings
- ~ State curriculum offerings
- ~ Local LEA professional development opportunities

Administrators use the NCEES Rubric and EVAAS growth data to recognize teachers who appropriately address the specific needs of gifted students in the regular classroom. Efforts are made to place AIG students in classrooms with teachers who have had success with gifted students.

**\* Practice C**

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

With professional preparation, teachers and staff are more cognizant of the academic and affective needs of gifted students, have more strategies to meet those needs, and provide more avenues for success for these students. Newton-Conover City Schools has been effective in the implementation of differentiation training for all classroom teachers over the past years; however, new teachers to the district may require professional development opportunities in order to provide adequate services to gifted and high achieving students.

All beginning teachers receive an overview of differentiation and best practices in working with gifted students. Training

occurs during the Beginning Teacher Boot Camp week prior to the opening of school and during Beginning Teacher Monthly Meetings.

Through Professional Learning Community meetings, teachers engage in discussions and professional development addressing differentiated practices for diverse learners.

Through Professional Learning Community meetings, teachers engage in discussions and professional development to meet the needs of diverse learners.

The AIG Coordinator participates in professional development and meetings focused on meeting the needs of gifted students in the classroom. The AIG Coordinator also offers assistance and materials to teachers to meet the needs of gifted students in the regular classroom. The AIG Coordinator and strategically selected teachers and instructional support staff also attend state and national conferences to stay informed of current best practices.

N-CCS will continue to team with NWRESA to offer a 35 hour face to face course in conjunction with a 25 hour online course in gifted education. This course will be recognized by Region 7 as local certification.

Newton-Conover City Schools provides Instructional Core training for all teachers, special education teachers, counselors, and school administrators. Instructional Core training will continue to provide to all staff the best practices in differentiation, as well as examine ways of providing cost effective training in gifted education.

**\* 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.

AIG students are currently placed in classrooms with teachers who are highly qualified. Middle and high school AIG students have the opportunity to enroll in advanced and honors courses that are taught by teachers with AIG certification or required differentiation study. At the elementary level, the AIG Coordinator provides instruction to AIG students. Elementary AIG students are often assigned to classrooms with AIG certified teachers as well. Through weekly Professional Learning Community meetings, teachers participate in professional development on differentiation strategies. The AIG Coordinator also maintains the district's AIG Lending Library which contains resources classroom teachers can use to meet the diverse needs of gifted students in their classrooms.

Although AIG students in Newton-Conover City Schools are instructed by teachers with AIG certification and/or specific training in differentiation strategies for gifted students, it is important that the district continue to provide professional development in the area of differentiation and gifted best practices to new teachers. It is our hope that additional teachers will take advantage of NWRESA training in order to become AIG certified. The AIG Coordinator will continue to support teachers with materials, strategies, and consultation.

Newton-Conover City Schools is commended for maintaining Highly Qualified and National Board certified teachers who meet district professional development requirements. The LEA will continue to support teacher training in order to ensure AIG students receive instruction to meet their academic and social/emotional needs.

**\* Practice E**

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

Newton-Conover takes great pride in looking for the best teachers to meet the needs of all our students. During our interview process, candidates are asked specific questions tailored to how they differentiate instruction in the classroom. More specifically, they are asked to explain how they challenge students who have mastered content.

N-CCS will continue to team with NWRESA to offer a 35 hour face to face course in conjunction with a 25 hour online course in gifted education. This course will be recognized by Region 7 as local certification.

Beginning in the 2022-23 school year, any teacher who takes and passes the Praxis to add AIG licensure in the State of North Carolina will be reimbursed from the AIG Budget and cover the cost of adding it to your license. The AIG department will also cover the cost for AIG certified teachers to become members of NAGC if interested. This membership affords teachers with self-guided professional learning on best practices in AIG through their website and quarterly publications.

**\* Practice F**

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

N-CCS recognizes there is a great need for equity and excellence in gifted education.

N-CCS leaders are currently engaged in professional learning that centers around equitable practices which include changing mindsets and practices.

The AIG Coordinator will spotlight professional learning opportunities for our teachers and instructional support staff focused on equity and excellence in gifted education provided by NCDPI and NWRESA.

The AIG Task Force will create a needs assessment to identify the needs of the district personnel with regards to realizing equity and excellence in gifted education. Utilizing the AIG Call to Action: Guidebook, the Task Force will also develop a more concentrated plan for professional development in the areas of equity and excellence in gifted education.

**\* Practice G**

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

Newton-Conover City Schools fully implements the Strategic and School Improvement Plans to guide professional development opportunities that are offered to educators within the district. All professional development must be aligned to the Strategic and School Improvement goals. Teachers are afforded meaningful, quality professional development that is ongoing and effective. State and national teaching standards are evident in all district practices, to include those in gifted education. Aligning professional development opportunities with AIG program goals and best practices is ongoing in order to meet 21st Century expectations/goals and the unique academic, intellectual, and affective needs of gifted learners.

The majority of professional development in the district takes place through weekly Professional Learning Community meetings. Topics for PLC meetings are in response to school-level needs, but in particular, to student needs. Through this effective planning opportunity, teachers and staff refine their learning for implementation in the classroom. Teachers are afforded the time to explore practices and strategies that will fit the cognitive and affective needs of the special gifted population. The AIG Coordinator offers support to staff and provides alignment with other district initiatives.

Specific AIG training opportunities may be offered to personnel as needed. All professional development that takes place through PLC meetings is directly tied to the District Strategic Plan and respective School Improvement Plans, to include the AIG Program goals/objectives. The schools' Instructional Coaches provide much of the professional development that is offered to teachers in our district. The AIG Coordinator is available to provide professional development to individual teachers, schools, or the district as needed in the area of identifying and serving gifted learners through best practices and strategies. Based on individual school needs assessments, the AIG coordinator is available to do staff trainings.

Northwest RESA offers a 35 hour face to face course in conjunction with a 25 hour online course in gifted education. This course is recognized by Region 7.

The AIG Coordinator attends and encourages attendance at regional and state AIG conferences/meetings in order to ensure alignment and compliance. In addition, the AIG Coordinator remains current in research, disseminating information at Parent Nights, Review Team meetings, and in online websites. The Chief Academic Officer promotes and provides current state and national research/updates on a weekly basis, to include best practices in gifted education. Newton-Conover City Schools collaborates with numerous school districts throughout the region and state in an effort to provide effective programming and services.

AIG students require a unique, comprehensive curriculum that extends and supplements the regular classroom offerings; therefore, teachers of gifted students require intentional instruction in the development and implementation of an advanced, rigorous curriculum that can enhance student achievement and growth, both academically and social/emotionally.

**\* Ideas for Strengthening the Standard**

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ Continue to support AP training for high school teachers
- ~ To promote AIG certification for all teachers, in particular those who work with AIG students.

- ~ To examine and develop a professional development framework for local certification and AIG licensure with a focus on partnership funding support.
- ~ Implementing AIG regional certification through NWRESA
- ~ To continue offering strategies and best practices in differentiation
- ~ To encourage all teachers to complete licensure coursework in AIG
- ~ To ensure that administrators place identified students in appropriate classes assigned to teachers who have met the district's requirements
- ~ To continue to seek time for AIG teachers, the AIG Coordinator, and the AIG Director to plan, implement, and refine gifted curriculum, teaching strategies, affective models, and other best practices.

**Planned Sources of Evidence**

* AIG Coordinator full-time job description
* AIG Coordinator schedule and AIG budget
* District Strategic Plan/ School Improvement Plans

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

The AIG Coordinator, AIG Director (Chief Academic Officer), and all AIG stakeholders work to communicate AIG services and programs with parents/guardians. By partnering with parents/guardians, the AIG staff can more effectively solicit support for programming components. By sharing identification procedures and protocol, the Local Plan, and all policies relating to gifted education, will provide an avenue for input and feedback to ensure improvement. Annual DEP meetings, although important, do not completely ensure or safeguard the needs of AIG students; therefore, the program recognizes the importance of continuing and increasing partnerships and communication through the AIG website, newspapers, newsletters, Parent Events, and parent/guardian conferences.

Due to the size of the district and the excellent support from local businesses and industries, city officials, and private institutions, Newton-Conover City Schools has a vast array of partners to provide financial, academic, and programming assistance. Advocacy for AIG and gifted services continues to grow. Parents/guardians provide intentional and meaningful support with judging competitions, attending field trips, communicating with other parents/guardians, serving as guest speakers and experts in various fields of study, and monetary or prize donations for AIG endeavors.

Most importantly, Newton-Conover City Schools and the AIG Program recognizes the importance of intentional, two-way partnerships with parents/guardians of AIG students. Talent development advocacy for gifted education continues to play an important role in the success of the program. Each school has an established problem-solving team that meets the social-emotional learning needs of all students.

**\* Practice B**

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

Partnerships build an investment in outcomes and provide a foundation for communication and support. Building partnerships with all stakeholders in the community ensures a focus on AIG program strengths and opportunities for growth.

As a means of promoting academic and social/emotional growth of gifted and high achieving students, the district's partners in education provide significant support, assistance, feedback, and expertise to bolster program goals and initiatives.

Our district partners with local higher education institutions to provide research, programs, courses, and other special activities for AIG students. A unique tie with Catawba Valley Community College and Lenoir Rhyne University affords our students the opportunity to serve as interns, apprentices, and/or dually-enrolled college students. Lenoir-Rhyne also invites AIG students from our elementary schools to participate in their summer "Kids in College" program. We also have a relationship with The School of Math and Science which allows our students to enroll in virtual classes that would not be offered at our local high schools. Local businesses in the community participate in curriculum nights, clubs, STEM events, enrichment activities and field trips, and all extra-curricular programs in which the gifted students participate. These businesses provide much needed financial support as well.

The local assistance through outreach speakers and exhibits continue to enhance pull-out AIG enrichment. For the elementary law unit enrichment, a local judge, District Attorney, and sheriff presented at each elementary school and students were able to take a courthouse tour and participate in a mock trial. Parents and community leaders in our community fully support all AIG initiatives.

Business and advisory partners sponsor and/or support programs such as Robotics, Science Olympiad, Problem-

Based Learning initiatives, CVCC Day of Security, and numerous other gifted activities. All stakeholders are provided an avenue for input and dialogue.

Local industries have contributed significant advisory and support N-CCS initiatives for staff and students. The Newton and Conover local governments and area business professionals continue to show extraordinary support at any time we request assistance.

Parents/guardians are communicated with through the following platforms: Apptegy, Class Dojo, Canvas, Facebook, or the AIG webpage. This communication occurs for all extracurricular activities for AIG students. Additional promotion of these activities showcases the business partners or industries that supported these activities.

**\* Practice C**

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

Newton-Conover City Schools and the AIG program appreciate the importance of input in the development, implementation, monitoring, and revision of its programs and services. The Newton-Conover School system desires to enhance opportunities for parents/guardians and community involvement in all aspects of gifted education.

Newton-Conover City Schools has a diverse district-wide task force group that provides input and support to all school-wide and program initiatives. This group consists of representation from all school and community levels. The members of the AIG Task Force represent the demographics in our district. This Advisory group plays a significant role in determining future goals and initiatives of the program and monitoring the plan.

The AIG Task Force meets to:

Creating the Plan:

- The team was divided into groups and asked to review a specific standard.

- Each group edits their response to the standard to ensure that it is aligned with the standard, meets recommendations from the previous plan review, and that the practices listed are still in place.
- Peer review - each team will then review a standard completed by another team to provide feedback.
- The AIG Coordinator will take all feedback and finalize the plan.
- The AIG Director will present the plan to our local board of education.

Implementing the Plan:

- At our AIG Task Force meetings we will look at data and evaluate the program and determine if any changes need to be made.
- The coordinator and AIG director will audit course placement of AIG students twice a year.
- The AIG Task Force will be the liaison between the district and school to ensure the AIG plan is communicated clearly.

**\* Practice D**

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

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

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

The communication of AIG Program policies, procedures, and services is essential in ensuring success. Newton-Conover City Schools and the AIG Program believe soliciting feedback, sharing this input, and communicating data to all stakeholders provide important program oversight and improvement. The AIG Local Plan and Procedures Manual are easily accessible online or as a hard copy at school sites. The Task Force, Review Teams, and parent/guardians

meetings afford opportunities to share all program components.

At the beginning of each school year, the AIG Coordinator holds a parent meeting for parents/guardians of AIG students. At that meeting, the AIG Coordinator will share with parents/guardians relevant information from the district AIG Program Manual. Parents/guardians have the opportunity to ask questions and receive clarification on identification, services, and academic and social/emotional concerns. The AIG Coordinator will also share the AIG Plan with school-level staff members who work with AIG students to ensure that all involved stakeholders consistently implement the AIG Plan and Procedures. The AIG website is regularly updated and will include links to the revised AIG Program Manual. Correspondence to students, parents/guardians, and school personnel will remain an important communication tool.

The Credit by Demonstrated Mastery website provides a video for parents and students to watch as well as all forms that need to be completed. Governor's School information may be accessed via the state Governor's School website.

The Newton-Conover AIG Program personnel believe that extracurricular, summer, and in-school opportunities enrich and enhance gifted students' academic and social/emotional growth. The AIG Coordinator informs parents/guardians and students of summer gifted opportunities as well as other interests throughout the school year.

Newton-Conover City Schools provides numerous opportunities for parents/guardians and students from diverse populations to participate in special events such as Parent and Curriculum Nights and cultural events. The AIG Coordinator and AIG Director recognize the importance of providing equal and equitable opportunities for all students, with communication ranking at the top of these needs.

The AIG Coordinator provides information to stakeholders on current research, activities, and programs for gifted students. Grades K-12 provide opportunities for extracurricular activities such as Robotics, Math Olympiad, STEM activities, Science Olympiad, Envirothon, Quiz Bowl, Battle of the Books, after-school Makerspace Challenges, Coding Summer Camp, Hour of Code, yearly Career Fair, and other clubs for gifted students. Parents/guardians and community members are encouraged to play important roles in these and other extracurricular events.

Often parents/guardians and students are not aware of these opportunities, especially when they are not communicated in native languages. Our district employs a parent liaison/interpreter to assist with translations and cultural bridges. The district provides translations of correspondence to parents/guardians as needed. The EL

personnel and other support staff are also available to inform parents/guardians and the community of student opportunities.

The following are but a few of the ways in which AIG programming may be shared with all stakeholders:

- ~ District, school, and AIG department websites
- ~ District, school, and AIG newsletters
- ~ Local newspaper announcements/accolades
- ~ Parent Night Video
- ~ Parent/guardian notifications via email or letter
- ~ N-CCS Call Alert
- ~ Parent and community meetings
- ~ School Curriculum Nights
- ~ Brochures, pamphlets, and powerpoint presentations

**\* Ideas for Strengthening the Standard**

Ideas to Strengthen the Standard: Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To continue to build partnerships throughout the community as a means of including additional business leaders and a broader representation of community members in AIG initiatives.
- ~ To increase district and school-level communication with parents/guardians of AIG students

- ~ To utilize Apage, Remind, Class Dojo, Bloomz, Canvas, or One-Call messages to update parents/guardians of scheduled meetings
- ~ To continue to improve the AIG web page to keep students and parents/guardians informed
- ~ To initiate and support additional extra-curricular activities for AIG students, families, and the community
- ~ To invite additional local businesses and industries to participate in AIG student and parent events, field trips, or exhibitions
- ~ To promote sponsorships for extra-curricular activities and programs

**Planned Sources of Evidence**

* Parent conferences and meetings
* Log of extra-curricular clubs, activities, and interests
* Artifacts from local business opportunities, activities, contests, etc.

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

Standard 6: Program Accountability

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

The Newton-Conover AIG Program has written the 2022-2025 Local Plan in accordance with state legislation and SBE policy. It has been approved by the local Board of Education and submitted to the State Board of Education/DPI on or before the required submission date. Per legislation, an AIG Task Force solicited feedback from stakeholders and utilized this feedback in the revising of this Local Plan. The 6 Standards and all practices have been addressed fully, with an additional AIG Procedures Manual and Appendix. Any amendments to the Newton-Conover City Schools' AIG Local Plan prior to the writing of the 2025 Plan will require Board of Education approval. Procedures and forms are updated annually and/or as needed with Task Force approval but not necessarily Board approval.

Per stipulations in Article 9B legislation, Newton-Conover City Schools and the AIG Program have established an AIG Task Force committed to the development and revision of this 2022-2025 Local Plan. The AIG Task Force membership represents a variety of teachers at every level including administrators and counselors from across the district.

The self-assessment also provided a clear understanding of the program's strengths and areas needing improvement. Over the duration of this Plan cycle, the Task Force will continue to evaluate identification criteria, instructional service options for identified students, and other required facets of the district AIG Plan.

**\* 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.

Implementation of the Newton-Conover City Schools' AIG Program is monitored and evaluated to ensure compliance with legislation. The AIG Director, AIG Coordinator, and AIG Task Force continually and consistently monitor and assess the implementation of identification, services, and all components of the program. The AIG Coordinator directly monitors and adjusts program implementation due to involvement with school-level AIG Review Teams, counselors, teachers of AIG students, and enrichment pull-out services at the elementary level.

The Chief Academic Officer (AIG Director) and AIG Coordinator are in regular communication with the NCDPI AIG Department to ensure that the Newton-Conover City Schools' AIG Program is aligned with current legislation and state policies. Safeguarding the rights of students and parents/families, the district Local Plan has Due Process procedures in place. All pertinent information regarding legislation and policies are communicated to the AIG Task Force and used to evaluate implementation and alignment of the Newton-Conover City Schools AIG Program. The district AIG Program has been reviewed annually by the AIG Task Force. The Task Force and stakeholders' self-assessments were invaluable in the evaluation and revision of this Local AIG Plan, ensuring alignment with state AIG Program Standards.

The AIG Review Teams at each school site monitor implementation on a daily basis and are revised of current legislation, curriculum modifications, and district procedures. The informal collection and discussion of data in the weekly PLC meetings and/or AIG meetings help identify areas of strength and weakness.

During the 2022-2025 cycle, site monitoring, auditing, and oversight will ensure continued alignment with the Plan and the district goals. Systematic review of the Standard practices and initiatives will provide effective accountability.

**\* Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The Chief Academic Officer (AIG Director), AIG Coordinator, and AIG Administrative Assistant of Newton-Conover City Schools carefully monitor the use of allotted state funds and local funds if applicable, for the local AIG Program. Per state guidelines and policy, AIG funds are utilized for gifted programming and services. The AIG Director ensures the appropriate use of state funds through monthly reports and careful monitoring. These funds are primarily used for the salary and benefits and professional development activities such as sending a representative to the North Carolina Association for the Gifted Conference, updating the AIG Lending Libraries at both the district and school level, and purchasing other needed instructional materials to support the education of gifted students in Newton-Conover City Schools.

**\* Practice D**

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

Program accountability and evaluation is crucial to program success and improvement. Involving key stakeholders throughout the process is also vital. The Newton-Conover AIG Program and school system believe utilizing formative and summative data while considering the unique gifted traits of each student are valid tools in determining giftedness and growth. In order to better identify, serve, and maintain curriculum that meets students' academic and affective needs, the AIG Coordinator and other support personnel work together to analyze and share performance and dropout data.

AIG students are held to high standards and therefore teachers must analyze their performance quarterly to determine areas of strength and weakness. This process is completed through the Professional Learning Community meetings at which time teachers as well as other personnel meet to discuss ways to improve weaknesses. A systematic approach is developed to meet the AIG students' needs and provide support to make sure that all AIG students are served equitably and fairly. This information is shared with all stakeholders where action is taken when deemed necessary.

- The AIG Coordinator and AIG Director analyze consolidated AIG student data to ensure appropriate programming and services, aligned with local and state improvement initiatives.
- The Accountability Director will provide a report of AIG student growth and achievement by subgroups.

- The AIG Task Force will disaggregate data periodically to determine if student needs are being met
- The AIG Task Force will monitor the data
- The AIG Coordinator will work with the Accountability Director and the High Schools to create a drop-out report
- The AIG Coordinator will interview AIG drop-out students to determine why the student dropped out.
- The AIG Task Force will evaluate the program to determine the effectiveness and equity of the program.
- Provide annual updates on the state of the AIG program to stakeholders.

**\* Practice E**

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

Underrepresented populations in Newton-Conover continue to show a gap in qualifying for gifted services. Demographic information is maintained in the AIG database as well as in PowerSchool, assisting the AIG Coordinator in awareness and efforts in closing the gap. Over the past six years, greater emphasis has been placed on monitoring the identification and retention of students from diverse cultures, ethnicity and disadvantaged economic strata, who are English language learners, highly gifted or twice-exceptional.

All AIG data, including basic demographics, retention data, and data to show Advanced Placement and Honors courses taken, is kept on file. The AIG team at each school meets to review all possible candidates for screening and AIG placement. The determination of placement is made based on the Local Plan placement criteria. The team considers all candidates, closely monitoring the underrepresented populations. The team considers students who have achieved a verbal or non-verbal score of 87 or higher on the CogAT and a level 5 on either the Reading or Math EOG to ensure that all underrepresented candidates are identified or eligible.

The CogAT provides culturally/ethnically diverse students an opportunity to demonstrate aptitude through an assessment that does not require a strong command of the English language. The CogAT consists of three separate

assessments - verbal, non-verbal, and quantitative. Students will take the CogAT components over three days in third grade. Each assessment will take approximately 30-45 minutes. Parents can learn more about the CogAT Aptitude Test by visiting the CogAt website: <http://www.hmhco.com/hmh-assessments/ability/cogat-7>

The Pathway One identification revision and Pathway Two identification procedures in the 2019 -22 Local Plan will provide an avenue for identifying those under-represented, highly gifted, and/or twice exceptional students. By analyzing data trends over the course of this Plan, the Task Force and AIG staff can make informed improvements in screening, identification, and service to our gifted population.

**NCCS' demographics:**

American Indian 0.07%

Asian 8.43%

Hispanic 29.13%

Black 11.15%

White 42.10%

Multi-Racial 9.15%

**AIG demographics:** (the percentage of each subgroup above that is labeled AIG)

American Indian 0%

Asian 4.1%

Hispanic 4.92%

Black 3.51%

White 17.65%

Multi-Racial 8.14%

N-CCS has identified the subgroups of Hispanic and Black students as our underrepresented populations in AIG. In order to address this issue, N-CCS will implement the use of a student portfolio that will provide a way for the student to show his/her performance.

Our district employs a parent liaison/interpreter to assist with translations and cultural bridges. The district provides translations of correspondence to parents/guardians as needed. The EL personnel and other support staff are also available to inform parents/guardians and the community of student opportunities.

During MTSS data dives, teachers will identify potential candidates for the AIG program. These names will be taken to the AIG Coordinator who will determine next steps (testing, portfolio, etc.).

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hispanic %	Native Amer %	Multi %	Pacific Islander %	White %
<b>Female</b>	---	---	---	---	---	---	<5%
<b>Male</b>	---	---	<5%	---	---	---	6.03%
<b>Total</b>	---	---	<5%	---	<5%	---	5.52%

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

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**\* Practice F**

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

The Newton-Conover City Schools' Human Resources department maintains an accurate report of credentials of all personnel serving AIG students, K-12. These credentials are current and reflect AIG licensure, highly qualified status, AP certification and other professional development that addresses gifted learners' academic and social/emotional needs.

The credentials of teachers who are serving gifted students are monitored by the district's Personnel Director, Licensure Specialist, AIG Director, AIG Coordinator, and school administrators to ensure that identified students are receiving instruction by teachers who meet qualifications to work directly with AIG students.

As our district continues to provide local certification and measures to promote state Add-On licensure, the pool of AIG teachers will increase which will provide students additional support in all subject and affected areas. \*\*NWRESA will offer a "hybrid" certification that includes 5 seat time meetings and completion of on-line modules with the 6 Components of AIG Instruction.

**\* Practice G**

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

Newton-Conover City Schools and the AIG Program recognize and appreciate the importance of regular feedback from all program stakeholders. Communication and input are vital to program growth and improvement. Although feedback from students, teachers, parents/ guardians is ongoing and continuous, the district encourages consistent evaluative procedures to be put in place for community members.

Surveys will be disseminated to all stakeholders (student, parent, staff) as a means of gathering valid feedback. These surveys will be collected for review by the AIG Coordinator and pertinent information gathered from these surveys will be used to guide the self-assessment, selection of strengths, and ultimately the revisions of the AIG program.

### \* Practice H

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

The AIG Coordinator and the AIG Director have reviewed various sources of program information and feedback in the revision of this 2022-2025 Local Plan. The valuable input from surveys of stakeholders, AIG Review Team meetings, PLC reviews of student data, AIG Coordinator student performance reviews, and informal teacher discussions of areas for program improvement are but a few of the multiple sources utilized in the district's AIG Program revision. State and national standards, research-based best practices and strategies, and regional AIG conferences/webinars/correspondence are additional sources for continuous program improvement of the Newton-Conover City Schools' AIG Program.

The AIG Coordinator and AIG Director participate in local, regional, state, and national professional learning opportunities, gathering formal and informal feedback from gifted experts regarding AIG procedures and services. The stakeholder surveys will be disseminated and reviewed yearly. The survey results provide valuable program strengths and needs. Research-based best practices and strategies, regional webinars and meetings, and state institutes served as resources for this Plan development and revision.

Student interviews, survey feedback, Advisory groups, the AIG Task Force, district-wide strategic surveys are but a few of the multiple sources of data utilized in the review and revision of the district's Local Plan. Student achievement data will continue to impact the program goals, initiatives, and services of the N-CCS Local Plan.

Plan Evaluation (by AIG Task Force):

- The team is divided into groups and asked to review a specific standard.
- Each group edits their response to the standard to ensure that it is aligned with the standard, meets recommendations from the previous plan review, and that the practices listed are still in place.
- Peer review - each team will then review a standard completed by another team to provide feedback.
- The AIG Coordinator will take all feedback and finalize the plan.

- The AIG Director will present the plan to our local board of education.

### **Program Evaluation**

The AIG Task Force will:

- Analyze the growth of AIG students
- Analyze AIG students by subgroup and determine if we are appropriately identifying underrepresented students.
- Analyze the drop-out report of AIG students and compare to previous years
- Analyze survey data from stakeholders

### **\* Practice I**

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

Collecting data and soliciting stakeholder feedback are critical elements of an evaluative process. Disseminating and communicating this data/feedback is just as essential in ensuring program growth and improvement. Newton-Conover City Schools and the AIG Program recognize the need to continue the collection and dissemination of AIG data.

Newton-Conover City Schools wants to ensure that the public has a knowledge of the AIG Program and population statistics from the district. Currently, the NC Report Card provides overarching data from each grade level, but an emphasis needs to be placed on providing specific AIG data for our webpage and newsletter(s) that stakeholders receive. This information/data may also be communicated at DEP parent meetings and other AIG related events.

Over the course of the 2022-2025 Plan, the Task Force and AIG staff will develop a framework for sharing data to all stakeholders. We will disseminate this data in a fact sheet, online format, or other outlet will ensure effective accountability measures to guide any programming and services modifications.

**\* Practice J**

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

Due Process rights and procedures are clear, outlined step by step, and are accessible to stakeholders.

These rights are communicated to parents and guardians verbally and in writing when requested. All components of the district's Local Plan are approved by the local Board of Education and submitted to the NC Board for comments and recommendations.

**PROCEDURES FOR INFORMED CONSENT FOR PLACEMENT:**

**PROCEDURES FOR REASSESSMENT:**

- Students qualify from the school screening
- AIG Coordinators meets with school AIG team to determine consensus on placement of those individuals
- AIG Coordinator meets with parents and consent forms are signed
- Students are placed

**PROCEDURES FOR REASSESSMENT:**

- Annually reassess students based on Wait and Watch list, previous year's EOG and EOC scores, and teacher recommendations.

**TRANSFER STUDENTS IDENTIFIED AS AIG IN PREVIOUS SCHOOL DISTRICTS**

Transfer students who have been previously identified as AR/AM/AIG or IG in another school district will be reviewed for service matching by the AIG Review Team as soon as their records are made available. Identification in

another district does not guarantee identification in Newton-Conover City Schools. Students must meet identification criteria set forth by Newton-Conover City Schools (outlined in the Differentiated Service Options and Criteria) to receive gifted services in the district.

#### REQUEST FOR EVALUATION IN ATYPICAL CIRCUMSTANCES

In instances where further information is needed (i.e. test scores are missing from student records or student was absent from testing session but meets some areas of qualification), written permission for testing must be obtained from the parent(s)/guardians on the AG4 form. In order for the school to complete any further screenings or evaluations, the parent(s)/guardians must sign permission prior to the administration of any individual evaluation.

Students who are nominated for gifted services and do not have a previous aptitude test may be eligible for individual testing by the school psychologist, AIG Coordinator, or other qualified evaluator. The AIG Review Team must agree that these results would be helpful and must make a request in writing on the AG3 form. Achievement tests may be administered individually by a qualified evaluator at the request of the AIG Review Team.

As stipulated in Article 9B, the Local Plan guides all programming and services for gifted students in the LEA. The Newton-Conover City Schools' AIG Program believes in protecting the rights of all students, including AIG students, through appropriate, fair, and equitable policies, procedures, and practices.

The district's AIG Local Plan describes the roles and responsibilities of the personnel involved in the AIG Program. Identification procedures, service delivery, and other pertinent components of programming are stipulated and approved by the local Board of Education. Stakeholders can easily access the Local Plan online at the NCCS website as well as the disagreement protocol of procedures for resolving a disagreement. These procedures are outlined in the Procedure to Resolve Disagreements found in the AIG Program Local Plan (see below).

The appeals process begins at the school level, and if not resolved, proceeds to the next level(s) of intervention.

#### PROCEDURE TO RESOLVE DISAGREEMENTS

In the case that the parent(s)/guardian do not agree with a decision made by the AIG Review Team that a student not be identified as academically/intellectually gifted or if the AIG service(s) offered are not considered by the parent(s)/guardian to be appropriate, the following procedures will be utilized to resolve disagreements:

I. School Level

A. Committee Conference

The parent(s)/guardian may request a conference with the AIG Review Team to discuss concerns. The committee will review records and gather any additional information as needed. A conference will be granted within ten school days of the request. The committee will respond to the request in writing within ten school days following the conference.

B. Principal Conference

If the disagreement is not resolved through the committee conference, the parent(s)/guardian may make a written request for a conference with the principal. The principal will review the recommendation given by the committee and respond in writing to the parent(s)/guardian within ten school days.

II. Central Office Level

A. AIG Director

The parent(s)/guardian may appeal the principal's decision in writing to the AIG Director within five school days of receiving a response. The AIG Director will review the decision and respond in writing within ten school days of receiving the appeal.

B. Superintendent/Associate Superintendent

The parent(s)/guardian may appeal the AIG Director's decision in writing to the Superintendent/Associate Superintendent within five school days of receiving a response. The Superintendent/Assistant Superintendent will review the decision and respond in writing within ten school days of receiving the appeal.

### III. Board of Education Level

If the disagreement is not resolved after appeals at both levels, the parent(s)/guardian may appeal in writing to the Board of Education within ten school days of receiving the Superintendent/Assistant Superintendent's response. The Board of Education will offer a final written decision within 30 calendar days of hearing the appeal.

### IV. Administrative Law Judge

If the disagreement is not resolved at the Board of Education level, 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 the review shall be limited to (a) whether the local school administrative unit properly failed to identify the child as an academically or intellectually gifted student, or (b) whether the local school administrative unit properly failed to identify the child as an academically or intellectually gifted student, or (b) whether the local plan developed under 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings and conclusions of the law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Attorney's fees for reimbursement of parents'/guardian's legal expenses incurred in the process are not available to parent(s)/guardian, even if they prevail.

A copy of the decision shall be delivered to the school district and the student's parent(s)/guardian within a 45 calendar day following the completion of the hearing.

### CONSENT FORMS AND DOCUMENTS

All N-CCS screening, identification, evaluation, talent development, and informed consent forms are completed and filed for each student and kept for five (5) school years after high school graduation. The Procedures for Resolving Disagreements is accessible online and in print copy to safeguard the rights of AIG students. The N-CCS AIG Local Plan, online and print, includes Article 9B, Disagreement Procedures, and consent forms for stakeholder review.



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### \* Ideas for Strengthening the Standard

Newton-Conover City Schools and the AIG Task Force have ideas and strategies for strengthening this standard. These include but are not limited to the following:

- ~ To monitor and review AIG student performance data in relation to drop-out rates
- ~ To analyze AIG performance data quarterly to determine strengths and weaknesses
- ~ To develop a systematic approach to improve weaknesses determined by data
- ~ To share AIG student data at the school and district level
- ~ To examine demographic enrollment and retention data in Advanced Placement and Honors courses.
- ~ To monitor the offerings for AIG students such as AP classes, etc. offered at each high school.

### Planned Sources of Evidence

- \* Due Process procedures
- \* Survey feedback from students, parents, guardians, teachers, administrators, and other stakeholders
- \* AIG student performance data

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

Local Board of Education Approval

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/16/2022 

Original Application Submission Date: 06/11/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Newton-Conover System Commitment</u>

AIG Related Documents

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>	<a href="#">Newton-Conover System Commitment</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none"> <li><a href="#">Identification Chart</a></li> <li><a href="#">Parent Notification</a></li> <li><a href="#">Permission to Eval</a></li> <li><a href="#">Indiv Student ID</a></li> <li><a href="#">Identification Notification</a></li> </ul>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> <li><a href="#">Yearly Performance Review</a></li> <li><a href="#">DEP</a></li> </ul>
AIG Standard 4 Additional Resources	N/A	

AIG Standard 5 Additional Resources

N/A

AIG Standard 6 Additional Resources

N/A

Glossary

**Newton Conover City Schools (182) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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