

**Overview: Mission/Vision Statement and Funding**

**Sampson County Schools (820) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Sampson 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 Sampson County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Vision:

To create a program that shapes the next generation of innovators.

Mission:

To provide gifted education services and experiences to students of varying backgrounds while offering a sound education that challenges those students to reach their full potential.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 414,306.09	* \$ 0.00	* \$ 0.00	* \$ 0.00

## Standard 1: Student Identification

### Sampson County Schools (820) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 1: Student Identification

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

##### \* Practice A

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

The AIG screening process is structured to match diverse student needs and provide multiple student opportunities for possible identification. AIG staff reviews multiple data sources to identify students who perform at significantly high levels of academic achievement. Sampson County Schools ensures that appropriate identification criteria will be uniform in all schools and reflects student differences related to gender, development, learning, and diversity. This information will be shared with all stakeholders.

The mass screening process starts in 2nd grade. At 2nd grade, the CogAT allows students to show their aptitudes in three different areas: verbal, quantitative, and non-verbal. It does not require language skills, therefore allowing all students, no matter their reading abilities or language barriers, to perform optimally. This screener will measure aptitude.

The new early referral process will allow any teacher or instructional personnel to refer a student based on our K-2 AIG Testing Referral Checklist document and data collection procedure outlined in the documentation. This will be made available to teachers in a secure location on the school website.

Students in grades 3-12 will be able to be referred for testing based on a referral process similar to the early identification process. Any teacher or instructional staff member can refer a student in these grades by using the Gifted Student Checklist. This includes academic and non-academic skills the student may possess. This form will be turned into the AIG specialist where it will be reviewed to see if the student would be a good candidate for testing.

**Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

The following includes areas in which students may be identified in all grade levels:

Academically Gifted in Reading (AR) – student has met criteria listed below in the area of reading ONLY

Academically Gifted in Math (AM) - student has met criteria listed below in the area of math ONLY

Academically and Intellectually Gifted in Reading and Math (AI) - student has met the criteria listed below for both aptitude and academics in the areas of reading AND math

Academically Gifted in Reading and Math (AG) - student has met criteria listed below for academic identification ONLY in reading and/or math

Intellectually Gifted (IG) - Students who have scored at the 97% for aptitude in any area, have demonstrated the potential for high achievement or giftedness, but have not met other identification criteria.

Different pathways for entering the AIG program will be accessible for all students K-12 to include CogAT testing and a matrix that calculates a variety of data through a point system. The point system will calculate quantitative data

from Achievement Tests, Aptitude Tests, Achievement Anecdotal Data, General Anecdotal Data, and a possible portfolio process as a qualitative measure.

Students in Kindergarten through second grade who are exhibiting gifted behaviors are nurtured within the regular classroom. The AIG Specialist will work with the teacher to assist with resources, materials and will observe students and provide feedback to the classroom teacher. Students in Kindergarten through second grade who are performing at least two grade levels above their current grade level for Reading or Math will be tested for aptitude. Students who score at 88% or higher will be provided with differentiated classroom instruction from the classroom teacher with support from the AIG Specialist. Referrals for testing will be made by the classroom teacher using reading and math screener data.

All Sampson County second graders are administered the on-line CogAT screener. Students scoring at 88% or above on the screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. Students who score from the 70th-87th percentile will be given the CogAT post-screener. Students scoring at the 88th percentile or above on the CogAT post-screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. We have also implemented a Matrix Point System that includes both quantitative and qualitative elements for students who are struggling to qualify in traditional ways. Those who meet the criteria set by the matrix point system may also qualify for placement at the beginning of 3rd grade.

When students are referred in grades 3-11, they will take the full version of the CogAT. Students scoring at the 88th percentile or above or those who meet the criteria set by the matrix point system may qualify for placement. They may also be identified using the matrix that calculates a variety of data through a point system.

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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.

All 2nd grade students in Sampson County will take the CogAT screener in the spring of the school year. This is a change from previous plans. The 2nd grade screener allows students the opportunity to show their reasoning skills and performance through picture analogies, number analogies, and figure matrices. The 2nd grade screener does not require particular language skills, which will enable students with limited reading or English language abilities to perform optimally on the screener. It also is not timed for this age group, which will enable these students more time to formulate correct answers.

Although the CogAT for third grade and above does contain a verbal component, we have designed an identification matrix point system to allow students from underrepresented populations additional opportunities to qualify for gifted services. We also have strategic plans in place to provide subject and/or grade acceleration for students whose data reflects a need for this type of placement.

Sampson County Schools' AIG specialist team will be designing certification and continuing education modules for regular classroom reading and mathematics teachers. We plan to begin training and certifying teachers in grades 6-8 and eventually train and certify 3rd-5th grade and 9th-12th grade reading and math teachers. Our ultimate goal is to have an AIG certified classroom teacher in each grade level for reading, math, science, and social studies in each school. Teachers may take the Sampson County gifted education module to obtain local AIG certification and renewal credit, or they may take the module to prepare for taking the AIG Praxis to add AIG certification to their license.

Professional Development referring specifically to the qualities of underrepresented populations will be included in our certification modules for teachers pursuing gifted certification and for other teachers as a renewal credit option.

As we expect to have even more students from special populations qualify for gifted services, EC and ELL teachers will also be encouraged to complete the certification module, not only for instructional support but also to provide training in identifying students who are twice-exceptional.

Another focus of our AIG specialist team will be to create both a hard-copy and online AIG manual for every school which will include ways to recognize and serve twice exceptional and other underrepresented populations.

\* **Practice D**  
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Sampson County Schools is transitioning to having one lead specialist whose primary role will be to monitor and provide consistency throughout the LEA in the areas of training, identification, nurturing, and service options for all gifted students.

Each school will have one AIG Liaison. The liaison will handle gifted student paperwork, provide a school-based contact for parents, teachers, and administrators, and be the lead contact for all enrichment activities.

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

The Differentiated Education Plan is reviewed annually with parents, students, teachers, and administrators, and allows students to include goal setting and progress monitoring.

Parents, students, families, and community members have access to a brochure, social media sites, and other pertinent information related to AIG services on the website. An Advisory Committee, made up of parents, AIG specialists, AIG liaisons, former AIG students, and community members, provides feedback on the AIG plan and identification process. Surveys will be completed annually to gather feedback from parents and families related to the AIG identification process and service options.

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

Documentation is maintained in each student's AIG Folder. The Individualized Eligibility form, Differentiated Education Plan, and all applicable testing and screening forms and signatures are stored in the file. Elementary students also receive a Quarterly AIG Progress Report. The Differentiated Education Plan is reviewed annually with parents, students, teachers, and administrators, and allows students to participate in individual goal setting and progress monitoring.

Sampson County Schools utilizes a digital data platform to house information on all students. While its primary intent is to house information for at-risk students, it also gathers the necessary data to track gifted students. Data housed in this platform includes: school screener data, standardized testing data, and grades.

### \* Ideas for Strengthening the Standard

- Continue to research service options for Intellectual Giftedness.
- Make Intellectual giftedness a focus topic for PLCs.
- Provide focused PLCs for classroom teachers on both evident and latent characteristics of gifted learners, especially those students from under identified populations.
- Make sure all documents are in English and Spanish on the web and available for stakeholders.
- Revisit identification procedures annually and update forms, etc. as needed.
- Collaborate quarterly with guidance counselors, classroom teachers, and bilingual liaisons to inform all stakeholders of the identification process.
- Encourage regular classroom teachers to enroll in classes for AIG certification.

### Planned Sources of Evidence

- \* Agendas and minutes from AIG Specialists' meetings
- \* Examples of completed identification forms
- \* Student identification forms that include multiple criteria
- \* PowerSchool Collected Data

\* AIG testing materials/results

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

Standard 2: Comprehensive Programming within a Total School Community

## Sampson County Schools (820) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

#### \* Practice A

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

K-2: In the first year of our new plan, all students in grades K-2 will receive monthly nurturing lessons led by a certified AIG specialist. During these lessons, the regular classroom teacher will be provided with a checklist for the lesson that explains the learning skill that students will be engaged in and ways that a gifted student may respond to it. Our county will provide PETs and menu materials for each school, one set per grade level. Nurturing lessons have been provided during previous plan cycles; however, as an LEA, one of our main goals is to reach and track students from under-represented populations. Providing consistent exposure to lessons that promote creative and critical thinking skills is one way to ensure that students from all of our schools are afforded the same opportunities for challenge and growth. Guiding classroom teachers in providing these types of lessons, as well as providing training on the characteristics of young gifted students, will better ensure that teachers have a clear understanding of both traditional and non-traditional characteristics.

Students in Kindergarten through second grade who are exhibiting gifted behaviors are nurtured within the regular classroom. The AIG Specialist will work with the classroom teacher to assist with resources and materials and will observe students and provide feedback to the classroom teacher. Using co-teaching and guidance, regular classroom teachers will be taught how to more appropriately provide differentiated instruction, leveled materials, and targeted instruction.

Students in Kindergarten through second grade who are performing at least two grade levels above their current grade level for Reading or Math will be tested for aptitude with the CogAT. Students who score 88% or higher will be provided with differentiated classroom instruction from the classroom teacher with support from the AIG Specialist. Referrals for testing will be made by the classroom teacher using reading and math screener data.

Students consistently scoring at least two grade levels above their current grade level on a research-based assessment AND who qualify for identification in one subject area have the potential to receive subject acceleration in that subject area with an older group of students. Students scoring at least two grade levels above their current grade level in both reading AND math AND who qualify for identification in both reading AND math may potentially be grade accelerated to provide a more appropriate learning environment.

In the spring of each school year, all Sampson County second graders are administered the on-line CogAT screener. Students scoring at 88% or above on the screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. Students who score from the 70th-87th percentile will be given the CogAT post-screener. Students scoring at the 88th percentile or above on the CogAT post-screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. We have also implemented a Matrix Point System that includes both quantitative and qualitative elements for students who are struggling to qualify in traditional ways. Those who meet the criteria set by the matrix point system may also qualify for placement at the beginning of 3rd grade.

3-5: Beginning in third grade, students who are already identified or part of an AIG potential group will be clustered with like-ability students. Our county is moving to a content replacement model for students in grades 3-5. By the end of year three in the transition process, our goal is to have each reading and math teacher working with gifted students add SCS county licensure or state AIG certification to his/her license. This will provide gifted students with daily instruction by an AIG certified teacher in their identification area. This will allow for daily versus weekly exposure to differentiated lessons and more frequent individualized instruction. With this change in our program, students will receive more consistent services, and we will be able to offer a wider variety of enrichment opportunities, both within the school walls and beyond.

6-8: As students transition to middle school, they will continue to be clustered based upon their identification area or their gifted potential. By the end of transition year 1, all middle school reading and math teachers working with gifted students will be AIG certified. This will ensure quality acceleration practices for students in both reading and math. By the end of transition year three, our goal is to have middle school teachers in other subject areas, such as science and social studies, AIG certified to ensure a broader understanding of gifted characteristics and appropriate teaching strategies. This will also allow for the possible referral and identification of older students from under-represented populations who may have been missed in the past. All AIG math-identified students and those who score a level 5 on the math EOG exam from the previous year will continue the accelerated math program in grades 6 and 7 and

take Math 1 as 8th graders. We plan to continue and increase the number of college visits, as well as to provide more STEM and design engineering opportunities for middle schoolers throughout the school year.

9-12: As AIG students transition to high school, they will continue to participate in accelerated coursework, beginning with Honors courses. They will also be encouraged to enroll in on-line courses, Career and College Promise Courses, Dual Enrollment Classes, Advanced Placement Courses, Clubs, and regular focused seminars. By the end of transition year three, our goal is to also have high school teachers in the areas of English, math, science, and social studies AIG certified to ensure a broader understanding of gifted characteristics and appropriate teaching strategies. This will allow for the possible referral and identification of older students from under-represented populations who may have been missed in the past. It will also ensure that the instructional level of depth and complexity continues to increase in high school, and that the work these students complete in Honors and AP classes fully prepares them for the level of challenge at the college and university level.

High school students will also have access to makerspaces in each high school where they can explore interests and enhance classroom instruction. High School AIG liaisons will continue to schedule college visits for high school students so that they will have at least four opportunities to explore universities of interest. Sampson County Schools also employs one College Advisor/Scholar Coordinator in addition to three College Advisors that have been supplied from Duke University to assist students in applying for colleges and scholarships. We plan to add another advisor to complete all four of our districts within our county. These individuals work with high school students and parents in preparation of writing resumes, and completing college applications. They also provide support for students in completing financial aid paperwork, practice with interviewing skills, and educating students related to additional opportunities such as those available to the NC School of Math and Science and the Governor's School.

AIG specialists, AIG liaisons, regular classroom teachers, English as a Second Language teachers, resource teachers, and guidance counselors will continue to work closely together to ensure the most appropriate services and support for gifted students.



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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.

One of our main goals as a school system is to have resources and practices in place to properly identify and support students who are experiencing Social-Emotional (SEL) difficulties by removing barriers for students. Gifted students in particular can often face social and emotional adjustment, including: (1) anxiety caused by advanced knowledge or understanding; (2) heightened sensitivity to feelings of others; (3) perfectionist tendencies; and (4) feelings of being alone, isolated, and different. AIG specialists, regular classroom teachers, exceptional children teachers and the teachers of English language learners collaborate during PLCs and provide both academic as well as social and emotional enrichment and opportunities for continued growth for the gifted learner.

AIG specialists communicate with guidance counselors, administrators and other support personnel at each school to determine program options that support the social and emotional needs of gifted learners. If an AIG student has a particular social or emotional need, it will be documented and housed in our digital data platform. The platform will allow us to track and monitor individual student social and emotional, as well as academic needs. MTSS will also be utilized to support gifted students' affective needs. All schools have been Youth Mental Health First Aid certified, and procedures are in place to meet gifted students' affective needs.

We will use the AIGEE strategy to evaluate students in crisis, and a crisis packet will be completed if necessary. Students entering 9th grade in our county will participate in either the Teacher Cadet Program or the Peer Group Connection (PGC). The PGC program will provide a transition service for students as they work with a PGC instructor and trained student mentors to understand their changing roles as high school students and develop better communication skills with teachers, parents, and peers. They also are educated about peer pressure, teen violence, drugs, and much more. Each school in the district (K-12) will continue with the PBIS program which will include training and the implementation of a positive behavior plan.

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

One of our district priorities is to actively support student-centered instruction by seeking solutions to removing barriers, including those related to policies, practices, and traditions. The AIG team makes decisions that will positively affect student performance by utilizing collaborative teams with a shared decision-making process. We have made significant strides this year in developing a stronger, more consistent, and inclusive identification process to increase identification of gifted students from all backgrounds. We now have a Gifted Identification Matrix point system that allows students'

challenges to work for them instead of against them when being considered for identification. For example, points are given for being the highest performer in an ethnic group, being an ELL or twice-identified student, experiencing trauma, or having a high number of absences. We are also adding an Academically Gifted category for students who may have high classroom performance and EOG scores but struggle to reach the score needed to qualify with aptitude due to test anxiety or other issues. Students who consistently perform at high levels in the classroom are then provided with the same support and enrichment as other Academically and Intellectually gifted students, thus continuing their growth and advancement.

The district has clearly outlined that a huge priority is to improve core instruction. The AIG program will help support this goal by offering training and professional development to teachers that will support the differentiation of core instruction to all learners, especially gifted learners.

Included in the new model for AIG will be availability of more financial resources that will allow schools to receive funds for field trips, makerspaces and other items to support gifted learners.

**\* Practice D**

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

AIG specialists will provide monthly nurturing lessons for students in grades K-2 in all elementary schools. Based on nurturing observations and regular classroom data in the areas of reading and math, teachers will be guided in creating fluid grouping practices to better meet the individual needs of their students. Using co-teaching and guidance, specialists will work collaboratively with regular classroom teachers in order to appropriately support differentiated instruction, leveled materials, and targeted instruction in the regular classroom.

Students in Kindergarten through second grade who are performing at least two grade levels above their current grade level for Reading or Math will be tested for aptitude with the CogAT. Students who score 88% or higher will be provided with differentiated classroom instruction from the classroom teacher with support from the AIG Specialist. Referrals for testing will be made by the classroom teacher using reading and math screener data.

Students consistently scoring at least two grade levels above their current grade level on a research-based assessment AND qualify for identification in one subject area have the potential to receive subject acceleration in that

subject area with an older group of students. Students scoring at least two grade levels above their current grade level in both reading AND math AND who qualify for identification in both reading AND math may potentially be grade accelerated to provide a more appropriate learning environment.

In the spring of each school year, all Sampson County second graders are administered the on-line Cogat screener. Students scoring at 88% or above on the screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. Students who score from the 70th-87th percentile will be given the CogAT post-screener. Students scoring at the 88th percentile or above on the CogAT post-screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. We have also implemented a Matrix Point System that includes both quantitative and qualitative elements for students who are struggling to qualify in traditional ways. Those who meet the criteria set by the matrix point system may also qualify for placement at the beginning of 3rd grade.

Beginning in third grade, students who are already identified or part of an AIG potential group will be clustered with like-ability students. This accelerated grouping process will continue through 8th grade. Students in grades 3-8 will continue to be referred and accessed for gifted services utilizing the online CogAT format. All AIG math-identified students and those who score a level 5 on the math EOG exam from the previous year will be clustered and will continue in the accelerated math program through grades 6 and 7 and take Math 1 as 8th graders.

As AIG students transition to high school, they will continue to participate in accelerated coursework, beginning with Honors courses. They will also be encouraged to enroll in on-line courses, Career and College Promise Courses, Dual Enrollment Classes, Advanced Placement Classes, Clubs, and regular focused seminars. High school students may enroll in Career and College Promise courses at Sampson Community College and take Advanced Placement courses through NCVPS. Additional opportunities for online Advanced Placement courses are available through the NC School of Science and Math. Students who demonstrate high proficiency in selected Career and Technical Education courses can also receive articulated credit that is recognized in the community college system. To receive this credit, students must score a 90 or above on the VoCATS assessment and a B in the course. All high school students in Sampson County Schools are eligible for Demonstrated Mastery (CDM) as a method of course acceleration.

A primary focus in our new plan will be to group gifted students in grades 3-12 in learning clusters that provide maximum opportunities for differentiation. Particular care will be taken when creating class rosters to ensure that classroom teachers are able to most effectively provide differentiation and compacting of curriculum to best meet gifted students' needs.

The district will communicate information with regard to accelerative instruction options and grouping practices with stakeholders at advisory meetings, teachers' meetings, administrator meetings, PLCs and forums.

**\* 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.

Sampson County Schools' AIG specialist team will be designing certification and continuing education modules for regular classroom reading and mathematics teachers. We plan to begin training and certifying teachers in grades 6-8 and eventually train and certify 3rd-5th grade reading and math teachers. Our ultimate goal is to have an AIG certified classroom teacher in each grade level in each school, including at the high school level.

A copy of students' DEPs will be shared with each of their teachers and will include ways they can support that learner.

Another focus of our AIG specialist team will be to create both a hard-copy and online AIG manual for every school which will outline the ways that services and instruction for gifted students will be carried out. It will also provide examples of ways to recognize and serve twice exceptional and other underrepresented populations.

PDFs of all documents, the AIG manual, gifted education regulations, and the local AIG plan will all be easily located on our county AIG website as well as a shared Google drive. General AIG documents will be easily accessible on our AIG page on the Sampson County Schools' website, and documents for teachers and administrators will be easily accessible with their personal log-in information in a secure online location.

**\* Practice F**

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

At the elementary level, specialists meet with classroom teachers and guidance counselors to ensure the AIG student has a smooth transition between each grade level and to review and discuss data on DEPs. During this plan cycle, the middle school AIG specialists or liaisons will meet with students at their "feeder" schools to review the services they will receive and address concerns. AIG specialists or liaisons will compile a list of AIG students transitioning from

elementary to middle school, and middle to high school to ensure that students are placed in areas of needed services. AIG specialists or liaisons at the feeder school will provide the receiving schools with documentation at the end of the year including records, data and service options to ensure effective continuation of K-12 services. AIG specialists and liaisons maintain open lines of communication to ensure the transition of students to new schools and grade levels is a smooth and continuous process for students.

**\* 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.

The Sampson County Schools' curriculum team has designed curriculum pacing guides to guide teachers in providing a variety of levels of instruction for students. The AIG team will build upon this work within their training modules to directly provide support with strategies such as pre- and post- testing, compacting, and leveling instruction to meet gifted students' needs.

Our county has also created a district-wide policy for subject and grade acceleration to provide consistency in these services throughout our county. Students consistently scoring at least two grade levels above their current grade level on a research-based assessment AND qualify for identification in one subject area have the potential to receive subject acceleration in that subject area with an older group of students. Students scoring at least two grade levels above their current grade level in both reading AND math AND who qualify for identification in both reading AND math may potentially be grade accelerated to provide a more appropriate learning environment.

Gifted high school students will be encouraged to participate in dual enrollment with our local community college. Students who are identified as academically and intellectually gifted in both reading and math have the option to begin enrolling in community college courses as a high school freshman. Students identified as academically and intellectually gifted in either reading or math may begin these classes as a high school junior. These classes allow our gifted students to take a class for college credit in the place of a high school course and allow them to complete prerequisite college courses at a faster pace, enabling them to enter college or graduate earlier based on their goals.

**\* 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.

Talent Development: Regular classroom teachers are now encouraged to observe nurturing lessons given by specialists in order to provide them with needed practice in more clearly identifying the gifted potential in students from every subgroup.

We already have a firm plan in place for intentional talent development beginning with early elementary students. In order to continue this talent development as well as instructional growth in the upper grades, our AIG specialist team will be designing certification and continuing education modules for regular classroom reading and mathematics teachers. We plan to begin by training and certifying teachers in grades 6-8 during the first year of the new plan, to train and certify 3rd-5th grade reading and math teachers during the second year, and to begin training 6th-8th grade science and social studies teachers and 9th-12th grade English, math, science, and social studies teachers during year 3. Our ultimate goal is to have an AIG certified classroom teacher in each school in each subject area from Kindergarten to twelfth grade. In working with classroom teachers, principals, and instructional coaches during the last plan cycle, our AIG team has identified the need for a county-wide change in mindset regarding gifted identification, programming, and services. As a county and AIG team, we are making strides to remove barriers, especially those related to gifted education policies, practices, and traditions, to ensure that we are meeting the needs of all students across our county, by training the very teachers who engage with our students on a daily basis.

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

Extra-curricular programs and events that are aligned to curriculum and enrich the student's academic strengths will be made available for all students with the appropriate approval. These programs will be an extension or culminating project for a unit of study, or an opportunity to broaden the student's understanding and interest on a variety of topics.

AIG specialists, AIG liaisons, and AIG certified teachers will be afforded the opportunity to attend regional and state conferences to stay updated about enrichment opportunities for gifted students, such as service projects and/or clubs across all grade spans.

With our change in programming, extra AIG funding will be available that will provide our students with more extracurricular opportunities such as field trips, after-school clubs and competitions, and STEM/STEAM learning experiences. They will now not only be receiving daily differentiation, acceleration, and compacting in the regular classroom, they'll also be provided with enrichment opportunities that we've not been able to offer them previously.

AIG specialists will communicate with parents via email, newsletters, and social media to provide information about enrichment opportunities such as DUKE Tip, STEM camps, and math/technology/science camps.

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### \* Ideas for Strengthening the Standard

- Put the AIG Manual on the shared drive for regular education teachers to access.
- Give each AIG school lead a copy of the AIG manual to reference.
- Showcase student work more frequently through social media supports.
- Update the existing AIG brochure.
- Revise the DEP to include new AIG identification matrix.

### Planned Sources of Evidence

- \* AIG Identification Matrix
- \* AIG Manual
- \* MTSS Data

* PowerSchool data
* PLC agendas/rosters

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

**Standard 3: Differentiated Curriculum and Instruction**

**Sampson County Schools (820) 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.

K-2: AIG specialists will provide monthly nurturing lessons for students in grades K-2 in all elementary schools. Based on nurturing observations and regular classroom data in the areas of reading and math, teachers will be guided in creating differentiated instructional practices to better meet the individual needs of their students. Using co-teaching and guidance, specialists will work collaboratively with regular classroom teachers in order to appropriately support differentiated instruction, leveled materials, and targeted instruction in the regular classroom. Curriculum specialists will provide teachers with pacing guides to facilitate differentiation, extension, and enrichment, and integration of content areas.

3-5: Beginning in third grade, students who are already identified or part of an AIG potential group will be clustered with like-ability students. Our county is moving to a content replacement model for students in grades 3-5. By the end of year three in the transition process, our goal is to have each reading and math teacher working with gifted students add AIG certification to his/her license. This will provide gifted students with daily instruction by an AIG certified teacher in their identification area. This will allow for daily versus weekly exposure to differentiated lessons and more frequent individualized instruction. With this change in our program, students will receive more consistent services, and we will be able to offer a wider variety of enrichment opportunities, both within the school walls and beyond.

6-8: As students transition to middle school, they will continue to be clustered based upon their identification area or their gifted potential. By the end of transition year 1, all middle school reading and math teachers working with gifted students will be AIG certified. This will ensure quality acceleration practices for students in both reading and math. By the end of transition year three, our goal is to have middle school teachers in other subject areas, such as science and social studies, AIG certified to ensure a broader understanding of gifted characteristics and appropriate teaching strategies. This will also allow for the possible referral and identification of older students from under-represented populations who may have been missed in the past. All AIG math-identified students and those students who score a level 5 on the math EOG exam from the previous year will continue the accelerated math program in grades 6 and 7 and take Math 1 as 8th graders. We plan to continue and increase the number of college visits, as well as to provide more STEM and design engineering opportunities for middle schoolers throughout the school year.

As AIG students transition to high school, they will continue to participate in accelerated coursework, beginning with Honors courses. They will also be encouraged to enroll in on-line courses, Career and College Promise Courses, Dual Enrollment Classes, Advanced Placement Classes, Clubs, and regular focused seminars. To continue the important process of providing the appropriate enrichment and acceleration opportunities for our older students, we will promote and support AIG certification for our honors and AP high school reading, math, science, and social studies teachers. We plan to provide modules that will allow science and social studies teachers to easily integrate these identified subject areas into their content area to provide a more balanced approach to leveled and/or compacted instruction.

In order to provide the most appropriate learning environment for gifted students in grades 3-12, a primary focus in our new plan will be to group gifted students in learning clusters that provide maximum opportunities for differentiation. Particular care will be taken when creating class rosters to ensure that classroom teachers are able to more effectively provide differentiation and compacting of curriculum to best meet gifted students' needs.

**\* Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Sampson County Schools' AIG specialist team will be designing certification and continuing education modules for regular classroom reading and mathematics teachers. By year three of our plan, we plan to provide modules that will allow science and social studies teachers to easily integrate these identified subject areas into their content area to provide a more balanced approach to leveled and/or compacted instruction. We plan to begin training and certifying

teachers in grades 6-8 and eventually train and certify 3rd-5th grade reading and math teachers. Our ultimate goal is to have an AIG certified classroom teacher in each grade level/subject area in each school, including high school.

Another focus of our AIG specialist team will be to create both a hard-copy and online AIG manual for every school. This manual will complement the modules by providing information that teachers can find and utilize quickly on such topics as: differentiating instruction based on ability and interest, compacting curriculum, flexible grouping, the use of technology to facilitate learning, and the use of data to refine instructional techniques. It will also contain a section on ways to recognize and serve twice exceptional and other underrepresented populations.

By year three of our plan, each school will have an AIG Liaison who will be the point of contact and support for gifted student programming in each school. This AIG certified teacher will communicate with the Sampson County Schools' Lead AIG Specialist on a regular basis for new information on best practices, enrichment opportunities, instructional depth and complexity, and field trips.

PDFs of all documents, the AIG manual, gifted education regulations, and the local AIG plan will all be easily located on our county AIG website as well as a shared Google drive to ensure that all teachers can quickly access information.

**\* Practice C**  
Incorporates a variety of evidence-based resources that enhance student learning.

Sampson County Schools' AIG specialist team will be designing certification and continuing education modules for regular classroom reading and mathematics teachers as well as science and social studies teachers. The continuing education resources will also incorporate our county-wide pacing guides for each grade level, in order to more effectively integrate accelerated content and compact instruction. We are also utilizing MCClass and IReady, research-based data programs which will provide teachers with immediate feedback on what students actually know and whether the strategies that they are using actually benefit students.

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

Teachers will focus on Future-Ready content and skills in order to effectively make real world connections. In order to develop leadership skills in students, classroom teachers and AIG specialists will work cooperatively to design lessons that allow for increased high level communication and collaboration among students. The STEM and STEAM county initiative will be an integral part of the K-12 gifted programming. Our SCS technology department has STEM and STEAM resources available for checkout to classroom teachers in their “One Stop STEM/STEAM Shop.” Within our learning modules, we will provide connections to these materials to encourage classroom teachers to integrate STEM and STEAM concepts into their instruction, thus fostering future-ready skills throughout every day instruction.

Future-Ready skills will be an integral part of the continuing education modules for classroom teachers. Because of the change in our programming over the next three years, it will be even more critical that teachers have easily accessible resources to properly engage gifted students and integrate these skills into regular classroom lessons. During year one of our new plan, AIG Specialists will be participating in a variety of book studies and research that will allow us to reinforce depth and complexity within these teacher modules.

**\* Practice E**

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

On-going formative assessments will assist in differentiating instruction. Data from benchmark tests and check-ins, iStation assessments, MCClass screeners, and teacher selected programs will be utilized to guide instruction for gifted students. AIG Specialists will guide classroom teachers on using the data at their disposal to design pre-tests, post-tests, and compacted curriculum to better meet the needs of all learners.

Based on assessment data, AIG identified and potential AIG or IG students will be afforded the opportunity to participate in advanced courses at the middle and high school. Quarterly progress will be communicated to parents through Quarterly Performance Reviews in grades K-5 for identified students. At the middle school and high school levels, information will be shared with parents on assessments by their core teacher.

**\* Practice F**

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

Collaboration between the AIG specialists, classroom teachers, and the guidance counselors is in place to strengthen the instructional practices that support the social and emotional needs of all AIG students. MTSS will be utilized to focus on the social and emotional needs of our gifted population, especially in grades K-8. The high school AIG liaisons will meet with students for seminar focus groups to increase targeting special needs of the AIG students. Topics of discussion may include: underachievement, building strong study habits, and stress related to college decision making. Collaboration with the school counselors and career and college coordinators will determine areas of concern/topics of discussion based on the needs of the current student population at all levels.

**\* 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.

K-2: AIG specialists will provide monthly to bi-monthly nurturing lessons for students in grades K-2 in all elementary schools. Based on nurturing observations and regular classroom data in the areas of reading and math, teachers will be guided in creating differentiated instructional practices to better meet the individual needs of their students. Using co-teaching and guidance, specialists will work collaboratively with regular classroom teachers in order to appropriately support differentiated instruction, leveled materials, and targeted instruction in the regular classroom. Curriculum specialists will provide teachers with pacing guides to facilitate differentiation, extension, and enrichment, and integration of content areas.

Students in Kindergarten through second grade who are performing at least two grade levels above their current grade level for Reading or Math will be tested for aptitude with the CogAT. Students who score 88% or higher will be provided with differentiated classroom instruction from the classroom teacher with support from the AIG Specialist. Referrals for testing will be made by the classroom teacher using reading and math screener data.

Students consistently scoring at least two grade levels above their current grade level on a research-based assessment AND qualify for identification in one subject area have the potential to receive subject acceleration in that subject area with an older group of students. Students scoring at least two grade levels above their current grade level in both reading AND math AND who qualify for identification in both reading AND math may potentially be grade accelerated to provide a more appropriate learning environment.

In the spring of each school year, all Sampson County second graders are administered the on-line Cogat screener. Students scoring at 88% or above on the screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. Students who score from the 70th-87th percentile will be given the CogAT post-screener. Students scoring at the 88th percentile or above on the CogAT post-screener who meet a total of two out of three identification criteria will qualify for gifted services to begin at the start of 3rd grade. We have also implemented a Matrix Point System that includes both quantitative and qualitative elements for students who are struggling to qualify in traditional ways. Those who meet the criteria set by the matrix point system may also qualify for placement at the beginning of 3rd grade.

Beginning in third grade, students who are already identified or part of an ALG potential group will be clustered with like-ability students. Reading and math classroom teachers will provide accelerated content and will compact instruction as needed and required to ensure the continued growth of these students. Students in grades 3-5 will continue to be observed for gifted tendencies and then referred and placed in the program upon meeting the requirements for gifted services.

**\* 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.

All personnel involved with the ALG student will collaborate to provide the most appropriate differentiated instruction based on individual need. This is an important part of our new plan as we make concerted efforts to nurture and identify students from under-represented populations. These populations could include twice-exceptional students, English Language Learners, or simply students from backgrounds not fully represented currently in our county's program. For these groups of students, quarterly meetings will be held with the ALG Liaison, classroom teacher, exceptional children's teacher (if applicable), and guidance counselor to provide educational and emotional support as needed. When necessary, an administrative representative and/or one of the instructional coaches will become a part of individualized planning

**\* 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 ALG student, such as a Differentiated Education Plan (DEP). This document is reviewed

annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The AIG Student Differentiated Education Plan (DEP) is the guiding document for scheduling and placement of each AIG student. AIG specialists utilize the DEP to ensure students are served in their area(s) of identification. Student and parent input is a vital part of the DEP. Signatures are collected when this document is reviewed annually with school personnel, parents, and students. At the high school level, the DEP will track student's utilization of honors and college and career promise courses as well as the student's individual goals and test scores to ensure that the student is succeeding academically on an individualized level and include a 4 year plan towards graduation. Interest inventories, student surveys, and other documents provide additional sources of insight into the student's continuum of services. An Intellectually Gifted Differentiated Education Plan (IDEP) will be developed for students who are identified as Intellectually Gifted.

#### \* Ideas for Strengthening the Standard

- Model tiered assignments, compacting, and other differentiation strategies with classroom teachers.
- Provide extra options for content replacement for students in grades K-12.
- Explore grant writing and creative funding options to fund enrichment opportunities for AIG students.
- Create new opportunities for AIG students using existing funding sources.

#### Planned Sources of Evidence

- \* Lesson Plans/Unit plans
- \* Differentiated Education Plans (DEP)
- \* Professional Development Self-paced coursework, agendas and handouts
- \* Data regarding program participation
- \* EVAAS data
- \* Student performance data

\* Various means of communication such as: emails, websites, social media, brochures, newsletters, etc.

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

**Standard 4: Personnel and Professional Development**

**Sampson County Schools (820) 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.

Sampson County Schools' Central Office will designate a lead coordinator to monitor the development and implementation of the plan. This coordinator works with the AIG specialists to prepare and plan an annual Program Outline and Evaluation to ensure that the program is consistent throughout the county. Meetings are held at least quarterly with the AIG Specialists and school liaisons . Topics discussed at meetings include: Professional Development, AIG updates, referral/testing/placement, data, communication with stakeholders, etc. The coordinator oversees the AIG testing program and plans and also coordinates an annual meeting to review the progress of the AIG program and determine necessary changes or best practices to implement for the upcoming school year. The lead AIG specialist participates in regional meetings, professional development opportunities and statewide meetings and initiatives. The coordinator facilitates monthly system wide meetings to review policy updates and implementation of the plan.

**\* Practice B**

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

Sampson County Schools is transitioning toward a content-replacement model of gifted educational programming. In year one, AIG specialists who have not already taken other positions within our county will be transitioning to curricular support and module writing and will be providing consistent nurturing services across our county for students in grades

K-2. In year two, we will transition to one lead AIG specialist. We also hope to employ two part-time AIG specialists whose primary role will be to provide nurturing support for all of our elementary schools as more funds become available. By the end of year three of our new plan, we will employ one lead AIG Specialist and sixteen AIG Liaisons. The lead specialist's primary role will be to monitor and provide consistency throughout the LEA in the areas of training, identification, nurturing, and service options for all gifted students. Each school will have an AIG Liaison who will be the point of contact and support for gifted student programming. Each AIG certified teacher will communicate with the Sampson County Schools' Lead AIG Specialist on a regular basis for new information on best practices, enrichment opportunities, instructional depth and complexity, and field trips. As stated in various parts of our plan, our primary goal is ensuring that our gifted students are provided with consistent gifted programming and instructional opportunities on a daily basis. By the end of year 3 of this plan cycle, our ultimate goal is to have an AIG certified teacher in every grade level K-12 in reading or English, math, science, and social studies.

The lead AIG specialist and the school AIG Liaison will collaborate with regular classroom teachers of AIG students to identify resources and strategies that will best meet the academic, intellectual, social and emotional needs of their gifted learners, and assist them in planning activities and lessons that incorporate future ready skills. The lead AIG specialist will also coordinate with school counselors in order to determine resources related to the social and emotional needs of the gifted learner, so they can in turn share these resources with all classroom teachers. Specific times for collaboration with personnel who teach AIG students must be scheduled. The lead specialist, AIG liaisons, and AIG certified teachers will also have the opportunity to attend the annual NCAGT conference which will include professional development with statewide initiatives that support gifted programs and AIG students.

#### \* **Practice C**

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

During the first year of the new plan, the AIG coordinator and specialists will build professional development modules that will be open to any personnel working with AIG students. These modules will review the needs of gifted learners and direct classroom teachers on how to meet those needs academically, socially and emotionally. AIG school liaisons will participate in district provided professional development throughout the year. AIG specialists will participate in research-based professional development provided at the district level as well as several book studies to enhance professional knowledge. AIG Specialists have the opportunity to seek and attend professional development offered outside of the LEA.

**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.

The Sampson County Schools AIG specialist team will be designing certification and continuing education modules for teachers in grades K-12. These modules will be available as renewal credit for teachers, enable them to obtain local AIG certification, and prepare them to take the state AIG praxis to add gifted education to their teaching license. Funding will be provided for all teachers who would like to be licensed that will reimburse them for the cost of the Praxis exam and will include a stipend for passing scores.

**Practice E**

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

Recruitment and retention of AIG-licensed professionals is a priority for the AIG team. The district has set aside AIG funds to reimburse teachers for taking and passing the AIG Praxis exam. There will also be a stipend given for all teachers who take the exam and pass. AIG modules will be available to help educate professionals on AIG students' needs and prepare them for the exam. Teachers serving AIG students will be required to obtain either local or state requirements and may add AIG licensure to their teaching licenses. Priority in hiring will be given to those applicants who already have state AIG licensure.

**Practice F**

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

The AIG coordinator and specialists will build professional development modules that will be open to any personnel working with AIG students. These modules will review the needs of gifted learners and provide strategies on how to meet those needs academically, socially, and emotionally. They will also promote a growth mindset change for educators: we will explore topics related to barriers and challenges for gifted students from underrepresented populations in order to assist these gifted students in meeting their full potential. We will also emphasize specific traits of gifted students, especially those traits that are traditionally not seen as being part of a gifted student's experience. AIG specialists will work with other district teams including the exceptional children's program, English language

learner's program, and curriculum and instruction team to ensure policies and practices that provide opportunities for equity and excellence in gifted education occur.

\* **Practice G**

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

District provided AIG professional development modules will help to support local AIG goals. This professional development will help increase teachers' knowledge of the unique needs of gifted students. This will allow more educators to become AIG licensed, supporting the goal of advanced content replacement classes. These modules will support early identification and help with nurturing of students, especially those from under-represented populations.

\* **Ideas for Strengthening the Standard**

- Create self-paced professional development for teachers who are teaching gifted learners.
  - Create self-paced Professional development for AIG certification.
- Provide opportunities for classroom teachers and AIG liaisons to attend the North Carolina Association for the Gifted and Talented (NCAGT).

**Planned Sources of Evidence**

- \* Minutes and agendas from PLCs and AIG team meetings
- \* Budget indicating professional development expenditures/offering
- \* Documentation from extra course work or conferences attended
- \* AIG specialists' schedules
- \* MTSS meeting agendas
- \* Youth Mental Health First Aid training agendas and sign-in sheets

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

## Standard 5: Partnerships

### Sampson County Schools (820) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 5: Partnerships

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

##### \* Practice A

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

- academic and intellectual
- social and emotional.

The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. The AIG plan will be accessible on the Sampson County School website ([www.sampson.k12.nc.us](http://www.sampson.k12.nc.us)). Welcome letters will be sent to parents of AIG students at the beginning of each year letting parents know what to expect and who to contact with concerns or questions regarding their student.

##### \* 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.

Local institutions of higher education partner with the district to support campus visits by AIG students. The AIG coordinator will continue to forge relationships with community stakeholders to bring opportunities to the AIG program.

##### \* 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.

Sampson County School District has an AIG Advisory Board which consists of representatives from each of the four school districts as well as parents/guardians, former students, community, and businesses, who represent the diversity of the school district. This diverse board can provide input that will help to improve the quality of the program, based on the needs of our diverse student population. With their knowledge of students within their own communities, they can provide insight into what these students actually need to maximize their academic potential. In order to gauge the impact on the community, surveys are distributed to members of these groups on a yearly basis and information from these surveys is utilized for program changes and improvements.

\* **Practice D**

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

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

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

The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. Parents and the community will be informed about the educational advantages of the program through newsletters, social media, conferences, annual review meetings, and Board of Education updates. The AIG plan will be accessible on the Sampson County School website ([www.sampson.k12.nc.us](http://www.sampson.k12.nc.us)). AIG documents are available and will be disseminated in the native language of all students. Correspondence will be shared in both English and Spanish. ELL teachers/ interpreters will be a part of conferences or meetings with Spanish speaking parents. Forms will be reviewed on a yearly basis to ensure that they are correctly translated. The AIG Advisory Board will meet at least twice a year during plan-revision years and at least once a year during non-plan writing years.

\* **Ideas for Strengthening the Standard**

- • Solicit parent volunteers at each school site to increase partnerships in the community.

- Reach out to local businesses to create partnership for the possibility of internships.
- Encourage classroom teacher participation in partnering with AIG specialists during the prewriting process of the county AIG plan.

### **Planned Sources of Evidence**

* Newsletters/Brochures, Rosters, Agendas, minutes
* Examples of documents in Spanish
* Letters/Emails inviting guest speakers, businesses, etc
* Social Media Accounts

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

## Standard 6: Program Accountability

### Sampson County Schools (820) 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 A/G 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 A/G plan to describe the local A/G 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 A/G Advisory Board, the A/G Coordinator, and the A/G specialists will continue to monitor the plan, its programming, and the process with which it is to be carried out. A program outline and evaluation form is available with a monthly timeline and tasks for completion. Sampson County School Board will continue to be provided with updates from the Assistant Superintendent related to the progress of the program. The A/G coordinator attends regional and state A/G meetings to support plan improvements. SBE and DPI feedback from the previous plan was reviewed and revisions have occurred based on those comments. This information was a source of documentation for our present planning process. Stakeholders as well as district leaders were surveyed in spring 2019 and were allowed to share input throughout the revision process. The program self-assessment was utilized to assist and guide in determining what changes need to be made in the plan. Updates will be posted on the web site for review. This plan has been reviewed by stakeholders throughout the district, along with district level leadership, and will be submitted for approval by the Sampson County Board of Education. Once approved, it will be submitted to DPI for review and feedback.

##### \* Practice B

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

The advisory committee and A/G Coordinator will monitor the implementation of the A/G plan. The A/G Coordinator and principals will monitor plan implementation through the evaluation/observation of A/G/classroom teachers and

through contacts including emails, newsletters, and meeting agendas. The lead AIG specialist will utilize the program outline document as a guide to ensure fidelity of the implementation of the plan. Additionally, during year 1, the AIG specialists will continue to participate in monthly AIG team meetings/PLCs with the AIG Coordinator and Central Office K-8 Curriculum Specialist. As we transition from AIG Specialists to individual school AIG Liaisons, quarterly meetings will be held to ensure the continued success of the program. Each meeting will have a focused task, with the purpose of monitoring and assessing specific program components of the current plan. Any assessed needs or concerns will be addressed in an effort to ensure that the needs of our gifted learners are being met throughout the county. Updates will be provided for the school board and other stakeholders regarding the plan.

\* **Practice C**

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

The Assistant Superintendent of K-12 Instruction and Federal Programs, the K-8 Curriculum Specialist, AIG Coordinator, and the county finance Office will work together annually to review the AIG budget and to ensure that it is spent in compliance with the state regulations. With input from the K-8 Curriculum Specialist, AIG Coordinator, AIG specialists, AIG liaisons, and principals, the budget over and above salaries will be spent on items determined to provide the most beneficial impact to the success of the program. Purchases and expenditures are based upon the current needs of the AIG program and what best meets the needs of the AIG students. Currently, the majority of the AIG budget is utilized for the salaries and benefits for AIG specialists, since providing schools with an AIG licensed teacher is crucial to meeting the needs of gifted students. As we transition to one countywide Lead AIG Specialist and school AIG Liaisons, we will have the opportunity to provide many other budget expenditures, including two part-time AIG certified nurturing facilitators, professional development opportunities for the AIG Liaisons, testing materials, STEM and STEAM materials, and technology.

\* **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.

Student data such as EOG/EOC, benchmarks/check-in assessments and other qualitative data are gathered, analyzed and documented in student AIG folders as a means of determining student growth and achievement. Each AIG specialist will keep data spreadsheets documenting the growth and performance of students. District level instructional coaches as well as school instructional coaches and regular classroom teachers provide and share disaggregated data (which includes all AIG students as a subgroup) after benchmark/check-in testing. The Sampson County School

District will utilize a system to effectively maintain and share student performance and drop-out data for the AIG students. This information will be utilized in an effort to maximize student growth and to prevent student drop-outs. The information gathered will be shared with appropriate stakeholders in an effort to improve instructional strategies and to determine appropriate placement or service delivery options for students.

**\* 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 exceptionailities and language differences, do not reduce their likelihood of access to and participation in gifted education.

ver time Sampson County Schools has observed that under-represented populations, such as ethnically diverse, economically disadvantaged and twice-exceptional students, have been under-identified. The AIG specialists continue to observe these students in a regular classroom setting to determine whether or not they have been overlooked for referral for AIG placement. In order to ensure more opportunities for under-represented populations, eligibility was broadened to include multiple pathways in the area of student achievement such as interviews, work samples, portfolios, digital presentations, etc. (See Standard 1B) The CogAT screener, a non-verbal assessment at 2nd grade level, is administered to all 2nd grade students to see if they could qualify for AIG placement. Identification procedures will continue to be analyzed and reviewed for disproportionality issues during the AIG Specialists' PLCs. Our K-2 nurturing program will also allow for the future identification of students in underrepresented populations by increasing our contact with all students and in guiding regular classroom teachers in understanding how to look for gifted tendencies in the younger learner. AIG specialists and liaisons will monitor the performance of underrepresented populations of AIG students in order to maximize retention of these students. In the future our goal is to potentially employ two part-time AIG-certified teachers to facilitate a strong nurturing program at each elementary school on a regular basis.



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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the

## goals and strategies outlined in the local AIG plan.

Sampson County Schools is transitioning toward a content-replacement model of gifted educational programming. By the end of year three of our new plan, we will employ one lead AIG Specialist and sixteen AIG-certified Liaisons. Sampson County Schools' AIG specialist team will be designing certification and continuing education modules for regular classroom reading and mathematics teachers. By year three of our plan, we plan to provide modules that will allow science and social studies teachers to easily integrate these identified subject areas into their content area to provide a more balanced approach to leveled and/or compacted instruction. We plan to begin training and certifying teachers in grades 6-8 and eventually train and certify 3rd-5th grade reading and math teachers. Our ultimate goal is to have an AIG certified classroom teacher in each grade level/subject area in each school, including high school. State and local certification data will be assessed quarterly to ensure that teachers in each group are becoming AIG certified. In the future our goal is to potentially employ two part-time AIG-certified teachers to facilitate a strong nurturing program at each elementary school on a regular basis.

### \* Practice G

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

The AIG Coordinator, with the assistance of the technology department, intentionally gathers feedback through annual surveys to parents, students, teachers and administrators. Advisory Board members and educators also provide feedback. Survey results have influenced changes in the AIG plan since 2010. The Assistant Superintendent gathers information at monthly principal meetings from county office staff and administrators related to AIG program effectiveness. Informal feedback is solicited from stakeholders throughout the year at parent meetings/conferences, PTSO events and via email and newsletters.

### \* 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.

With the goal of continuous improvement, our AIG team meets periodically each year to review and revise the program. A monthly program evaluation and performance outline document is in place to assure that we are constantly improving. The Advisory Board meetings and AIG team meetings will allow for constant review to provide continuous improvement. Monitoring of the plan is ongoing to determine if changes are needed. For example, the AIG specialists/team participate in an annual retreat at the end of the school year to evaluate the implementation and effectiveness of the program and modify it if necessary. During the retreat, topics of discussion include EOG data,

survey results, effectiveness of the identification/placement process, and AIG related forms and documents. An additional source is a "suggestion box" on the AIG website to solicit feedback from an extended population that was not already contacted through our AIG survey.

**\* Practice I**

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

AIG program data will continue to be shared with the public through our website, AIG Advisory Board, Board of Education meetings, and principal and teacher meetings.

**\* 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.

Sampson County Schools continues to seek ways to make our schools quality learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school. Sampson County Schools AIG Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following Due Process Procedures Regarding Academically/Intellectually Gifted Eligibility Determination and Services Decisions should be followed to resolve any disagreements: STEP I: Appeal to the School Academically/Intellectually Gifted Committee 1. The parent/guardian may request a conference with the AIG Committee at the child's school. This request must be in writing. The AIG Committee should be given ample opportunity (10 days) to convene all members together for the conference. 2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement. 3. At this conference, all information is shared with the parent/guardian, minutes are recorded, and signatures are obtained from those involved. 4. Following the conference, the AIG Committee will respond to the parent's concerns in writing within 10 days of the conference.

STEP II: Appeal to the Building-Level Administrator 1. The parent/guardian may appeal the decision of the AIG Committee to the building-level administrator in writing within 10 days of the decision from the AIG Committee. The building-level administrator shall review the concern and schedule a conference within 10 days of receipt of the

written request. The AIG Committee chairperson and the child's teacher may be invited to this conference along with the parent/guardian. 2. During the conference, the building-level administrator may request further information from the child's teacher, the AIG Committee or the parents. Minutes are recorded on the AIG Committee minutes form and signatures are obtained from all persons in attendance. 3. The building-level administrator shall respond to the concern in writing within 10 days of the conference. STEP III: Appeal to the Assistant Superintendent 1. The parent/guardian may appeal the decision of the building-level administrator in writing to the Assistant Superintendent of K-12 Instructional Services and Federal Programs within 10 days of the decision from the building-level administrator. Submit the appeal to: Assistant Superintendent of K-12 Instructional Services and Federal Programs - Sampson County Schools PO Box 439 - Clinton, N.C. 28329 2. Assistant Superintendent of K-12 Instructional Services and Federal Programs will review the concern and schedule a conference. The building-level administrator, AIG Committee chairperson and the child's teacher may be invited to the conference along with the parent/guardian. During the conference with the parent/guardian, the Assistant Superintendent may request further information from the child's teacher, the AIG Committee, the parent/guardian, and/or the building-level administrator. Minutes are recorded on the AIG Committee minutes form, and signatures obtained from those present. 3. Assistant Superintendent of K-12 Instructional Services and Federal Programs shall respond to the concern in writing within 10 days of the conference. \* At this point, the Assistant Superintendent of K-12 Instructional Services and Federal Programs may request mediation in order to resolve the concern. This shall be done by an impartial mediator. STEP IV: Appeal to the Local Board of Education 1. The parent/guardian may appeal the decision of the Assistant Superintendent of K-12 Instructional Services and Federal Programs in writing to the Local Board of Education within 10 days of the decision from the Assistant Superintendent for Academics and Student Services. Submit appeal to: Superintendent Sampson County Schools P.O. Box 439 Clinton, N.C. 28329 2. The Board will review the concern and schedule a conference. The Board may request further information from the child's teacher, the AIG Committee, the parents, the building-level administrator, and the Assistant Superintendent for Academics and Student Services. During this meeting, minutes will be recorded on the AIG Committee minutes form and signatures obtained of those present. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint. \* In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure will be implemented. STEP V: State Level Grievance Procedure 1. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to: a. whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or b. whether the local plan has been implemented appropriately in regard to the child. 2. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Ideas for Strengthen the Standard: Include information on the DEP that addresses twice

exceptional and I.G. Sources of Evidence: AIG Specialist meeting agenda and notes SCS BOE agenda and minutes Program Outline and Evaluation form AIG Plan revision from DPI AIG Student test data Calendar for AIG meetings Updates to BOE AIG spending and operational budget Purchase orders, E-procurement data Disaggregated data Drop-out information Intervention strategies and documentation AIG Headcount data AIG student folder PD calendar and records Licensure reports AIG Advisory list Schedule of work sessions Electronic and raw survey data from stakeholders Website Data regarding number of students and families using due process

Copy of due process policies and guidelines

  Click here to remove the table and use only the narrative field.

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

Include information on the DEP that addresses twice exceptional and intellectually gifted.

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

- \* SCS BOE agenda and minutes
- \* Advisory Committee Handout and Feedback
- \* AIG Student relevant data
- \* AIG spending and operational budget
- \* Electronic and raw survey data from stakeholders
- \* AIG Plan revision from DPI

Type	Documents	Document Template	Document/Link
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Local Board of Education Approval

**Sampson County Schools (820) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/23/2022 

Original Application Submission Date: 06/28/2022

Type	Document Template	Document/Link
Documents		
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local Board of Education Plan Approval</a>

## AIG Related Documents

### Sampson County Schools (820) 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="#"><u>Local Board of Education Approval Template</u></a>	 <a href="#"><u>Local Board of Education Plan Approval</u></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

### Sampson County Schools (820) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
AIG	Academically or Intellectually Gifted
CogAT	The Cognitive Abilities Test is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.

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