

Overview: Mission/Vision Statement and Funding

**Pender County Schools (710) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

\* Mission and/or Vision Statement(s)

Pender County Schools Vision for local AIG program:

Pender County Schools is committed to providing an appropriate and challenging educational program within an

environment that encourages advanced communication, creative and critical thinking, problem solving, personal development and application of knowledge. All teachers will facilitate the enrichment, extension, and acceleration of the core curriculum for high-achieving and gifted learners from all racial, cultural, and economic backgrounds.

Goals of the AIG Program:

- Identify academically and intellectually gifted students equitably across subgroups in kindergarten through 12th grade
- Differentiate and enrich the core curriculum to challenge gifted learners in their identified areas of strength as part of the overall educational program
- Provide opportunities for gifted learners to spend appropriate time with other students with similar to themselves to foster cognitive, academic, and social growth
- Provide K-3 students with challenging and stimulating experiences that foster their abilities and talents
- Provide 4th through 12th grade with enrichment opportunities that focus on the student's individual academic strengths, interests, abilities and talents
- Communicate with and involve stakeholders (students, parents, teachers and community) in gifted education regularly
- Continue to access and improve the AIG Program

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 547,543.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Pender County Schools (710) 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.

Pender County Schools recognizes that every student should be provided with various opportunities to show his/her strengths and talents throughout their educational career. The district implements consistent, county-wide procedures for the screening and referral of all grades K-12 students nominated for possible identification to the Academically or Intellectually Gifted (AIG) program, which are articulated to all stakeholders through multiple formats such as website directions/forms and recorded presentations, faculty meeting announcement/professional development and direct communication with parents in meetings and email notifications.

**Nominations for AIG identification** may be made by any staff member, parent or guardian may refer a student. A student may self-nominate in grades K-12 for AIG identification as well. All AIG nominations will follow the AIG identification multi-phase screening and referral process in grades K-12 which uses a comprehensive learner profile created by multiple data points in the areas of achievement, ability and artifacts.

The school level team members (MTSS lead, AIG Specialist, classroom teacher, and other support staff) collaborate to provide, review and triangulate multiple sources of student data to assess all students' individual needs, and determine if screening is needed for talent development services or identification. For consistency and fidelity, all decisions will be analyzed and finalized through a collaboration of the MTSS school level team and the Pender County Schools AIG Specialist Team.

**Universal or sweep screening** provides opportunities for every student to show their strengths and talents by a consistently administered test or activity in either 2nd or 3rd grade.

In grades K-2, all county-wide reading and math diagnostic assessments will be considered as universal screeners. Scores will be analyzed by the classroom teacher(s), administration, and AIG Specialist to find the top students in each subject area and grade level for each school site. These students will be considered for talent development services and/or AIG identification. To create a comprehensive learner profile as identification evidence, grade level abilities test and Joseph Renzulli's Scales for Rating the Behavioral Characteristics of Superior Students will be collected and analyzed for a score in the 90th percentile or higher in one or more areas.

Pender County formally administers the Cognitive Abilities Test (CogAT) as a universal screener to every student in one grade level in elementary school.

In an effort to provide equitable access and to diversify the AIG identified population to represent the district demographics, the school learning environment of students will be considered. When 10% of the universal screened population tested is not represented by scores in the 90th percentile or higher range, the top 10% of the population will be considered for talent development services using local/school norms. In grades 3-8, when 10% of the individual school's grade level population is not identified as AIG, local/school norms from the Beginning of Grade test and End of Grade test will be considered the first data point and referral for the AIG program. Students who scored in the 90th percentile or higher on these tests will be further assessed by traditional assessments for AIG identification.

**Grades K-12** students who do not qualify for AIG identification with defined criteria but continually demonstrate a high level of academic performance can be re-assessed and identified based on multiple sources of new data as it becomes available. Students will be eligible for reevaluation 2 years after any testing for AIG identification and if the AIG Specialist Team determines there is a significant change in the student performance data as seen in standardized test scores, student work samples, characteristic instruments, and observations.

**In grades 9-12**, students who are nominated for gifted identification will be assessed on their academic transcripts based on continued success in Honors/AP coursework, unweighted GPA, scores in the 90th percentile or higher on the End of Course exam, American College Testing (ACT), ACT Aspire, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), or AP exams. Students can have any combination of this data but need no fewer than two to qualify for gifted identification.

**Transfer Student with AIG Identification:**

Pender County Schools does not delete, ignore or take away any student's AIG identification. Transfer students with



evidence of pre-existing identification from any school system will be accepted into the Pender County AIG identified population. Upon the AIG Specialist's review of data /evidence from the former school, the area of identification, appropriate service options and placement will be determined.

**\* 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.

Pender County Schools has established 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 options include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Pender County Schools recognizes that some students who need differentiation may not meet the criteria for formal identification, the county is committed to providing AIG services through the talent development program to meet the academic needs of these students. Talent-developed students are included in pull-out groups at the elementary level, and may be scheduled for accelerated classes in middle school and honors/AP classes in high school. Through the talent development component of the AIG program, we recognize the potential of many students and continually monitor them for formal identification.

Referrals of students demonstrating potential by school personnel, parents, and self will include observation and a review of multiple data points as part of the screening process. For the purpose of screening and data-driven decision making, administrators at each school will share pertinent whole-school data with the AIG Specialist in a timely manner. Pender County Schools employs three criteria for AIG identification: Aptitude, Achievement, and Artifact.

**Aptitude**: Aptitude is documented by a standardized, nationally-normed aptitude assessment. Aptitude assessment options include the Cognitive Abilities Test (CogAT), the CogAT screener, the Otis Lennon School Abilities Test

(OLSAT), and Naglieri Nonverbal Abilities Test (NNAT).

**Achievement:** Achievement is documented by standardized, nationally-normed achievement assessments. Achievement assessment options will include but are not limited to a 90% or higher on the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED) or a superior rating on the American College Testing (ACT), ACT Aspire, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), AP Exams, and North Carolina Beginning of Year Test (given to 3rd graders in Reading), North Carolina EOG or North Carolina EOC data.

**Artifacts:** Multiple artifact samples will be collected and may include but are not limited to: observation checklists (student, parent, teacher); rating scales, such as Renzulli Scale for Rating the Behavioral Characteristics of Superior Students or other Observable Behaviors Checklist; PCS County Benchmark assessments; Student support data; student work samples demonstrating an advanced level of understanding; AIG work samples.

#### **IDENTIFICATION for AIG:**

Any staff member or parent may nominate a student, or a student may self-nominate in grades K-12 for AIG identification.

**For students in K-3,** Pender County Schools will identify students for AIG identification screening based on the following criteria:

- Exceeds well above their peers in state reading comprehension assessments (if applicable).
- A student has gained early entry into kindergarten based on the state and local policies and the requirements for early entry to kindergarten (if applicable).
- Students' intensive support through the MTSS process indicates that they are consistently exceeding their growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.

Once the screening process is complete, students who score 90 percentile or higher on an approved aptitude test will be identified.

**Grades 4-12 nominated students** may qualify one of six ways:

- 90% or higher rating in two out of the three criteria (achievement, artifact, and aptitude)

- 98 - 99% superior rating in any subtest area of aptitude assessment
- 99 Percentile score on North Carolina Reading and/or Math End-of-Grade Test or Beginning of Grade Test (3rd Grade)
- Minimum of three years of high achievement, 90+percentile, on summative, standardized testing (North Carolina End of Grade), and/or top 10% class rank in high school
- High school students - class levels and achievement
- Minimum of three years of high performance, measured by teacher rating scale, in an advanced small or whole group setting.

Areas of identification are as follows:

1. Students who have qualifying achievement data will be identified as academically gifted in the area of reading (AR), math (AM), or both reading and math (AG), based on subtest data.
2. Students who have qualifying aptitude and achievement data will be identified, based on subtest data, as AIG with a reading, math, or reading and math designation (AI).
3. Students who have qualifying aptitude data will be identified as intellectually gifted (IG).

**Same Information but stated in a different way.**

**Steps in the Identification Process:**

1. Student is nominated by parent, teacher or self. To enter a nomination, the nominator must fill out the Nomination Form found on the county website which includes the Renzulli Characteristics Survey
2. Data is collected. This data includes past universal screener score (if applicable), benchmark/check-in data and past end-of-grade scores.
3. Data is analyzed by the AIG Team to determine if there is evidence to support the need for further evaluation. This may be a 90% or higher score, scores within close range of 90% or observation and learning data discerned from the Renzulli Characteristics Survey.
4. If data is not found to support further testing, the parent/guardians are notified and the student is placed on a

"watch" list for continual checks on his/her data.

5. If data is found to support further testing, a Permission to Test letter is sent home to parents/guardians.
6. Evaluation continues with assessment: OLSAT and IOWA

**Multiple Pathways for 3rd through 8th grade Identification**

1st Pathway: Qualify with 2/3 criteria

2nd Pathway: Aptitude of 98/99%

3rd Pathway: Achievement trend of 90+% on minimum of three standardized, same subject (R/M) assessments (BOG/EOG/ITBS)

4th Pathway: Continued high performance based on teacher rating scales, in advanced class/small group instruction (minimum of three years)

**The following scores result in the following identification area:**

Aptitude (verbal/quantitative 98/99%) = AR, AM, AG, IG

Aptitude (nonverbal 98/99%) = IG

Aptitude (verbal/quantitative 90-97%) + Achievement (90-99%) = AR, AM, AG, IG

Aptitude (verbal/quantitative 90-97%) + Artifact (90-99%) = AR, AM, AG, IG

Aptitude (nonverbal 90-97%) + Achievement (90-99%) = AR, AM, AG, IG

Aptitude (CogAT nonverbal 90-97%) + Artifact (90-99%) = IG

Achievement (90-99%) + Artifact = AR, AM, AG

Aptitude (OLSAT nonverbal 90-97%) + Artifact (90-99%) = AM, IG

**Assessments Used:**



Aptitude assessments = CogAT, OLSAT, Iowa Algebra Prognosis Test

Achievement assessments = ITBS, BOG, EOG

Teacher rating scales = Renzulli, PCS Acceleration Characteristics Scale

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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.

Pender County Schools ensures that 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 learners, highly gifted, and twice-exceptional.

As of Spring 2022, Pender County Schools has a student population of 10,540 students consisting of:

PreK: 375 students

K-5: 4,660 students

6-8: 2,446 students

9-13: 3,059 students

Males: 5,482 out of 10,540 = 52.01%

Females: 5,058 out of 10,540 = 47.99%

Caucasian: 6,891 out of 10,540 = 65.38%

African-American: 1,182 out of 10,540 = 11.21%

Hispanic: 1,817 out of 10,540 = 17.24%

Other\_(Multi,\_Asian,\_Native\_American): 88 out of 10,540 = .83 %

AIG: 1,125 out of 10,540 = 10.67%

EC: 1413 out of 10,540 = 13.4%

EL: 6.53 % (600 active + 88 monitored = 688 out of 10,540)

Migrant: 52 out of 10,540 = .49%

Homeless: 89 out of 10,540 = .84%

As of (Spring 2022), a total of 89 identified as McKinney-Vento.

Pender County Schools monitors and analyzes academic, social-emotional, behavior and attendance data on a continuous basis at the district and individual school site level to ensure populations of students who are culturally/ethnically diverse, economically disadvantaged, English Learners (EL), highly gifted, and twice-exceptional are assessed as needed for potential AIG services. The AIG Specialist partners with Title I, the Exceptional Children's Department and English Second Language as well as other departments to collect and analyze data to enhance screening, referral, and identification procedures. Pender County Schools administers a universal screener where all students are given the opportunity for possible AIG identification assessment using the Cognitive Abilities Test (CogAT) as a universal screener in once in their elementary years. Alternative assessments are offered and utilized when needed to provide equitable access to identification testing for all student populations. These options include both traditional and nontraditional tests such as the Naglieri Nonverbal Aptitude Test.

In addition, Pender County Schools offers a multiple pathway identification plan using both quantitative and qualitative data that provides opportunities for under-represented populations to meet the criteria needed for AIG identification.

**K-3rd grade students** may qualify for gifted identification based the following criteria:

- In grades K-2: All county-wide reading and math diagnostic assessments given in these grade levels will be considered universal screeners. Scores will be analyzed by the classroom teacher(s), administration, and AIG Specialist to find the top students in each subject area and grade level. These students will be considered for talent development services and/or AIG identification.
- A score in the 90th percentile or higher in one or more areas on a grade level abilities test and Joseph Renzulli's Scales for Rating the Behavioral Characteristics of Superior Students will be collected to create a comprehensive learner profile as identification evidence.

In addition to the above mentioned criteria, these instances will also be considered for identification:

- A student scoring above grade level in state reading comprehension assessments (if applicable).
- A student who has gained early entry into kindergarten based on the state and local policies and the requirements for early entry to kindergarten (if applicable).
- Intensive support through the MTSS process that indicates a student is consistently exceeding the growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.

**4th-8th grade students** are identified as AIG with 90% or higher rating in two out of the three categories of achievement, artifact, and aptitude.

**Achievement** criteria may include but are not limited to:

- 98 - 99% superior rating in any subtest area of aptitude assessment
- 99 Percentile score on North Carolina Reading and/or Math End-of-Grade Test or Beginning of Grade Test (3rd Grade)
- Minimum of three years of high achievement, 90+percentile, on summative, standardized testing (North Carolina End of Grade)

- Minimum of three years of high performance, measured by teacher rating scale, in an advanced small or whole group setting.

**Abilities** criteria may include but are not limited to:

- Scores from the CogAT used as a universal screener
- Otils-Lennon Schools Abilities Test (OLSAT)
- Naglieri Non Verbal Abilities Test

**Artifacts** may include but are not limited to:

- Observation checklists (student, parent, teacher)
- Rating scales, such as the Renzulli Scale for Rating the Behavioral Characteristics of Superior Students or other observable behaviors checklist
- Student surveys or interviews
- County benchmark assessments
- Student support data
- Advanced student work samples; AIG work samples

In **grades 9-12**, students who are nominated for gifted identification are assessed on the criteria listed above if present or the following criteria. Any two criteria that is met will be counted for AIG identification.

- Academic transcripts where consistent success with Honors/AP and/or Cape Fear Community College classes is documented

- Unweighted 3.5 average
- Top 10% of their class
- Scores in the 90th percentile or higher on the End of Course exam, American College Testing (ACT), ACT Aspire, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), or AP exams.

**\* Practice D**

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

Pender County Schools closely monitors the screening, referral, and identification processes for consistent implementation across the LEA. The Pender County Schools AIG Team, made up of all AIG specialists, AIG Support Staff, the AIG Coordinator and the AIG Director, oversees, monitors and implements all of the steps in the processes leading to AIG identification.

The referral process begins with a nomination made by any staff member, parent or guardian for AIG identification. A student may self-nominate in grades K-12 for AIG identification as well. All AIG nominations will follow the AIG identification multi-phase screening and referral process in grades K-12 which uses a comprehensive learner profile created by multiple data points in the areas of achievement, ability and artifacts. All students referred for AIG identification are entered into a county-wide data sheet. This information is maintained by the AIG Specialist Team and monitored by the AIG Coordinator. To ensure consistency in AIG placement, a district-based committee composed of AIG team members uses the criteria to make identification decisions annually.

Once decisions on identification have been made by the team, information is entered into PowerSchool, including test scores and AIG identification for each student. The testing score records, Advanced Differentiation Educational Plan/Differentiation Education Plan forms, and Permission to Assess forms are placed as a packet in the front of the



student's cumulative record to ensure that this information will follow a student throughout schools in or outside of Pender County Schools.

Internal auditing of AIG school records to ensure screening, referral, and identification processes are implemented consistently across the district during monthly AIG team meetings and through AIG evaluations conducted by the AIG Director.

The AIG identification process is shared with school administrators, Central Services, and local board members during district meetings. The AIG Director is a member of the district's instructional service team that meets weekly and utilizes this platform to share important AIG identification information to maintain consistency throughout the district.

**\* Practice E**

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

Pender County Schools documents each student's AIG identification process consistently and maintains student records and identification evidence for review with school personnel, parents/ guardians, and students. The AIG Team collects and analyzes student referral data to ensure consistency in AIG placement and meets to finalize identification decisions. This information, including test scores and AIG identification, is entered into PowerSchool for each student. The testing score records, ADEP/DEP forms, and Permission to Assess forms for all students tested for AIG identification regardless of acceptance are placed as a packet in the front of the student's cumulative record. These forms may be reviewed at any time by school personnel and parents/guardians and students upon request.

Results of the AIG identification process are sent to each nominee's parents/guardians along with an invitation to attend an initial review meeting. An initial review meeting is held in a large group, small group or one-on-one setting depending on the scheduling availability of the AIG Specialist and parents/guardians. Information is offered in Spanish and other languages upon request.

Upon transfer to another school within or outside of Pender County Schools, the packet will accompany the student's cumulative folder as evidence and documentation for AIG identification or the evaluation for AIG identification.

**\* 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.

Pender County Schools disseminates information regarding the AIG screening, referral, and identification processes to all stakeholders through the district's AIG website along with printed copies (in English and Spanish) of the AIG process. Presentations are shared in the fall by the AIG Team member at each school's opening staff meeting, student, and parent sessions.

Students and families are also made aware of the AIG screening, referral, and identification processes through the district and school communications, such as phone calls, emails, and parent and student information sessions. Information sessions may be held in concurrence with the following:

- Open House or Curriculum Nights
- Kindergarten Registration
- EL Parent Nights/ Title I school nights
- School Site Nights for specific purposes- such as STEM Night
- PTA Nights
- In addition, the AIG Director communicates the process with school administrators and central services throughout the year at monthly district meetings.

**\* Ideas for Strengthening the Standard**

- Explore the use of tiered identification and tiered services
- Strengthening K-3 talent development by exploring different models (TD Catalyst model)

- Encourage teachers to use practice activities prior to universal screeners in order to introduce and provide opportunity for students to see the types of problems they will be given.

**Planned Sources of Evidence**

* Identification rosters
* Nomination forms/spreadsheets
* Disaggregated data with demographics
* Purchase order for materials directed at K-3 talent development
* Team meeting notes about talent development opportunities
* Copies of website information, phone call transcripts, emails and recorded school/parent/guardian meetings

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

Standard 2: Comprehensive Programming within a Total School Community

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

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

**\* Practice A**

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

Pender County Schools seeks to provide and align K-12 AIG comprehensive services that address the academic and intellectual needs of gifted learners across all content areas and learning environments through a collaboration with a variety of personnel including but not limited to administration, classroom teachers, and guidance counselors. These services are offered consistently regardless of the students' demographic background or economic means. The following services are provided by school administration, classroom teachers and AIG Specialists.

1. **Talent development** is provided for students in kindergarten through twelfth grade to advanced learners that exhibit academic and intellectual strengths within the school setting.
2. **Intellectually gifted students** require a different approach that addresses the specific needs, support and resources to help them with academic success while focusing on the student's intellectual strengths. Individual service plans are developed for all AIG students. If data for an IG student indicates a strength in a specific subject area, the student may receive pull-out services with AG or AIG students.
3. The LEA intentionally utilizes **cluster-grouping**, or placing the gifted students together within the same classroom with a teacher who utilizes specific differentiated strategies for gifted learners, allowing the needs of gifted students to be met through intentional learning experiences.
  - In a cluster grouping model, a group of AIG students (generally up to a third of the class) are placed in a classroom.
  - Ideally with a teacher who is AIG certified or has professional development in gifted education, and has a desire to work with gifted students
  - For schools with less than ten AIG students in a grade-level, a minimum of five AIG students should be placed in the same classroom with like identifications.
  - Flexible grouping within small groups based on readiness, interests, and abilities within the classroom

**At the Elementary School Level:**

- An AIG Specialist assigned to the school site with a schedule that allows students to be seen weekly
- Intentional in-class flexible grouping, based on observations and student data, which focuses on student's strengths and potential
- Intentional cluster grouping within class or grade level for students needing advanced instruction
- Differentiation provided by the classroom teacher on a daily basis and in all content
- Grade/Subject acceleration
- AIG talent development services for students who demonstrate a need for content/subject or grade acceleration based on the student's intensive support through the MTSS process which indicates that they are consistently exceeding their growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.
- Screening for early entrance to kindergarten
- Pender Innovative Learning Academy provides a comprehensive online option for students and is available for any student who desires the virtual format. AIG services are adapted to an online variety of opportunities.
- Academically and intellectually gifted enrichment services provided by the AIG Specialist - AIG Specialist provide pull-out/push-in services to AIG identified and talent development students. During pull-out sessions, AIG Specialists offer targeted activities that will extend and enrich students abilities. Projects are used to develop problem-solving skills and demonstrate creativity while math puzzles are used explore their high level of learning and how to cope when an answer is wrong or needs to be explained. Some resources for these activities are not limited to but include:IG IRP documents
  - PETS Curriculum
  - Math Perplexors
  - Marcy Cook activities
  - Letter Getters
  - Word Ladders
  - Perennial Math
  - AIG Specialist created units or themes of study

- Independent projects or Genius Hour
- Lego Construction
- Makerspace
- Stop Action Video Making
- Specialists work with classroom teachers as needed to support them as they differentiate for students on a daily basis. Identified students may be "pulled-out" of their regular classroom for the areas in which they are identified. The school administrator and the AIG specialist will decide on the appropriate service options based on the most current data.
- Intentional social/emotional lessons with AIG Specialist based on a resource library of picture books that deal with issues specific to gifted students

**At the Middle School Level:**

- An AIG Support Staff member from the faculty of each school site for the purpose of relationship building and communication with students and parents. Additional services include but are not limited to: social and emotional counseling, advisement in preparation for high school/college and annual Academic Resume' meetings
- Intentional in-class flexible grouping, based on observations and student data, which focuses on student's strengths and potential
- Intentional cluster-grouping within class or grade level for students needing advanced instruction
- Differentiation provided by the classroom teacher on a daily basis
- Grade/Subject acceleration
- AIG talent development services for students who demonstrate a need for content/subject or grade acceleration based on Students intensive support through the MTSS process which indicates that they are consistently exceeding their growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.
- Pender Innovative Learning Academy provides a comprehensive online option for students and is available for any student who desires the virtual format. AIG services are adapted to an online variety of opportunities.
- Compacted math and accelerated classes such as Math I, World Geography, English I
- Enrichment Google Classroom is utilized to provide additional enrichment tasks/activities, along with contests, competitions, camp opportunities as well as information pertinent to AIG students and families.
- Individualized High School and College Planning with every AIG eighth grade student.
- Additional services such as field trips, guest speakers, interest clubs, and seminars may be offered
- Social/Emotional support in collaboration with school counselor
- Dual enrollment in North Carolina Virtual Public School classes

**At the High School Level:**

- An AIG Support Staff member from the faculty of each school site for the purpose of relationship building and communication with students and parents. Additional services include but are not limited to: social and emotional counseling, advisement in preparation for high school/college, college/scholarship application assistance and annual Academic Resume' meetings
- A variety of honors and Advanced Placement (AP) courses are available at all of the traditional high schools.
- All PCS high schools utilize North Carolina Virtual Public Schools (NCVPS) classes and Cape Fear Community College Career and College Promise partnership available to them to allow students to develop their interests and talents.
- A PCS Early College option is available for students who want a blended model of high school and community college.
- Pender Innovative Learning Academy provides a comprehensive online option for students and is available for any student who desires the virtual format. AIG services are adapted to an online variety of opportunities.
- Additional services such as field trips, guest speakers, and seminars may be offered
- Individualized High School and College Planning with every AIG student.
- Social/Emotional support in collaboration with school counselor

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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. Pender County Schools 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.



The AIG Team collaborates with all LEA departments to ensure the AIG program is connected to individual school, district and state initiatives, policies, and practices. The AIG Specialists work with the District Instructional Services Teams, school administrators, the English Learner Department, Title I Department, Exceptional Children Department, school-based MTSS, counselors, and teachers to examine data and plan for gifted and advanced learners specifically in the area of social and emotional impact. The district recognizes the rise in social and emotional issues and is exploring options for expanding resources and personnel to handle student issues. The addition of extra counselors, Community in Schools personnel and social workers have been put into place.

Resources for specific social and emotional lessons with gifted learners include a specific AIG resource library of books connected to the multiple social and emotional needs experienced by gifted students. This resource will be used by AIG Specialists to educate and engage gifted students in open communication. These resources are used in addition to Second Step, the district's adopted curriculum for social and emotional learning for all students across the district.

AIG Support Staff in middle and high school intentionally create relationships with students in order to be an additional person for support with social and emotional, academic and behavior, as needed.

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

Pender County Schools consistently integrates and connects gifted services with the district's priorities and resources through policy and practice by utilizing AIG specialists as LEA liaisons. These services are offered consistently regardless of the students' demographic background or economic means. The AIG team collaborates with all instructional departments across the LEA to ensure the AIG program is connected to individual schools, district, and state initiatives, policies, and practices.

- An AIG Specialist or AIG Support Staff member is assigned to each school and participates in planning with administrators and teachers to meet the needs of identified students.
- Each AIG Specialist provides services such as professional development, co-planning, and/or instructional support for gifted learners.
- The district ensures that all schools in the system have access to all resources, programs, and services through a multi-level support system with representation for AIG at each level. Weekly, monthly, and quarterly meetings keep communication aligned and consistent throughout the district.
- To create consistent and collaborative communication within the LEA, the AIG Director is a member of the district's instructional service team that meets weekly while AIG Specialists are members of their school level MTSS teams as well as the district's data and curriculum development team.
- The AIG Specialist works with the District Instructional Services team, school administrators, EL, Title I, EC, MTSS, counselors, and teachers to examine data and plan for gifted and advanced learners specifically in the areas of reading, math, and intellectual thinking.
- The AIG Team partners with the Exceptional Children's Department to review and create policies for identifying and servicing twice-exceptional students.
- The AIG Team continuously reviews and updates local board of education policies that relate to AIG programming. This is to ensure all policies are effective, based on current best practices, and enhance the learning for all gifted students. New policies are written and recommended for approval to the local board of education as needed.

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

Pender County Schools intentionally utilizes cluster grouping, or placing gifted students together within the same classroom with a teacher who utilizes specific differentiated strategies for gifted learners, allowing the needs of gifted students to be met through intentional learning experiences.

In PCS, cluster grouping is defined by the following:

- In a cluster grouping model, a group of AIG students (generally up to a third of the class) are placed in a classroom.
- Ideally with a teacher who is AIG certified or has professional development in gifted education, and has a desire to work with gifted student.
- For schools with less than ten AIG students in a grade-level, a minimum of five AIG students should be placed in the same classroom with like identifications.
- Flexible grouping within small groups based on readiness, interests, and abilities within the classroom

Through communication and collaboration with classroom teachers and school administration, placement remains flexible and changes can be made as needed. This service is offered consistently regardless of the students' demographic background or economic means.

To aid administrators with this practice, the PCS AIG Specialists share AIG rosters with each school's administration in the spring to ensure cluster grouping occurs with fall schedules and class rosters. Annually, during the first days of school, the AIG Specialists review class rosters and schedules to ensure proper cluster grouping and class assignments are in place based on students' individual needs and strengths.

Flexible grouping is utilized at all levels within the classroom setting by classroom teachers as well as AIG Specialists with the Talent Development and gifted services where groups are pulled for enrichment opportunities.

**\* 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.

Pender County Schools 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. AIG Specialists and AIG Support Staff share all pertinent information to administrators, teachers and school support staff at various times during the school year by presenting in staff meetings, especially at the beginning of the school year. Presentations are shared with staff members via link and remain available for reference when questions arise. AIG staff members, the AIG Coordinator and the AIG Director are always available by email and respond quickly with needed information.

The AIG team members continue to collaborate and communicate with administrators, teachers, and school support staff at their assigned schools throughout the school year on all facets of the AIG program but in particular, the identification and services provided to students.

The LEA's AIG Director is present at all principal and lead teacher meetings, along with the monthly Board of Education meetings and uses these opportunities to constantly communicate AIG information about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

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

Pender County Schools works diligently to communicate among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. In the spring of each school year, AIG Specialists at the elementary level speak with AIG middle school support staff to discuss each identified student as well as any students in talent development. Strengths, areas of growth and social/emotional needs are shared for each student. Differentiated Education Plans, or DEPs, are reviewed. Most elementary schools make the opportunity to take a field trip to the middle school where students take a tour and are introduced to staff members. During this tour, AIG students are given specific information about the AIG Support Staff member, what to expect in services and an introduction. A time for questions and answers will follow if time permits. Once an AIG student begins 6th grade, an Academic Resume is developed and serves as documentation where their academic and community activities, as well as their career/college interests and/or strengths are logged. The resume is most helpful during transitions from middle to high school where students are beginning to make future plans and will need the Academic Resume as documentation for applications to enrichment opportunities, scholarships and college. The document serves as a continuum of services and allows students to plan for future academic/career pathways as well as providing the high school AIG Support Staff member with useful background information and discussion topics for their annual review. During an annual review, the resume assists in the monitoring of student opportunities and academic progress to ensure all stakeholders are in agreement with the outlined pathway. Student resumes are easily shared with AIG Staff Members as needed due to the ease of sharing Google documents.

- Processes for effective continuation of K-12 services at transition points include:**
- Complete Academic Resume beginning with sixth-grade students
  - Document current roster with identification area and pertinent information that may impact the student's academic and intellectual success. This roster is shared with school administration and each grade-level teacher, along with the school counselor and other support staff as needed.
  - Transfer of individual student nomination data as well as academic resumes to middle school AIG Support Staff
  - AIG Elementary Specialists Collaborate with middle school AIG Support Staff and administration to discuss individual students' academic and social/emotional needs
  - Meetings with AIG team member, administration, counselors, and 6th-grade team on cluster grouping, academic, and social-emotional support of individual student needs
  - Review the transition of the Academic Resume for rising 9th grade AIG students with the High-School AIG Support Staff and School Counselors

**\* 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.

Pender County Schools has developed policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. For grade acceleration or subject acceleration, students' intensive support through the MTSS process should indicate that they are consistently exceeding their growth goals identified in core and supplemental support on the Student Success Partnership Agreement (SSPA) document.

Pender County Board Policy 3420 R & P: Student Promotion and Accountability Section F defines acceleration options, processes, and procedures.

The policy is written as follows:

- Principals agree that some students may need less time to learn the curriculum. The principal, after consulting with professional staff and the student's parents, may determine that skipping a grade level or subject area is appropriate. Pender County Schools recognizes that it is necessary to establish a process for acceleration. The following process shall be implemented for acceleration.
- Whole grade level advancement and/or subject acceleration is determined in accordance with a student's needs. Evidence must be provided to demonstrate a need for grade skipping or acceleration.
- Examples of evidence shall include:
  - Portfolio of student work
  - Assessment data demonstrating mastery of skills exceeding above grade level

Input from classroom teachers (current and prospective).

A committee shall convene to review the evidence. The committee shall include the AIG Specialist, teachers, school counselor, and the principal. The committee's findings shall be shared with the student's parents. If the committee determines there is a need for grade skipping or subject acceleration, an acceleration plan must be completed. Information regarding how subject acceleration services will continue in the coming years shall be included in this plan.

High school courses implemented at the middle school level is another form of acceleration. When a high school course is implemented at the middle school level, the middle school curriculum is compacted so that students are able to access the high school courses without skipping important middle school curricula. The compacted curriculum requires students to move through the curriculum at an accelerated pace. Creating a compacted curriculum guide ensures that no gaps exist in students' learning. The following process shall be implemented when offering a high school course at the middle school level.

- Principals shall consult the State Board of Education Policy "Course for Credit" GS 115C-81 to determine which high school courses students may take in middle school and receive credit toward high school graduation requirements.
- A compacted curriculum guide for all high school courses implemented in middle school shall be created by middle and high school High school courses implemented at the middle school level is another form of acceleration. When a high school course is implemented at the middle school level, the middle school curriculum is compacted so that students are able to access the high school courses without skipping important middle school curricula. The compacted curriculum requires students to move through the curriculum at an accelerated pace. Creating a compacted curriculum guide ensures that no gaps exist in students' learning. The following process shall be implemented when offering a high school course at the middle school level.
- Principals shall consult the State Board of Education Policy "Course for Credit" GS 115C-81 to determine which high school courses students may take in middle school and receive credit toward high school graduation requirements.
- A compacted curriculum guide for all high school courses implemented in middle school shall be created by middle and high school teachers in collaboration with the Middle and High School Principals and AIG Specialist.

Pender County Board Policy 3420 R & P: Student Promotion and Accountability states:

Principals shall determine student eligibility to take high school courses in middle school using the following criteria:

- An overall grade of 90 or higher in the correlating middle school subject area course
- For high school science and social studies courses, students must also have an overall grade of 90 or higher in the middle school language arts course
- A score of 90 or above on the subject area prognosis test, if applicable
- A passing score (32 out of 36) on the PCS Teacher Recommendation and Acceleration Characteristics Form.
- A score of 90% or above on the subject area EOG test Students are required to meet all criteria to be eligible to take the correlating high school course offered in middle school.

#### For math acceleration

In accordance with House Bill 986, students who score a Level 5 on the End of Grade assessment in math are placed into the advanced course for the next math course in which the student is enrolled. Students in grades 3-4 who score a level 5 on the NC EOG Math test are provided with advanced math activities and tasks by the AIG Specialist at each elementary school. Students in grades 5-6 who score a level 5 on the NC EOG Math test are enrolled in a math compacted curriculum class for the following year. Students in grade 7 who score a level 5 on the NC EOG Math test are enrolled in Math 1 in eighth grade. Students are not removed from this compacted curriculum track unless parents specifically request the removal in writing.

If a student transfers into Pender County Schools and does not have an EOG score, the placement in high school courses may be made by the principal based on available data. If the student enrolls having completed an accelerated course or is currently taking an accelerated course, the student will be placed in the course for completion or the subsequent course to continue the accelerated path.

Additionally, the Iowa Acceleration Scale is a suggested resource to guide whole grade acceleration decisions. The district offers a variety of acceleration options including but not limited to the following:

- Early admission to Kindergarten which is outlined in Board of Education policy
- Grade level acceleration which is outlined in Board of Education policy
- Subject acceleration which is outlined in Board of Education policy
- Math compacting which is a site based decision until 3rd grade and in accordance with North Carolina House Bill 986
- Selected high school courses in middle school which is outlined in Board of Education policy
- CDM which is outlined with state guidelines and governed at the district level
- Honors/AP courses which is outlined in the Pender County High School Course Catalog which states that teacher recommendation is required.
- Interest based distance learning which is implemented at the school level by guidance counselors and AIG Support Staff, if applicable
- Internships based on student interest which is implemented at the school level by guidance counselors and AIG Support Staff, if applicable
- Dual Enrollment which is supported by North Carolina's dual enrollment program for high school known as College and Career Promise

The Credit by Demonstrated Mastery opportunity is offered twice annually, during the fall and

spring semesters. Communication to students and families is distributed through district-wide phone calls, the district's School Course booklets, and the district website. Students shall demonstrate mastery through a multi-phase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

School-based teams, including the AIG Specialist, provide application information and a counseling conference before administering appropriate assessments assigning artifacts as needed. The school-based Credit by Demonstrated Mastery team evaluates all artifact presentations and decides if criteria have been met. After a decision is rendered, families may appeal to a district-level Credit by Demonstrated Mastery team.

Dual enrollment is offered to students in several ways:

- Cape Fear Community College Career and College Promise program.
- North Carolina School of Science and Math online (NCSSM)
- Enrollment in Pender Early College High School

Pender County Board of Education Policy 3101 DUAL ENROLLMENT - R&P

1. Requests from parents of students seeking release from the district's full-day program to receive private educational services through dual enrollment will be granted under certain narrow circumstances.
2. A Request for Release from District Educational Services must be submitted to the principal at the child's school. Requests must be made prior to enrollment in any private program. Consideration will not be given retroactively.
3. Any student who is dually enrolled must be enrolled at a Pender County school.
4. Any student who is dually enrolled must participate in all mandated testing.
5. Requests will only be considered for dual enrollment with an institution that is already partnering with Pender County Schools for Dual enrollment programs. Courses that are not offered through a previous partnership may be considered for dual enrollment by institutions that are accredited by AdvancED or those accrediting agencies listed by the NC Department of Public Instruction.
6. If release is granted, credits toward graduation must follow guidelines established by the State of North Carolina and Pender County Board of Education including course requirements and assessments.
7. If the student is identified as a child with special needs, and receiving services through an individualized education plan (IEP), and the private services being sought are in one or more area of need identified in the child's IEP, the private program must also be approved by the North Carolina Department of Public Instruction to deliver special education services.
8. The principal shall review each request and make a recommendation based on a complete review of the child's submission and all relevant information. Consideration shall be given to a number of factors, including, but not limited to:
  - a. The impact the child's dual enrollment would have on the school's ability to prepare the child for the N.C. Testing program;
  - b. The impact the child's dual enrollment would have on the school's ability to provide the student with appropriate instruction in all core academic areas that will not be addressed by the private program, both in general education and special education; and
  - c. The extent to which the private program is aligned to the Standard Course of Study.
9. Principals have the authority only to make recommendations. Final decisions concerning dual enrollment will be made by the Superintendent or designee. For a student with special needs, requests will only be processed after the request is brought to the child's IEP team for consideration through a formal meeting. All documents from this meeting must be submitted to the Department of Special Education Services before such requests will be processed. Such documents, together with the Request for Release signed by the parents, must clearly articulate from which special education.

**\* 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.

PCS 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. The AIG Team chose culturally fair and nationally normed assessments to ensure students from all backgrounds are appropriately screened for talent development opportunities at all grade levels. AIG Specialists monitor and analyze a variety of data at all grade levels to ensure populations of students who are culturally/ethnically diverse, economically disadvantaged, English Learners (EL), highly gifted, and twice-exceptional are assessed for potential AIG services.

The AIG Specialists partner with the Exceptional Children's Department and English Learner Department to best recognize and serve traditionally underrepresented populations for AIG and talent development placement. Non-verbal ability assessments such as the Naglieri are available if needed.

Talent development of academic and intellectual abilities is provided for students who demonstrate the need for enrichment such as critical thinking skills, problem-solving, and intellectual development, in kindergarten through twelfth grade. Additionally, the AIG team partners with other district and community programs to offer professional development and opportunities for student enrichment, including summer programs.

**\* Practice I**

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

The AIG Team enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programs including competitions, across the district. Students and families are made aware of these opportunities through the district and school communications such as phone calls, emails, AIG website, enrichment Google Classrooms, and parent and student information sessions.

Title I and AIG programs partner to offer extra-curricular enrichment opportunities to students such as but not limited to:

- Camp Invention
- Science Olympiad
- Battle of the Books
- ROCAME
- Math Counts
- Governor's School
- Beta Club

Tarheels Boys and Girls State  
Sea Perch

**\* Ideas for Strengthening the Standard**

- Explore tiered services based the use of tiered identification
- Strengthen communication of services to parents
- Explore possible pathways for traditional high school students to complete an Associate degree along with their high school diploma
- Explore additional options for acceleration in middle school

**Planned Sources of Evidence**

- \* Meeting notes
- \* Copies of parent communication
- \* Board policy
- \* High school course catalog
- \* AIG Resource folder
- \* Addition of tiered services to ADEP

**Documents**

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



Standard 3: Differentiated Curriculum and Instruction

**Pender County Schools (710) 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.

Pender County Schools 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. The AIG team facilitates gifted services utilizing a variety of appropriate differentiation strategies for high level academic learners. While working with small groups or individual students, gifted specialists draw from experience and purchased programs/curriculum to utilize strategies that best fit for high-level learners. Grade and school-based professional learning communities, professional development opportunities, lesson planning assistance and modeling of strategies are provided by AIG Specialists for teachers with AIG and high-level learner cluster groups in their classrooms.

Examples of strategies used by AIG staff and teachers are but not limited to:

- Curriculum compacting
- RAFT writing
- Focus on the overall trends, patterns and themes
- Open ended activities

- Study problems that do not have a clear solution

Pender County Schools Curriculum Frameworks documents, Year at a Glance documents, as well as district benchmarks for grades K-8 are designed by classroom teachers in collaboration with the districts' instructional leads. AIG Specialists add specific activities to these documents for classroom teachers to use to enrich, extend, and accelerate the curriculum. These instructional documents are available to all teachers and provide specific opportunities for enrichment, extension, and acceleration for each grade level. Some examples of these resources are:

- AIG IRP documents
- PETS Curriculum
- Math Perplexors
- Marcy Cook activities
- Letter Getters
- Word Ladders
- Perennial Math

In addition, for grades 9 - 12, teachers are provided the opportunity to attend specialized professional development in their content area in order to gain insight and strategies for teaching high level learners. One example of this would be AP Institutes.

**\* 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.

Pender County Schools employs diverse and effective instructional practices for high level academic learners when working with small groups or individual students to differentiate instruction through extension, enrichment or acceleration of the NC Standard Course of Study. Pender County Schools expects all teachers to differentiate

instruction based on learning abilities.

**Common strategies promoted by the county and utilized by teachers are:**

- In grades K-5, guided reading groups formed by data from mClass assessments
- Flexible instructional math groups formed by data from i-Ready assessments as well as county benchmarks in grades K-5.
- In grades K-8, cluster grouping based on gifted identification
- In grades 7-12, course acceleration, compacting, and demonstrated mastery,
- In grades 9-12, choice of honors, AP, and CCP courses, or the option of attending Pender Early College High School

Practices widely used in grades K-12:

- Individualized projects
- Problem-based learning
- Choice boards
- RAFT Writing
- Real-world scenarios
- Open-ended activities

**\* Practice C**

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

Pender County Schools incorporates a variety of evidence-based resources that enhance student learning by having AIG resource libraries available at each school accessible to classroom teachers and AIG Specialists to augment the

NC Standard Course of Study for advanced learners. All resources are evidence-based resources that will enhance student learning and are available at any time for check out through the AIG Specialist. Some resources are digital and are shared through our curriculum framework documents.

The AIG Team uses these evidence-based resources in their whole class, small group, and individual student instruction as well as co-teaching with classroom teachers. AIG Specialists collaborate with classroom teachers on the planning of lessons that use specific strategies to best serve gifted students. Professional development accompanies the coaching on these as needed.

**Some of the widely used resources include, but are not limited to:**

- AIG IRP documents
- PETS Curriculum
- Math Perplexors
- Marcy Cook activities
- Letter Getters
- Word Ladders
- Perennial Math

**\* Practice D**

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

Pender County Schools fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership. Pender County Schools and the AIG Department enhances students' curiosity to guide and direct lessons through STEAM activities, passion projects, and independent student projects. Future-ready skills are also enhanced through career fairs, industry tours, and college visits along with in class activities such as Socratic seminars where the goal is to help develop critical thinking, communication, and collaboration skills. The AIG Team employs a variety of opportunities for students to foster and demonstrate future-

ready skills such as but not limited to Camp Invention, Science Olympiad, Sea Perch, Rocame, Robotics and Chem-techathon in collaboration with Cape Fear Community College. Gifted students are highly encouraged to apply and participate. In addition, PCS offers sponsorships for students who are financially unable to pay when the budget allows. These opportunities provide the scenarios needed to prepare students for learning and thinking in the real world.

In addition, middle and high school AIG Support Staff uses student seminars and small group/one-on-one advising to introduce students to and choose community service projects, placement in job-shadowing, internships, and apprenticeships based on individual student's talents and interest. Each middle school offers accelerated classes and every high school offers a variety of honors, AP, CTEs, distance learning, and CCP courses that prepare students with future-ready skills for after high school graduation.

Through careful planning, implementing and monitoring of the school's teaching and learning, the LEA's AIG Specialist Team collaborates with K-8 teachers to consistently embed creativity and innovation, critical thinking and problem solving, and communication with collaboration in learning experiences. This ensures that gifted students are being taught the necessary skills and content that will have them ready for life beyond high school. In addition, the AIG Team collaborates to create a virtual Google folder where activities can be created and shared.

**\* Practice E**

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

Pender County Schools utilizes assessments, both formative and summative, as critical tools to differentiate classroom curriculum and instruction and inform flexible grouping practices.

The county has developed curriculum calendars, and benchmark assessments via SchoolNet for all EOG/EOC subjects for data review consistency. In some courses/grades, North Carolina check-ins/Interims. These required assessments are used throughout the year to ensure students are receiving appropriate instruction. Pender County Schools AIG Team conducts weekly district data reviews to disaggregate the AIG student performance data on a



variety of state and local assessments. The data provided by formative and summative assessments influences district decisions in regards to areas of need as well as school based decisions for differentiation and class placement.

**\* Practice F**

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

Pender County Schools addresses the social and emotional needs of AIG students through affective curricular and instructional practices. Curricular and instructional practices are provided to students in one-on-one, small group and whole class environments from multiple stakeholders such as guidance counselors, classroom teachers and AIG team members. The county has prioritized the social and emotional needs of the student population by implementing the Second Step Program in all elementary and middle schools and adding additional Communities in Schools and social workers to the student support staff at the high school level.

Following the guidance of experts in gifted education and children's books, the Elementary AIG Specialists have created a library utilizing picture books with accompanying lesson plans regarding themes related to common issues facing gifted learners. As an additional layer of support, the AIG Specialists seek to offer a continuum of assistance through talent development to identification services throughout their educational career.

The AIG Support Staff at the middle and high school levels are individuals chosen specifically for their passion and dedication to relationship-building with gifted learners. Through the existence of AIG Support Staff members in each middle and high school, high level learners have someone to seek out for academic and social/emotional assistance at any time. These individuals teach, talk and advise the AIG students to ensure whole child success.

To educate the stakeholders for gifted education, a collection of resources, including the NCDPI AIG Booster Shots, to support and enhance the social and emotional needs of gifted learners are distributed as needed. At Grade/school level meetings and individual conferences with school and district personnel, Pender County Schools AIG Team promotes an awareness of the social and emotional needs of gifted students and the relationship to curricular and instructional decisions.

Topics include but are not limited to:

- Overview of Gifted Characteristics
- Overexcitabilities

- Asynchronous Development
- Perfectionism and Underachievement

**\* 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.

Pender County Schools 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. The district AIG Team facilitates talent development opportunities targeting the use of appropriate differentiation strategies to develop talents for gifted learners. Collaboration begins with AIG team members, classroom teachers, administration, and the MTSS team working to develop differentiated core curriculum and instruction to cultivate the talent and interest of K-3 gifted learners. .

Classroom teachers are required to provide differentiated curriculum and opportunities for all students to grow to their greatest potential. AIG Specialists and Support Staff assist classroom teachers by providing additional experiences and/or curriculum for students showing high potential and the need for additional challenges. Talent Development Services begin with whole class lessons in kindergarten and become small pull-out groups from the traditional classroom setting. Lessons from the Primary Education Thinking Skills (PETS), Jacob's Ladder Reading Comprehension and Building Thinking Skills are utilized to develop critical thinking skills for students across kindergarten through third grade. As talent development continues through the year, the AIG teacher will focus on different skills and ways of thinking. This process reveals the different talents and strengths in students.

By using the Student Success Partnership Agreement (SSPA) document, the AIG Specialist and the classroom teacher(s) will identify students who may need pull-out sessions focusing on developing specific strengths and talents. In addition, results from PETS will provide an opportunity to determine if students need formal assessment for AIG services.

In K-3rd grade, the elementary AIG specialists meet with grade level teams, which include classroom teachers, English Learners (EL) teachers, special education teachers, and administrators to determine which students have mastered standards and require extension of the curriculum. For those students, AIG Specialists work with classroom teachers to create lesson plans/units to support a high level of instruction.

**\* 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.

Pender County Schools 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. Collaboration among district instructional specialists, grade and school based teams, administrators, counselors, English Learners, and EC teachers takes place on a regular basis for the purpose of differentiating the curriculum to offer extension, enrichment, and acceleration opportunities for advanced learners. Sources of data discussed at these collaborative meetings include but are not limited to Educator Handbook, Interest inventories, current student academic progress and surveys.

The AIG Specialists are members of each school site MTSS team with the objective is to advocate and respond to the academic and intellectual needs of all students in the gifted population.

PCS supports collaboration with the districts' instructional leads (AIG Specialists and Department Instructional Leads) to design Curriculum Frameworks documents, Year at a Glance documents, as well as district benchmarks which provide embedded opportunities for enrichment, extension, and acceleration for each grade level and content. The expectation of Pender County Schools is that classroom teachers will utilize the Curriculum Frameworks as a basis for planning and facilitating instruction therefore meeting the academic and intellectual needs of gifted learners, across all grade levels. Teachers work on vertical alignment and share differentiation strategies with other teachers from their content area to create a continuum of high expectations and opportunities for students in the classroom environment.

**\* 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.

Pender County Schools 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). In PCS Schools, the student DEP becomes an Academic Resume used for AIG identified students in middle and high school to provide comprehensive communication of opportunities for varied academic pathways.

AIG Specialists and Support Staff members complete Differentiated Education Plans (DEP) in grades K-8, annually that are distributed to students and parents/ guardians by their classroom teachers with the first quarter report card. The DEP includes an outline of the services provided for a student's gifted identification such as the use of cluster grouping, modifications to the educational environment and differentiation methods to the curriculum.

High school students access accelerated instruction through course placement including Honors, Advanced Placement (AP), College and Career Promise (CCP), and dual enrollment. In addition, AIG Support Staff offer advisory services annually to review and update the Academic Resume with each identified gifted students and parents/ guardians. The Academic Resumes are housed on our district's Google Drive, and are shared with students and parents/guardians- this document provides essential information needed for applications to enrichment opportunities, scholarships and colleges. Students and parents/guardians can request additional information and/or review sessions as needed.

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

Ideas to Strengthen the Standard:

- Explore options for PD to revisit differentiation due to the number of new teachers/hires.

#### **Planned Sources of Evidence**

\* Academic Resume

* District curriculum documents
* ADEP/DEP forms and Academic Resume
* Resource folder
* SEL lessons and materials
* Rosters from flexible instructional groups

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



Standard 4: Personnel and Professional Development

Pender County Schools (710) 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.

Pender County Schools employs both an AIG-licensed Director and an AIG-licensed AIG Coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The AIG Director's responsibilities include but are not limited to:

- Provides leadership and support to develop and implement Pender County Schools' plan for serving academically and intellectually gifted students
- Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program, Advanced Placement (AP) program, participating in virtual courses and College and Career Promise (CCP) courses
- Recommends and reviews schedule for AIG Specialists to ensure equity of services and job responsibilities
- Provides orientation for AIG staff members at the beginning of the school year
- Evaluate AIG Specialist on job responsibilities to enhance the implementation of the approved AIG Plan
- Advocates for gifted education and students at the school level, with parents, district committees and with the Board of Education
- Reviews screening and testing information annually to ensure equity of screening, referral, and identification processes according to the AIG Plan
- Reviews annual data (academic, behavioral, and attendance) related to gifted students' academic accomplishments and performance
- Collaborates to ensure required professional development activities are offered for teachers implementing the AIG, AP, virtual learning and CCP programs
- Oversees and disperses the budget for AIG Programming
- Acts as a liaison between the AIG Team and the PCS Instructional Services Team

The AIG Coordinator's responsibilities include but are not limited to:

- Works with senior leadership and principals on implementation of the AIG, AP, virtual learning and CCP programs
- Works with senior leadership and principals on implementation of the AIG, AP, virtual learning and CCP programs
- Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program, Advanced Placement (AP) program, participating in virtual courses and College and Career Promise (CCP) courses
- Creates the agenda and leads AIG Team meetings to develop the capacity of AIG Specialists
- Reviews and recommends appropriate instructional materials for the AIG and AP programs
- Facilitates the Governor's School selection process for the district
- Creates monthly "Gifted Guide" newsletter to communicate state, regional, and county information, relevant articles, competitions, and possible lessons for student enrichment to all AIG Team Members.
- Trains and responds to the needs of the AIG Support Staff
- Acts as a liaison between the AIG Team and the AIG Director, Schools and Parents
- Creates and submits purchase orders for supplies
- Reviews and creates county AIG forms, AIG presentations and AIG written communication for the county
- Facilitates the Credit by Demonstration Mastery process for the LEA
- Performs other duties and responsibilities as assigned by the AIG Director
- Participates in regional meetings, professional development opportunities, and other statewide initiatives to support AIG Programming

**\* Practice B**

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

The Pender County Schools AIG Team addresses all academic, intellectual, social, and emotional needs of K-12 gifted and high level learners.

The PCS AIG Team is composed of six highly qualified educators with AIG licensure. Monthly AIG meetings allow for guidance, planning, development, and revision of the program and plan. The AIG program has clearly defined goals and expectations consistent across the county in grades K-12. The department regularly reviews its programs and services and ensures these programs and services are aligned with the North Carolina AIG Standards and Practices as well as covering the academic, intellectual, social and emotional needs of the K-12 gifted population. As requested, AIG specialists work with all stakeholders in the school setting to maximize resources for gifted students, and during monthly professional learning community meetings, review the work of the department as a whole to ensure appropriate and consistent student services.

Currently, AIG Specialists serve multiple schools providing AIG services to each school weekly. The AIG department will continue to provide personnel as feasible with the AIG budget allotments.

The Elementary AIG Specialist uses the push-in/pull-out model for targeted groups of students. The responsibilities of the Elementary AIG Specialist include but are not limited to:

- Helps plan and develop the school program for gifted education
- Collaborates with and supports regular education teachers in the implementation of the components of the PCS AIG State Plan
- Collaborates with AIG cluster teachers to develop Differentiated Education Plans and Individualized Differentiation Education Plans for K-5 identified students
- Provides direct services to students through pull-out or push-in instruction to extend, enrich, or accelerate core instruction
- Supports school with cultivating the potential of talent development for young K-3 students through MTSS and consultative services
- Conducts AIG screening including aptitude and achievement testing
- Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount database in grades K-5
- Completion and distribution of differentiation plans (DEPs)
- Disseminates information about the gifted education program to all stakeholders through parent nights, faculty meetings, PLC's and the district AIG webpage
- Communicates and provides follow-up to professional development opportunities as needed
- Provides nurturing and talent development services to students identified as demonstrating the potential for giftedness who are not formally identified
- Communicates with AIG parents as a representative of the school and district
- May participate as a club or contest sponsor where gifted students are members
- Serves as a member of the school's data team and MTSS team
- Advocates for gifted students and gifted education within the school setting
- Collaborates with school guidance counselors to work on any social and emotional issues on any social and emotional issues with AIG students and parents

The Middle School and High School Support Staff meet the needs of AIG students through enrichment activities and opportunities, advisement for scheduling students regarding Honors, AP, distance learning, mentorship, as well as extracurricular activities that focus on their individual talents and interests. These team members may be AIG licensed, locally credentialed or working toward licensure or credentials. These staff members are specifically chosen because of their experience and passion for working with the high level learners of the district.

The responsibilities of the Middle School/High School AIG Support Staff include:

- Aids in the planning and development of the school program for gifted education including AIG cluster groups, accelerated classes availability and extra-curricular enrichment activities
- Communicates with AIG parents as a representative of the school and district
- Collaborates with and supports regular education teachers in the implementation of the components of the state AIG Plan
- Provides direct services to students through enrichment activities and academic advising
- Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount
- Completion and distribution of differentiation plans (DEPs)
- Disseminates information about the gifted education program to school personnel, parents, and community members through AIG parent nights, AIG webpage, and parent letters
- Collaborates with school guidance counselors to work on any social and emotional issues with AIG students and parents
- Advocates for gifted students and gifted education
- Helps plan and develop the school program for gifted education including the Honors and Advanced Placement (AP) courses
- Using the Academic Resumes advises students and parents on course options, enrichment opportunities, and internships to provide a competitive edge to scholarship and college applications.
- Using the Academic Resumes to create 4-year plans for students in collaboration with parents and guidance counselors

**\* 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.

Pender County Schools Board of Education establishes specific and appropriate professional development opportunities for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. These opportunities are provided and embedded in strategy/program professional development from the LEA with the help of the AIG Director, Coordinator, and AIG Specialists.

PCS invites and supports classroom teachers interested in pursuing AIG add-on licensure from an approved accredited source. Upon successful completion of an AIG licensure from an accredited institution of higher learning or a qualifying score of 157 on the ETS Praxis, classroom teachers will be reimbursed for all fees when funds are available.

PCS seeks to provide a sustainable process for teachers to obtain local AIG Credentials through a multi-layered curriculum. Teachers can learn local credentials by earning a minimum of 3 CEUs or 30 hours in gifted education specific professional development. This opportunity is earned through a hybrid model of online, face-to-face workshops, and/or conferences pre-approved by the district. Evidence of completion will be shared with Human Resources for recordkeeping and a public announcement along with a digital badge for display in an email signature will be given in recognition of these accomplishments.

**\* 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.

Pender County Schools provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. The LEA intentionally utilizes **cluster grouping**, or placing the gifted students together within the same classroom with a teacher who utilizes specific differentiated strategies for gifted learners, allowing the needs of gifted students to be met through intentional learning experiences and to provide a continuum of services beyond the small group time with a specialist. Classroom teachers who teach AIG cluster groups may be currently working toward or have AIG licensure/local credentials. To support this process, AIG staff members provide a list of the identified students and

<p>their identifications for site administrators each spring. School administrators are responsible for using this criteria when setting up classroom rosters or master schedules for each school year. Classroom rosters are audited by AIG Specialists in the days prior to the start of the school year, to ensure that all students have properly placed for the highest benefit.</p> <ul style="list-style-type: none"> <li>▪ In a cluster grouping model, a group of AIG students (generally up to a third of the class) are placed in a classroom.</li> <li>▪ Ideally with a teacher who is AIG certified or has professional development in gifted education, and has a desire to work with gifted students.</li> <li>▪ For schools with less than ten AIG students in a grade-level, a minimum of five AIG students should be placed in the same classroom with like identifications.</li> <li>▪ Flexible grouping within small groups based on readiness, interests, and abilities within the classroom</li> </ul>
<p><b>* Practice E</b> Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>Pender County Schools develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. PCS actively recruits staff members for the local AIG credential or AIG licensure programs by seeking out those who work well with gifted students academically and practice relationship building with this population. By offering a hybrid model of learning for local credentials, PCS seeks to meet the needs of classroom teachers who have busy schedules and prefer to have multiple options available to them for professional development delivery. These self-motivated teachers can work on a self-paced schedule that works for their learning and lifestyle. For the cost incurred, teachers may apply for tuition or fee reimbursement for any course taken toward completion of licensure or the Praxis exam; this funding is derived from the AIG budget provided by the state. The district strongly advises school administrators to give AIG clusters to teachers who have met this qualification.</p> <p>Annual surveys for all staff members provides the opportunity for teachers to express their needs regarding professional development. As a reminder, AIG is specifically offered as an option for these questions.</p>
<p><b>* Practice F</b> Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>Pender County Schools provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <ul style="list-style-type: none"> <li>▪ Evaluate and improve PD to ensure quality and equity is provided for AIG staff</li> <li>▪ Improve quality of PD for all certified staff</li> <li>▪ Differentiate support for all staff</li> <li>▪ Increase partnerships with stakeholders (i.e. local university teacher prep programs, parents, etc.)</li> <li>▪ Use of informal walkthrough observations to provide AIG Staff support</li> <li>▪ Continual evaluation of current policies and practices to support continuous student growth</li> </ul>
<p><b>* Practice G</b> 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.</p> <p>Pender County Schools 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. AIG staff members, AIG Director and the AIG Coordinator serve on multiple district and school committees thus providing the opportunity to direct attention to AIG needs when other committees are working toward a strategic vision, mission and priorities. The AIG Director and AIG Staff work directly with school and district MTSS teams to explain AIG Program goals, align them with school and district MTSS goals, and plans and delivers professional learning in order to integrate the perspective of gifted education throughout. District initiatives are all inclusive of AIG, Exceptional Children and the Multi-language population. Instructional Coaches along with AIG Specialists and others develop professional development plans for staff that will provide strategies and best practices for all segments of the Pender County student population. This collaboration benefits all teachers and can open the door for additional learning in the areas of gifted education, etc.</p> <p>All staff members are given an "AIG Basics" presentation at the beginning of every school year. This presentation, usually during a faculty meeting, coaches everyone in best practices for differentiation, process for AIG identification and spotlights the social and emotional difficulties and symptoms that gifted students may experience. Throughout the school year, resources from the North Carolina Department of Public Instruction AIG services, such as the "Booster Shots", are routinely shared to continue the education of staff and faculty.</p> <p>Pender County Schools is proud to be a member of the Southeast Region where meetings are held monthly and collaboration is strong among its members. This partnership with other districts in the area provides shared professional development opportunities as well as a network of individuals with a common goal and advocacy for gifted education. The Southeast Region seeks to create as much consistency in our area as possible in our development of the AIG Plan and in solutions to common issues. Attendance at the monthly meeting and conversations in between have helped to develop a region of educators who advocate for best practices with gifted education</p> <p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>▪ Explore and adopt a specific curriculums for teachers to receive professional development targeted at gifted learners/differentiation</li> <li>▪ Establish a Human Resource documentation process for teachers who obtain local AIG credentials</li> <li>▪ Strengthen the equity and excellence professional development options for faculty and staff</li> </ul>

**Planned Sources of Evidence**

\* Badge to include in email signature designating gifted credentials or licensure

\* District AIG Credential documentation and certificates

\* List of professional development offerings and attendance rosters

**Documents**

Type

Document Template

Document/Link

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

**Pender County Schools (710) 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.

Pender County Schools seeks to develop intentional, two-way partnerships with parents /guardians to support the academic, intellectual, social and emotional needs of AIG students. The AIG Team has an open-door policy for all stakeholders and encourages parents/guardians to provide insight, suggestions, and concerns. The AIG team communicates with parents/guardians through a variety of methods - conferences, phone calls, and emails - to answer questions, address concerns, and advise.

- AIG parent nights are held for every school in the district to improve communication and to communicate to families the goals and services of the AIG program. Presentations are created for the county as a whole in order to provide consistent and correct information. Opportunities are given for parents/guardians to ask questions or voice concerns during this session and provide contact information for all AIG Team members. Questions that cannot be answered by the school AIG member, are sent to the AIG Coordinator then AIG Director.
- AIG Specialists at the elementary level and AIG Support Staff at the middle and high school levels are available at Open House and Curriculum Night Events to support parents/guardians with key transition points to ensure the



continuation of services. Throughout the year, the AIG Team Members participate in parent conferences with administrations and/or general classroom teachers as needed or requested.

- The AIG Staff offers annual presentations for parents/guardians which focus on the Credit by Demonstrated Mastery (CDM) process and the accelerated classes offered in middle school.
- All parent meetings and presentations are offered in person, virtually and are available on the LEA's website for review to accommodate parent/guardian schedules.
- Program information, parent resources for academic, social and emotional concerns, and a contact form are provided to parents/guardians through the district AIG website and through each school's website.
- Pender County Schools recognizes the diversity in our population and provides a translator or translated documents as needed.
- Parent/guardian and family information is written in a parent/guardian - friendly format for understanding.

**\* 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.

Pender County Schools seeks to partner with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG programs and services. These partnerships provide the county's AIG population with opportunities that include but are not limited to:

- Dual enrollment with NCSSM and/or Cape Fear Community College
- Girls in Technology where females are invited for a one day STEM workshop sponsored/facilitated by GE/Hitachi
- On the job training as interns in local businesses, such as the area's veterinarian clinic
- Enrichment workshops in a field of interest or passion
- Guest speakers, in-person and virtual, for small-interest groups
- The North Carolina School of Science and Math (NCSSM) and other outside organizations' information are distributed to families as pertinent to academic growth and enrichment. Cape Fear Community College and The North Carolina School of Science and Math (NCSSM) may recruit students for online or in-person programming.

The exploration and coordination of new partnerships with community stakeholders is an ongoing effort in Pender County Schools. These partnerships are sought based on student interests and talents.

**\* 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.

Pender County Schools establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group will be representative of the diverse populations of the district and comprised of community members, AIG parents/guardians, AIG specialists, AIG support staff, and other instructional and support staff. The team seeks to include representatives from each of the schools to ensure the inclusiveness of the diverse populations of PCS gifted learners. Meetings are held regularly to discuss the status of the AIG program and gain input from these representatives regarding the strengths and needs of the program. A virtual format will be offered in order to accommodate the schedules and locations of team members. Meeting agendas will include but are limited to:

- Information on national and state gifted education topics with articles, research and expert opinions
- Information on Pender County School topics and data that affect gifted education
- Discussion topics
- Advocacy actions
- Community partnership opportunities
- Guest speakers
- Identification criteria, process and timeline

**\* 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.

Pender County Schools 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
- Enrichment opportunities for students
- Parent information to support parents outside of school

The AIG Team utilizes all available tools, such as: in person meetings, virtual conferences, AIG website, fliers, e-mails, letters, school newsletters, AIG-specific newsletters, social media, and automated phone calls from the district to inform parents of upcoming opportunities. PCS employs a translator to provide a Spanish translation of information that are available on the county AIG webpage, paper copies sent home, meetings, presentations, emails and automated messages. Other languages are translated and offered as needed.

**\* Ideas for Strengthening the Standard**

- Continue to look at ways to partner with institutes of higher education and local industry based on student interests and talents
- Continue to collaborate with local industries on providing opportunities for student mentorships based on student interests and talents
- Look into expanding our offering of CFCC courses
- MOA (Methods of Operations agreement) with UNCW
- Create new agenda format for Gifted Advisory Board

**Planned Sources of Evidence**

- \* Student schedules including CFCC and UNCW Courses
- \* Gifted Advisory Board minutes and meetings
- \* AIG Website
- \* Course catalog

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

Standard 6: Program Accountability

**Pender County Schools (710) 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.

Pender County Schools 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 LEA believes maintaining the validity of the AIG plan, in accordance with the AIG standards and state legislation, will ensure appropriate services for gifted students. The AIG Team, along with input from all stakeholders, develops and revises the local AIG program and policies based on the program's self-assessment of overall program goals.  
**The AIG Plan Revision Process** is as follows:

1. Information concerning "unpacking documents", current AIG Plan, AIG Coordinator notes from regional and state level meetings is collected
2. AIG Team collaborates to use the Self-Assessment Tool to reflect and evaluate the current AIG Plan on the standards and practices for North Carolina
3. Surveys for Pender County AIG parents/guardians, students, AIG Advisory Board and staff are sent out via emails, phone calls and county website
4. As the survey results come in, the AIG Coordinator continues to attend information meetings at the state and regional level to further understand the state's expectations for revisions
5. Once survey results are in, they are analyzed by AIG Team members for commonalities, differences and comments
6. This information is used by the AIG Director, AIG Coordinator and AIG Team to begin the collaborative discussion of each AIG standard and practices.  
School site experience, student needs and best practices are considered based on alignment with district initiatives, policies and beliefs as well as the state budget allocated for Pender County Schools
7. Revisions are reviewed many times with groups of and individual stakeholders
8. A final read by AIG Director and AIG Coordinator is given to the proposed AIG Plan
9. Copies are made and the document goes to the PCS Board of Education for approval
10. Once approved, the Pender County AIG Plan is submitted to the state for review

The newly revised AIG plan will stay in effect for a 3-year term.

**\* 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.

Pender County Schools monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.  
The AIG Coordinator facilitates monthly planning sessions with the AIG Team to collaborate across schools, plan lessons/activities, disaggregate data, create a list of needed resources and discuss AIG program implementation.  
The AIG Director evaluates the AIG Team's performance using the Rubric for Evaluating Teacher Leadership Specialist.  
During school visits and classroom walkthroughs, the AIG Director will collaborate with school administration to monitor and ensure local AIG program fidelity and implementation.  
This data is shared with principals, district leadership, and the local board of education as appropriate and when needed.

**\* 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.

Pender County Schools develops and monitors a budget using allotted state funds, and local funds if available, to address the needs of the local AIG plan in accordance with state policy. The state of North Carolina provides a yearly budget based on the total county population. The county does not receive any additional funding. All state funds allocated for Pender County Schools' AIG program are used for gifted education but are not limited to: AIG staff salaries and stipends

- Gifted education programming/services
- Gifted education resources
- Gifted education professional development

The AIG Director, the Chief Officer of Instruction, along with the Chief Financial Officer, continuously monitor all funds to ensure that allocated funds are spent in a manner that supports the needs of gifted and talented students. Monthly spending reports are monitored to ensure that all funds are spent according to state policy expenditures and are aligned to policies and priorities within the AIG program and services.

The AIG Director reviews and approves all expenditures from the AIG funds. AIG team members may request resource purchases on behalf of schools and teachers for AIG plan implementation.



**\* 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.

Pender County Schools maintains and analyzes multiple sources of student achievement and growth data, as well as annual high school drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. The district and school data and MTSS teams, including AIG Team members, collect and analyze all student achievement and growth data regularly to share with all pertinent personnel. Three times a year, all district stakeholders (Testing Accountability Director, CTE Director and Staff, AIG Director and Staff, EC Director and Staff, District Instructional Coaches) come together to a District Data Dig data is analyzed, discussed and plans for strengthening are made.

**Sources of data** includes but is not limited to:  
 1. Demographic including gender, ethnicity, grade level, EL, EC and AIG status  
 2. Attendance including chronic absenteeism  
 3. Behavior which includes social and emotional behavior  
 4. Pre K - 12th grade academic including formative (check-ins, benchmarks, etc.) and summative (EOG/EOC, Workkeys, ACT, CTE)

Data from these meetings is utilized by the AIG team in collaborates with teachers, school counselors, as well as school MTSS teams to determine whether or not AIG students' growth needs are being met, as well as equity among schools and under-represented populations.

In addition to analyzing data for growth and equity, the school team collaborates to develop a plan to track data on students with early warning signs for underachievement or dropout. These may include students who are chronically absent, exhibiting social emotional concerns, academic failures, and/or behavior difficulties.

**\* 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.

Pender County Schools 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.

Individual schools, the AIG team, and the district data teams collect and analyze data on AIG demographics, academics, attendance and behavior on a regular and consistent basis. The data is then shared with all stakeholders. The AIG Team utilizes Powerschool, Education Value-Added Assessment System (EVAAS), Educator's Handbook (social-emotional/behavior), benchmark data and student portfolios to identify potential students and to analyze and disaggregate data for AIG identified subgroups of students. Intentional focus is placed on culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students. This data is reviewed at least 3 times annually and is then shared with principals at the district's principal's meeting. Principals then lead their leadership teams in the same process.

During the school level meetings, school level EL, EC, CTE staff may be included as well as a representative of the district's AIG team (AIG Instructional coach, Director and/or Coordinator). Other support staff will be included depending on the student(s) area of giftedness and talent. The goal of these meetings is to provide intentional support and to ensure their potential is recognized, developed and served.

The district's AIG team analyzes the demographics of AIG students as it compares to the demographics of the district's total population. This data is used at the school and district level to determine how students from underrepresented populations are being referred, identified and served. This data is also used to help develop strategies to ensure under-represented populations including our twice-exceptional students are included and served. The AIG Team uses multiple criteria and multiple pathways of identification to include abilities testing (Otis-Lennon School Ability Test and Naglieri Test, achievement testing State EOG/EOCs, Iowa Test of Basic Skills) and observation evaluation (Renzulli Characteristics Form). Each school site scores are evaluated and the 10% is considered for Talent Development services which may lead to identification at a later time.

In Powerschool, AIG Headcount is due twice a year to the North Carolina Department of Instruction and offers a breakdown of the identified AIG student population including race, ethnicity, economic, or other demographic factors. Outside of Powerschool, the AIG Team maintains a Google file which contains information for all AIG identified students which includes their ethnicity, gender, grade level, and area of giftedness

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hispanic %	Native Amer %	Multir %	Pac Islander %	White %
<b>Female</b>	---	<5%	5.47%	---	10.32%	---	13.27%
<b>Male</b>	---	<5%	5.86%	---	9.25%	---	13.15%
<b>Total</b>	18.97%	<5%	5.67%	---	9.79%	---	13.21%

**Percent of Total AIG Students Identified as Dual Exceptionality**  
<5%

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

Pender County Schools 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. In collaboration with PCS Human Resources Department, the AIG Director oversees the program and monitors the credentials of current and potential staff members. Additionally, the AIG Team monitors and maintains records for all teachers who complete the local credentials related to understanding and teaching gifted learners. The AIG Director with support of the Board of Education approved AIG plan encourages administrators to follow the guidelines of cluster grouping with an AIG licensed or credentialed general education teacher.

**\* Practice G**

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

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

The district conducts an annual Comprehensive Needs Assessment in which AIG programming is included and evaluated.

The results of the assessment provide the AIG Team with critical information used to plan professional development to support our schools improving the academic and social needs of gifted learners. PCS invites students, parents/guardians, families, teachers, and other stakeholders on a regular basis for feedback on program effectiveness, with surveys and/or membership on the AIG Advisory Board.

The AIG team members are constantly reflecting on their lessons, activities and services provided to analyze results and to establish best practices for the gifted identified population.

**\* 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.

Pender County Schools 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 Team compiles a variety of data to review and revise the local AIG program at the end of each 3-year cycle. Sources of data utilized to improve the plan include but are not limited to:

- AIG student achievement data
- Results from staff, student and parent survey data
- Program enrollment data, including under-represented populations
- AIG Programming self-assessment
- EVAAS data to study trends of subgroup of AIG students
- NCDPI feedback
- Achievement and Aptitude scores used in screening, identification, and referral
- Feedback from the district's MTSS team

During the plan cycle, both formal and informal data are compiled to create a comprehensive review and to plan continuous improvement throughout the three year plan cycle.

The **AIG Plan Revision Process** is as follows:

1. Information concerning "unpacking documents", current AIG Plan, AIG Coordinator notes from regional and state level meetings is collected
  2. AIG Team collaborates to use the Self-Assessment Tool to reflect and evaluate the current AIG Plan on the standards and practices for North Carolina
  3. Surveys for Pender County AIG parents/guardians, students, AIG Advisory Board and staff are sent out via emails, phone calls and county website
  4. As the survey results come in, the AIG Coordinator continues to attend information meetings at the state and regional level to further understand the state's expectations for revisions
  5. Once survey results are in, they are analyzed by AIG Team members for commonalities, differences and comments
  6. This information is used by the AIG Director, AIG Coordinator and AIG Team to begin the collaborative discussion of each AIG standard and practices. School site experience, student needs and best practices are considered based on alignment with district initiatives, policies and beliefs as well as the state budget allocated for Pender County Schools
  7. Revisions are reviewed many times with groups of and individual stakeholders
  8. A final read by AIG Director and AIG Coordinator is given to the purposed AIG Plan
  9. Copies are made and the document goes to the PCS Board of Education for approval
  10. Once approved, the Pender County AIG Plan is submitted to the state for review
- The newly revised AIG plan will stay in effect for a 3-year term.

**\* Practice I**

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

Student academic, behavior, attendance, and social-emotional data as well as district-wide staff surveys, North Carolina Teachers' Working Conditions Survey as well as AIG stakeholder surveys are used to evaluate the AIG program. Notes from these sources are used to evaluate the program and make decisions as it relates to the allocation of funds for resources, personnel and enrichment opportunities. The AIG Team protects confidentiality and adheres to the rules of FERPA when sharing and disseminating student data with the public. Student, families and staff personal information is always excluded.

Stakeholder feedback and concerns that arise throughout the school year are noted, addressed, and discussed at team meetings and considered as a guide to decision-making concerning the services related to gifted students. Students, families, community and staff can voice concerns privately and with complete confidentiality.

Pender County Schools shares AIG program evaluation data with school and district leadership teams, students, parents/guardians, families, student and parent advisory groups as well as other community staff via district website, emails, letters, brochures and meeting agenda information in both English and Spanish as well other languages as reflected in the district/school stakeholder groups.

By sharing all data, Pender County communicates with transparency the needs and strengths of the student population as well as areas needing improvement by central services, school administrators and staff.

**\* 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.

Pender County Schools' safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. The AIG Plan details written policies, procedures, and practices which protects the rights of all AIG students and their parents/guardians and families. The district informs parents and staff of the nomination window and assessment dates for AIG identification. If a student qualifies, parents are invited for a group meeting or one-on-one conference, as requested, to receive information on the AIG program and services. Conferences with families of students who do not qualify for AIG are held upon request after a letter of scores and explanation are sent through email and/or postal service.

If families request a re-evaluation, a re-screening of student data is conducted by AIG Coordinator and AIG Director. In subsequent years, if there is a significant change in the students' data, criteria may be met and identification is made or additional testing may be required for program placement.

The district outlines the nomination, testing, and identification timeline which is communicated by AIG team members to all schools in multiple formats.

Each family is informed of the appeals process once the identification process is completed.

**The Grievance Process** is as follows:

**Level I:** School Site Review If parents/guardians have a disagreement concerning screening, identification, or services, they shall first request a meeting with the principal, AIG Specialist, and the child's teacher.

**Level II:** Administrative Review If the disagreement is not resolved at the school site, the parents may appeal in writing within 10 days to the coordinator of the AIG Program. He/She will review and respond to the case within ten days of receipt of the appeal.

**Level III:** Board of Education Review If an agreement cannot be reached administratively, the school system will arrange for a meeting with the AIG Director within ten days.

**Level IV:** School Board Review If mediation does not resolve the dispute, the parents/guardians may appeal to the PCS Board of Education in writing within ten days of the mediation. The Board will offer final written decision within 30 days.

**Level V:** As stated in Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.5-.8 (Article 9B)) The scope of the hearing will be limited to consideration of (1) whether the local school administrative unit improperly failed to identify the child as Academically or Intellectually Gifted student, or (2) whether the local plan of services for the student has been implemented appropriately.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.4

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**\* Ideas for Strengthening the Standard**

- Implementation of new online AIG nomination form
- Evaluate the data using the new 10% identification for diverse populations

**Planned Sources of Evidence**

- \* AIG Data Sheet
- \* AIG Headcount
- \* PCS Dashboard

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

Local Board of Education Approval



**Pender County Schools (710) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/20/2022 

Original Application Submission Date: 06/13/2022

**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>2022 AIG Local Plan BOE Approval</u>

AIG Related Documents

**Pender County Schools (710) 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="#">2022 AIG Local Plan BOE Approval</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	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	



Glossary

**Pender County Schools (710) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

<b>Phrase</b>	<b>Definition</b>
ACT, ACT Aspire, PSAT, SAT or AP Exams	Nationally normed tests of student achievement most often associated with and given to high school students preparing to apply to college.
Advanced Differentiated Education Plan (ADEP)	A form used as communication between AIG Team and school staff that specifically addresses the student's AIG identification, area of identification and test scores used as criteria.
AIG Specialist	Term used in Pender County Schools for a teacher specializing in the instruction of gifted learners and whose job it is to promote, advocate for and facilitate the AIG program within the schools. These staff members have earned AIG licensure and are paid primarily from the AIG budget provided to the county by the state.
AIG Support Staff	Pender County Schools' staff members who have been chosen due to their passion and desire to teach gifted students, to advocate for gifted education and to create relationships with gifted students and their families. These staff members may be AIG licensed, seeking AIG licensure or have obtained local AIG credentials. They work with identified students by providing enrichment opportunities, 4-year planning for high school and assistance with college, scholarship and enrichment applications.
Academically or Intellectually Gifted (AIG)	Academically and Intellectually Gifted identification is defined by the state of North Carolina in article 9B as students who need enrichment, extension or acceleration of the standard course of study. Gifted students have met the county criteria and have demonstrated an advanced ability or potential in one or more specific areas when compared to peers of the same age and/or grade level.

Academically Gifted	Academically Gifted students have met the county criteria and have demonstrated an advanced ability to learn or potential in one or more specific academic areas when compared to peers of the same age and/or grade level. The child's needs have shown through criteria to exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services
Intellectually Gifted	Intellectually Gifted students are those whose intellectual abilities, creativity, and potential for achievement exceeding their peers of the same age and/or grade level and are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services
Career and College Promise (CCP)	Three pathways in a dual enrollment program for motivated high school juniors and seniors seeking a head start on college and career training. In Pender County Schools, this partnership is with Cape Fear Community College.
Cognitive Abilities Test (CogAT)	a group administered K-12 assessment intended to estimate students' learned reasoning and problem solving abilities through a battery of verbal, quantitative and nonverbal test items. This test is nationally normed and used in Pender County Schools as a one-time universal screener for all students in elementary school.
Credit by Demonstrated Mastery (CDM)	The process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Pender County Schools follows the guidelines outlined by North Carolina Department of Public Instruction in which students must meet a test score and create an artifact that is presented to a panel of content experts for scoring.
Differentiated Education Plan (DEP)	A form serving a communication between the county and the family of a gifted identified student which outlines a gifted student's area of identification and the services that will be provided by Pender County Schools. This form is primarily used by this name in the elementary grades by the AIG specialist and changes to the Academic Resume' for middle and high school students.
Academic Resume'	A form used by AIG Support Staff with identified, middle and high school AIG students to outline the acceleration, enrichment opportunities, 4-year planning and community involvement they have and need for college applications.

End-of-Grade Tests (EOG)	North Carolina's version of summative assessments for grades 3rd through 8th grade designed to measure student performance on the goals, objectives, and grade level competencies specified in the North Carolina Standard Course of Study.
End-of-Course Tests (EOC)	North Carolina's version of summative assessments for high school level courses designed to measure student performance on the goals, objectives, and grade level competencies specified in the North Carolina Standard Course of Study.
Iowa Acceleration Scale	A research-based tool to help schools make effective decisions regarding a grade-skip and/or acceleration.
Iowa Test of Basic Skills (ITBS)	A nationally-normed standardized achievement test for K-12 students. Pender County Schools uses this assessment as a possible criteria for gifted identification.
Multi-Tiered System of Support (MTSS)	A process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior needs by systematically delivering a range of interventions based on demonstrated levels of need.
Nagleri Nonverbal Ability Test (NNAT)	A non-verbal measure of general ability and used by Pender County Schools as an assessment for possible gifted identification.
Otis-Lennon School Abilities Test (OLSAT)	A multiple choice test that measures scholastic achievement across all ages and commonly used in the U.S. to identify gifted children.
Primary Education Thinking Skills (PETS)	A systematized enrichment and diagnostic thinking skills program.

Renzulli Scale for Rating Scale	A research based scale for ranking the behavioral characteristics of learners. This standardized instrument is completed by teachers and provides an effective method of identifying gifted children.
Student Success Partnership Agreement (SSPA)	A tool intended to document measures teachers are taking to ensure students are receiving what they need to stay successful in school.
Universal Screening	The process of providing an assessment given to all students in the same grade level at the same time.

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