

Overview: Mission/Vision Statement and Funding

Surry County Schools (860) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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Surry 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 Surry County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Through relationships with all students, families, and community, we are committed to empowering our youth to grow as citizen leaders and to achieve their dreams.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 437,328.33	* \$ 8,538.75	* \$ 5,000.00	* \$ 11,238.66

Standard 1: Student Identification

Surry County Schools (860) 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.

Surry County Schools uses a district-wide comprehensive screening, referral, and identification processes to ensure all students have the opportunity to be identified as gifted. All schools have Professional Learning Communities (PLC) and Multi-Tiered System of Support (MTSS) teams that review student profiles and determine eligibility. The school MTSS team is comprised of a school administrator, classroom teacher, school counselor, AIG specialist, and may include members from the Multilingual Learners (ML) and/or Exceptional Children (EC) department in order to ensure equitable services and twice-exceptional students.

Information on the definition of giftedness, screening, referral, and identification processes are available to students, parents/guardians, faculty, administrators, and community members through the district websites, parent/guardian meetings, faculty meetings, and newsletters. The school MTSS teams may evaluate Universal Screening Data, talent development work samples, referrals, aptitude tests, Gifted Rating Scales and standardized tests to locate all students who may potentially be identified as AIG.

The AIG Referral Form ([AIG-1](#)) is posted on the district resource page. Persons initiating referrals can be any staff member who is knowledgeable of the academic and intellectual capabilities of the student. Referrals are given to the AIG Specialists (K-8) or school counselors (9-12).

Parents or Guardians may access a google form on the district website requesting their child be referred for AIG identification. The request is sent electronically to the AIG Director who contacts the appropriate staff member to initiate the referral. A parent or guardian request begins the process, however, the student must meet the criteria to be identified. Parents or Guardians will be notified about the decision by letter, phone call, or conference.

Grades K-8

AIG candidates are typically nurtured and not formally identified during Kindergarten through 3rd grade. Therefore, in this grade span students are often served in flexible grouping structures across a grade level, with grouping and regrouping occurring through the school year as students grow and progress through grade-level standards. Teachers will review all universal screening data, formative and summative assessment data as well as complete the AIG-1a K-3 Gifted Behavior Rating Scale and AIG-1b 4-8 Gifted Behavior Rating Scale. Teachers may also collect work samples for a student portfolio AIG- Portfolio Guidelines.

A formal screening is completed during the second semester for all second graders and during the first semester for all sixth graders using the Cognitive Abilities Test (CogAT). The CogAT is administered in a group setting classroom teachers. The CogAT results along with information collected from referrals will guide the identification process. If deemed necessary by the AIG Director or AIG Specialists, a student may be given the Iowa of Basic Skills (ITBS) to measure achievement in reading, math, or both. The ITBS is administered by the AIG specialist. Results are shared with parents/guardians.

The AIG Specialist and PLCs will work to evaluate quarterly benchmark data and the NC End-of-Grade test scores in reading and math as part of the screening process. Taking into consideration the most recent CogAt and ITBS scores, the AIG specialist organizes a list of students whose complete profile should be reviewed by the school MTSS team to determine eligibility and needed AIG services. Teachers may also make referrals to the MTSS team.

Grades 9-12

In most cases gifted students have already been identified in earlier grade levels. However, the AIG specialist will evaluate EOG scores for all students annually. In middle and high school, referred students receive the Wechsler Intelligence Scale for Children -Fifth Edition (WISC-V) assessment for the aptitude score. If a student in grades 4 or 5 does not have a CogAT score (i.e. transferred from another district, absent the day of testing), the AIG Director will determine if the student will take the WISC-V. School Psychologists administer and interpret the results from the WISC-V. Psychologists share results with the school administrator, AIG specialist, and classroom teacher. The AIG

Specialist shares the results with parents/guardians/families. Only the full-scale score from the WISC-V is considered. Students meeting the aptitude score requirement (See AIG-2) will proceed in the identification process.

*** 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.

Surry County Schools employs a consistent process using multiple criteria for AIG student identification, including measures of student aptitude, achievement or potential to achieve, and both quantitative and qualitative evidence to inform placement decisions. The AIG Identification Criteria (AIG-2) can be accessed on the district website.

In grades K-8 the specialist will begin the identification process using the AIG Identification Pathways form (AIG-3) after receiving a referral AIG-1. In high school, the school counselor will collect referrals and meet with the district AIG Director to begin the identification process. The process will begin within two weeks of receiving the referral. Decisions will be made in a timely manner; however, variables such as absences, inclement weather, access to scores from other districts, etc. may delay the process.

Each school's MTSS team evaluates multiple criteria to determine student eligibility and a student's need for gifted services annually. Students are also eligible for referral in grades K-12, although formal identification does not typically occur until the beginning of fourth grade.

Identification of Gifted Candidates

Kindergarten through third grade students identified as candidates for AIG identification receive differentiated services in the regular classroom with flexible grouping and small group instruction. AIG Specialists work with grade level PLCs to identify students in need of differentiated instruction. Multiple criteria are reviewed to determine these needs and may included the following:

- Kindergarten Early Learning Inventory
- Diagnostic reading assessments (Currently mClass TRC and DIBELS Next)
- Diagnostic math assessments (McGraw Hill Red Bird and ALEKS)

- Progress Monitoring Data
- Local reading and math benchmark scores (3rd grade only)
- Classroom performance indicating work at least one year above grade level
- Observations
- Gifted Rating Scales
- WIDA/Access Scores
- Primary Education Thinking Skills (PETS) assessment checklists
- Student Work Portfolios

Not one single criterion provides enough information to identify candidates in kindergarten through third grade. However, a combination of these assessments, along with teacher observations and recommendations, aids the MTSS team in identifying students in need of differentiated instruction.

Elementary AIG Specialists store the learner profiles for students in a Google Drive folder. If a student transfers to another school in Surry County, the student's profile is shared with the receiving specialist. This information may be used as supporting data for referrals.

Formal Gifted Identification

While K-3 Candidates are typically nurtured and given differentiated instruction, students are mostly formally identified at the end of third grade/beginning of fourth grade. Students in grades 4-8 are given the opportunity to meet one of six pathways for identification (AIG-3)

Grades 9-12 - Annual Screening Process



This referral process may lead to AG identification (AIG-4) and recommendation for advanced coursework in math and/or reading. Students in grades 9-12 may be referred for AG identification based upon existing achievement data, including but not limited to End of Course (EOC) test scores, Pre-ACT or ACT test scores, PSAT or SAT test scores,

and AP test scores. High school students may be given the Iowa Test of Basic Skills (ITBS) to measure achievement in reading, math, or both to determine placement. However, high schools practice an open enrollment policy that is not dependent upon AG identification and allows students to self-select advanced courses.

New Students:

Students transferring from other North Carolina districts who were receiving AIG services will maintain AIG eligibility. Identification is verified through PowerSchool.

Students transferring from districts outside of North Carolina who provide documentation of AIG eligibility in their previous district are assessed for AIG services according to Surry County Schools' identification criteria.

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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.

Surry County Schools works to ensure we have a systematic process to respond to under-represented populations in the gifted program. A headcount analysis of AIG student demographics is conducted annually and reviewed by the district MTSS team and shared with the AIG Advisory Council. The district will develop an ongoing populations chart including demographic data and share with appropriate stakeholders. We will work to use the demographic data to see if some groups are still underrepresented within the gifted population. Consistent work is being done to increase access for underrepresented students. To ensure fair access to AIG identification our school system:

- Uses documentation from the Kindergarten Early Learning Inventory (TS GOLD) is recorded and shared with AIG Specialists when a kindergarten student performs at an advanced level.
- Utilizes the Primary Education Thinking Skills (PETS) assessment checklists are used in the classroom during talent development sessions with the teacher and the AIG Specialist. This ensures attention to specific gifted

characteristics and skills for all students.

- Evaluates data from mCLASS (DIBELS and TRC) is used to recognize students performing two or more years above grade level.
- Evaluates WIDA/Access results for English language learners are considered when a student performs two or more years above grade level. ML specialists share this information with AIG Specialists.
- Universally screens all second and sixth graders using CogAt. The CogAt has a composite score which comes from three subtests- verbal, nonverbal, and quantitative. Each of these subtests can be considered for identification. This allows for under-represented populations to be allowed to use the score which best represents their abilities.
- Students who score in the above average range on the CogAT may be given the Iowa Test of Basic Skills. This assessment also allows for a composite score, as well as reading and math subtest scores.
- Reviews EOG results of all students in grades 3-8 to consider potential eligibility annually.
- Employs data beyond standardized test scores to consider students' comprehensive profile, teacher recommendations, classroom performance, and observations by the AIG specialist as needed to ensure an accurate profile of students. Results from the above assessments are stored in a Google Drive folder.

Data provided by the screening is analyzed in a way that addresses factors that may impact student performance. These include:

- Using local (district) norms for the CogAT and Iowa Test of Basic Skills (ITBS) and to increase the screening opportunities of students from under-represented populations
- Providing multiple pathways to identification so that all students are accurately evaluated using instruments that are sensitive to differences or disabilities
- Providing additional opportunities for referral (parent, teacher, student, community member) beyond screening test scores.

*** Practice D**

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

The AIG Coordinator uses leadership team meetings and principal/assistant principal meetings to explain and clarify procedures.

The AIG Director meets and provides professional development with all AIG Specialists and high school counselors to ensure consistency with the procedures and ensure understanding of the referral process. The AIG Specialist will train school level PLCs and MTSS teams.

The AIG Specialist PLC meet monthly in order to collaborate, discuss their work, and seek alignment among themselves, AIG Director, and AIG plan.

Transition meetings allow clear communication and collaboration between teachers and AIG specialists at different grade spans.

Assessments used for AIG screening, referral, and identification, including the administration of the CogAT to third graders, and state EOGs for 3rd-8th graders, is directed at the district level to ensure common and consistent administration across the LEA.

*** Practice E**

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

Screening, referral, and identification processes are written in the AIG plan. The K-8 AIG Specialists work collaboratively to create and develop AIG plan, bi-annual newsletters, brochures, helpful links, documentation and forms that are located on the district website as well as in the district MTSS Guidebook.

K-8 AIG Specialists are in communication with staff about the referral process through meetings, emails, and in PLC meetings.

K-8 AIG Specialists and high school counselors are available during Open House and Curriculum Nights to answer questions and meet with students and their families.

A meeting for K-12 stakeholders is held once per year and includes an overview of the AIG program and, if possible, helpful information from an expert in the field.

To improve communication during this plan cycle, Surry County Schools will revise/recreate and translate a parent/guardian and staff-friendly brochure that can be shared at various times and locations as well as posted on district and school websites. This brochure will include visuals, descriptions, and contact information on how to gain more information.

*** 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.

Screening, referral, and identification processes are written in the AIG plan. The AIG plan, brochure, helpful links, documentation/forms are located on the district website.

AIG Documentation/Forms include:

AIG-1- Surry County Schools AIG Referral Form

AIG-1a K-3 Gifted Behavior Rating Scale

AIG-1b 4-8 Gifted Behavior Rating Scale

AIG-2- AIG Identification Criteria for K-12

AIG-3- AIG Identification Pathways for Grades 4-8

AIG-4- AIG Identification Pathways for Grades 9-12

AIG-5- Invitation to Conference (Parent/Guardian Letter

The AIG Referral form (AIG-1), Identification Pathways form (AIG-3 or AIG-4), and the Differentiated Education Plan (DEP) is reviewed with parents/guardians/families and filed in a secure location. The referral form includes a checklist of fourteen gifted characteristics and an open-ended section for the person initiating the referral to write additional information or comments.

The Identification Pathways form (AIG-3 for Grades 4-8, AIG-4 for Grades 9-12) outlines the criteria for each pathway and provides space for evidence which can lead to an identification decision. This form allows for documentation of the CogAT/WISC-V score, ITBS score, and other standardized achievement scores. There is space for MTSS Team recommendations and signatures. Consent for additional testing or for placement/services is given by the parent/guardian signature on the bottom of the form.

Differentiated Education Plans (DEPs) or Individual Differentiated Education Plans (IDEPs) are developed by the AIG specialist with input from the student, parent/guardian, and MTSS Team. This document is reviewed annually with parents/guardian/families.

*** Ideas for Strengthening the Standard**

1B. The District MTSS team will continue to monitor and review the AIG headcount annually to determine if adjustments need to be made to the identification benchmarks.

1B. Continue the Appalachian Rural Talent Development Grant Partnership for expert evaluation of the identification process.

1C. Work with the Director of Accountability to review reports that identify the highest performing students in each subgroup and to more accurately identify ML students who are acquiring language at a faster rate.








1C. Conduct more professional development for school administrators, classroom teachers, ML, and EC teachers about gifted behaviors and how to better identify and nurture giftedness.

1D. Develop an internal process for auditing AIG identification process and record keeping.

1E. Offer quarterly parent/guardian webinar sharing standardized seminar presentations and information on online resources

Planned Sources of Evidence

- * PowerSchool Reports
- * District website (includes forms, procedures, brochure, and links to resources)
- * AIG Specialist Canvas Page Agendas from school staff meetings, district MTSS meetings, AIG specialists meetings, and parent/guardian sessions
- * AIG student folders
- * Board of Education Presentations Leadership Team Presentations

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  Referral Form  Gifted Rating Scale K-3  Gifted Rating Scale 4-8  AIG Identification Criteria  Portfolio Guidelines  AIG Identification Pathways  AIG Identification Pathways 9-12

 AIG-5 Invitation to Conference

 DEP

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Surry County Schools provides a wide array of program service options to meet the needs of gifted learners across all grade spans K-12. These services are aligned with student identification in English Language Arts and Math as well as enrichment opportunities for students gifted in other areas.

K-3 Services

- AIG Specialists will work with Media Specialists and classroom teachers to implement the Primary Education Thinking Skills (PETS) program as a resource and co-teaching with the classroom teachers. PETS checklists are used to identify students for small group instruction.
- Regular classroom teachers utilize flexible, small group instruction and differentiated instruction. Students are grouped by common ability or readiness levels, in some cases across the entire grade level in order to receive differentiated curriculum and instruction. Grouping is fluid, with grouping and regrouping occurring through the school year as students are reassessed.

- The AIG Specialist works with PLCs to collaborate, consult, and provide enrichment activities and materials. Enrichment activities may include special projects and exposure to advanced content and technology.
- Elementary students benefit from enhancement classes in music, visual arts, and physical education. Media Specialist and Computer Lab focuses on STEM education, supports classroom instruction on related content, and student created projects.
- Schools may also offer after school clubs such as Chorus, Art Club, Leadership Club, Chess Club etc.
- Students take field trips to various locations and the Surry County Schools Science Institute to build exposure, background knowledge, and participate in experiential learning.

4-5 Services

- Pull-Out Resource time is provided by the AIG Specialist. The AIG Specialist works with gifted students outside of the regular classroom to provide enrichment, extension, or acceleration beyond the normal curriculum standards (Typically no less than 120 minutes per week in a given area of identification math or reading.)
- Regular classroom teachers utilize flexible, small group instruction and differentiated instruction. Students are grouped by common ability or readiness levels, in some cases across the entire grade level in order to receive differentiated curriculum and instruction. Grouping is fluid, with grouping and regrouping occurring through the school year as students are reassessed.
- The AIG Specialist works with PLCs to collaborate, consult, and provide enrichment activities and materials. Enrichment activities may include special projects and exposure to advanced content and technology.
- Elementary students benefit from enhancement classes in music, visual arts, and physical education. Media Specialist and Computer Lab focuses on STEM education, supports classroom instruction on related content, and student created projects. The Media Specialist may organize book clubs, novel studies, and/or Battle of the Books competitive reading program.
- Schools may also offer after school clubs such as Chorus, Art Club, Leadership Club, Chess Club etc.

- Students take field trips to various locations and the Surry County Schools Science Institute to build exposure, background knowledge, and participate in experiential learning.

- Specific choices for learning environments and content modifications are listed on the elementary DEP.

6-8 Services

- Middle schools have AIG Specialists and classroom teachers in either English Language Arts or Math who have AIG licensure in order to serve the needs of middle school students.
- The AIG Specialist works with PLCs to collaborate, consult, and provide enrichment activities and materials. Enrichment activities may include special projects and exposure to advanced content and technology.
- Middle school students, who are identified in reading, are enrolled in English/Language Arts (ELA) classes in cluster groups with a teacher who has received either local certification or AIG add-on licensure. Cluster groups are a group of gifted students (recommended 4-8 students) are placed in a class together to provide differentiated instruction and an intellectual peer group. Students may have tiered assignments, thematic/integrated units, compacted curriculum , and other modifications.
- Middle School students are placed in Cluster Groups. Middle school students, who are identified in math, are enrolled in compacted math classes. Curriculum is compacted in order to complete all of the middle school math curriculum by the end of seventh grade. Students who have successfully completed the compacted curriculum are eligible to take Math I as an eighth grader.

- Specific choices for learning environments and content modifications are listed on the middle school DEP.

9-12 Services

Students participate in Encore Classes in addition to Health/PE students may choose from a variety of elective courses based upon their strengths and interests, including Career & Technical Education (CTE) options and choices in visual or performing arts. In addition, an intervention/enrichment period is provided for additional differentiation for gifted students.

Students have the opportunity to participate in various extracurricular activities and competitions such as Lego League Robotics, Math Counts, Forensics and Debate, Spelling Bee, Science Fair, and Battle of the Books.

High school students are offered individualized counseling and advising annually with an assigned school counselor who helps personalize their high school schedule. This provides a personalized learning planning and self-reflection of courses that meet the students' needs.

High school students may register for honors level courses in core subjects (Math, English, Science, and Social Studies), CTE, and performing/visual arts, in some cases an audition is required.

High school students are offered the opportunity to register for Advanced Placement (AP) Courses with qualified instructors. College credit may be earned with a passing AP exam score (3,4, or 5. Additional AP options are considered regularly and added when needed and possible.

High school students may take Dual Enrollment Courses. Through Career & College Promise (CCP) and a partnership with our local community college, students may enroll in college courses that are dual enrollment and earn both high school and college credits.

A variety of elective courses are available for high school students course selection based on their strengths and interests. This includes multiple CTE pathways, foreign language, JROTC, performing and visual arts.

Students in grades 8-11 may apply and earn credit for a high school course by demonstrating exceptional mastery without completing the traditional "seat time" in the course.

Students may apply and attend the NC School of Science and Math and the NC Governor's School summer program in English, mathematics, social science, natural science, or visual/performing arts.

High school students have a variety of options to participate in internships, paid apprenticeships, athletics, clubs, and Honors Societies.

Specific choices for learning environments and content modifications are listed on the middle school DEP.

Students who are identified in Reading/English Language arts may be served in a variety of ways as noted for each grade span above. Methods typically include extension or enrichment strategies, with greater text complexity and higher level thinking. AIG Specialists and PCs may choose from a menu of content modifications noted in the DEPs, and these may be personalized by student and intensified for those who are intellectually gifted.

Similarly, students who are identified in Math also may be served in the variety of ways noted above. However, math often includes curriculum compacting or accelerated in addition to extension of the content standards. Fourth and fifth graders formally identified in math are exposed to higher level math tasks and flexible math groups. Once students transition to middle school, those identified as AIG in mathematics will take compacted math courses including the high school Math I course. Students who are not identified but who score a Level 5 on their EOG test must be offered an accelerated course according to state policy. These students will be reviewed yearly to maintain their placement in the accelerated/compacted math pathway. A Level 4 does not necessarily bump them from the course but all other factors within the SCS Compacted Math rubric will be considered for continued placement.

Also, we have non-traditional schools who offer accelerated programs. Meadowview Magnet Middle School offers all students the opportunity to take compacted math and compacted science (New as of 2022-2023), as well as the following high school courses for 8th graders: Earth and Environmental Science, English I, Math I and World History. At the Surry Early College, students have the opportunity to acquire their high school diploma and their Associates Degree in a traditional four-year track. Students begin taking college level courses as freshmen at Surry Early College.



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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.

The Surry County Schools district Strategic Plan includes focusing on teaching the whole child including explicitly teaching student leadership attributes to help all students be successful in life. There is ongoing district collaboration between Curriculum and Instruction, Student Services, and Exceptional Children departments utilizing the District MTSS teaming structure and meeting schedule.

The Surry County Schools has partnered with the Center for Creative Leadership in Greensboro in to develop a leadership framework. This framework includes the locally developed lesson plans integrated into our curriculum. The

leadership framework focuses on leading self, leading others, and changing our world. Leadership attributes are explicitly taught.

Bibliotherapy is used in all grades. It allows students to read about characters and discuss how they positively or negatively responded to certain situations. Paired with Surry County Schools' Leadership Framework, it helps students learn how to appropriately lead self, lead with others, and change their world.

Each school works through the PLC and MTSS teaming structures to address the social and emotional needs of students. Panorama Universal Screener can help determine what supports are needed. School Counselors work with social workers, nurses, behavior support specialists, and outside providers as needed. Through partnerships with community agencies, more intensive counseling and therapy can be referred and sometimes provided onsite.

In 2022 our school system invested Title-1 funds to purchase guidance materials to support our Leadership Framework, Mental and Social-Emotional Needs. Activities such as counseling with students and parents/guardians, assisting students in personal and social development, and working with other staff members in planning and conducting guidance programs for students, including career development coordination services.

In middle school, PLC and MTSS teams work together to help the student navigate the stresses of being gifted and being in middle school. Surry County has trained middle schools health and physical education teachers in the program Too Good for Drugs and Violence” to strengthen this team effort to support students. At the middle school level, school counselors provide fewer classroom leadership lessons, but provide teacher support and organize school leadership school-wide awareness and celebration activities.

High School teachers, counselors, administrators, coaches, and school resource officers cultivate relationships with students. They build trust so students feel supported and understood. Parents/guardians are contacted if a student is thought to be in crisis. Administrators, school counselors, or school social workers follow up with parents/guardians and offer support.

Differentiated Education Plans (DEPs) may include objectives to address social/emotional needs. For more severe situations or behaviors, an Individual Differentiated Education Plan (IDEP) may be used to target specific needs.

*** Practice C**

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

The AIG program does not work alone. The AIG program is integrated and connected with the total school instructional program and resources. The AIG Director is a member of the District MTSS team and school level AIG Specialists are a part of the school-level MTSS teaming structure. The AIG Director attends all local Board of Education meetings, leadership team, meetings, and principal/assistant principal meetings. The AIG Director is present during specific dialogue regarding curriculum, finance, policy, or other issues involving AIG students, teachers, and funding. The AIG Director is aware of board policies relating to AIG and makes recommendations regarding new policies, as needed. AIG Specialists are included in school-wide and district-wide initiatives. Their input is valued as decisions are made that impact programming.

*** Practice D**

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

Elementary schools utilize purposeful flexible grouping practices on a consistent basis in elementary classrooms for reading and math. Master student heterogeneous scheduling takes into consideration summative data, teacher recommendations, and balancing gender/ethnicity. All students receive whole group lessons to provide on-grade-level instruction in addition to small, flexible group instruction. Regular classroom teachers utilize flexible, small group instruction and differentiated instruction. Flexible, intentional grouping in grades K-3 is based on the assessment checklists, WIDA/Access results, mCLASS data, Kindergarten Early Inventory Data, iReady data, and teacher observations. Students are grouped by common ability or readiness levels, in some cases across the entire grade level in order to receive differentiated curriculum and instruction. Grouping is fluid, with grouping and regrouping occurring through the school year as students are reassessed. Students in grades 4 and 5 are heterogeneously grouped and receive pull-out services for reading and/or math based on need and area of identification.

Students in grades 6-8 are in cluster groups for English/Language Arts. Students are also placed in Compacted Math Courses based on AIG status and/or scoring a Level 5 on an EOG test.

Advanced learners in high school choose their own courses with support from school counselors. Guidance Counselors use the Honors Course Rubric to ensure students are placed in the appropriate leveled high school course. Students may choose to attend the Surry Early College High School of Design for four to five years and earn a

high school diploma and an associate's degree from Surry Community College. If students attend traditional high schools, they may choose from a variety of advanced learning options.

*** 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.

Myriad efforts are made to inform all teachers, school administrators and support staff about the local AIG plan and program, delivery of differentiated services, and regulations related to AIG.

Information for all stakeholders regarding the AIG program may be accessed through the district website, www.surry.k12.nc.us. The top of the home page has an "Academics" tab. In the academics directory, second in the bulleted list, is the Academically or Intellectually Gifted section. This page contains information such as the AIG plan, brochure, program standards, forms, extracurricular opportunities and other resources for all stakeholders.

The AIG Director informs the Board of Education, Central Office staff, and principals/assistant principals of pertinent information regarding programming, services, and regulations related to gifted education.

School administrators, along with AIG Specialists, relay information from the district level to the school staff. Information is relayed in staff meetings, Professional Learning Communities (PLCs), or in digital format.

AIG Specialists and high school counselors also have an AIG binder containing a copy of the AIG plan, forms/documents, and other important information. As new information is shared at meetings and Professional Learning Communities (PLCs) it is added to the binder. This helps with clarity, consistency, and communication among the AIG staff.

Parents/guardians and families receive relevant information at Open House, conferences, and the district-wide, parent/guardian night.

*** 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 beginning of each school year AIG Specialists work with PLCs to ensure classroom teachers are notified (if not already aware) of AIG students in their classes. Teachers at the high school level depend upon the flag in PowerSchool as their initial notification that a student is identified; this is a prompt for additional information in the AIG folder/DEP/cumulative record. School data managers and AIG Specialists work effectively in communicating the identification or the transfer of an identified student.

The AIG Director has appointed teachers/counselors from each grade span and each district to serve as representatives for their assigned school. These representatives have a transition document which outlines who is responsible for transferring AIG folders from 5th grade to 6th grade and from 8th grade to 9th grade.

Middle School transition nights are held in late spring for rising 6th graders.

High School transition nights are held in January for rising 9th graders.

Transition visits are made to each middle school. Middle school AIG Specialists are responsible for transitioning folders and student information from middle to high school.

*** 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.

Acceleration opportunities for Elementary: Early entrance to Kindergarten, subject/grade acceleration

Acceleration opportunities for Middle School offered at Meadowview Magnet Middle School. Meadowview offers compacting courses in order for students to complete the following high school courses: Math 1, English 1, Physical Science, and World History.

Acceleration opportunities for High School: Surry Early College High School, College courses, Honors and Advanced Placement courses, CCP Dual Enrollment Virtual courses, Credit by Demonstrated Mastery

*** 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 is implemented by the whole group in grades K-2 so that every student has access to advanced learning opportunities. Small, flexible groups are formed from the whole group lessons each month.
- Third grade is served using the flexible grouping. The AIG Specialist works with PLCs to plan lessons with the regular education teacher, the Exceptional Children (EC) Specialist, Reading Specialist, and English Language Learner (ELL) Specialist. This broadens access to students from underrepresented populations.
- In grades 4-5, data from Kindergarten through third grade is considered when identifying students for AIG services. Having a learner profile helps specialists analyze data over time.
- For middle and high school students, who haven't been identified in elementary school, teachers may recognize advanced students using EVAAS data, classroom assessment data, and other qualitative/quantitative measures.

*** Practice I**

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

- There are many extra-curricular programs available to students in Surry County Schools. Staff members are volunteering their time, talents, and expertise to offer a wide variety of activities for students.
- In Elementary, students may participate in Robotics, Battle of the Books, Student Council, Art Club, Chorus, Running Club, Chess Club, and reading incentive programs.
- In Middle School, students may participate in Robotics, Battle of the Books, Math Counts, Debate, and Science Olympiad.
- In High School, students may participate in Student Council, Quiz Bowl, Robotics, the North Carolina Association of Scholastic Activities, academic and arts-based competitions, Honors Societies, and a variety of clubs.

*** Ideas for Strengthening the Standard**

2b. The AIG Director and AIG Specialists can research and provide articles and resources to parents/guardians to help theme better understand and support their gifted children. We create a digital folder of resources for AIG Specialists, school administrators, classroom teachers, and school counselors to pull from and share with parents/guardians and families.

Could provide a weekly Teambuilder or Enrichment lesson tied to the Leadership Framework (ex Mindfulness Monday or Wellness Wednesday)

Planned Sources of Evidence

* Documentation of Professional Development

*
*

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

Standard 3: Differentiated Curriculum and Instruction

Surry County Schools (860) 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.

Surry County Schools adapts the NC Standard Course of Study to meet the needs of all students. Teachers use the NCSCOS as a starting point for differentiation. In the classroom, tiered assignments, choice boards, learning menus, and digital tools are used to support and challenge students in the learning process. A common instructional framework allows for students to work both independently and collaboratively to apply new skills. AIG specialists and AIG teachers will also be able to collaborate in common professional learning communities within their specific school and also at the district level, both horizontally and vertically. Our teachers will also receive instructional coaching support from the local Curriculum and Instructional team. This may also include co-teaching with others in order to meet the needs of learners during project-based activities.

Enrichment: Students may participate in a variety of clubs, competitions, and field trips. These offerings provide students with many choices to match their specific interests and abilities. Students will work together with students who have similar abilities, needs and interests. Students will also be able to narrow their focus to STEM activities if they choose.

Extension: AIG pull-outs allow time for Specialists to extend what is being taught in the regular education classroom. Project-based or Problem-based learning, service learning, and internships also provide ways for students to extend their learning.

Acceleration: Early entrance to Kindergarten, subject/grade acceleration, Meadowview Magnet Middle School, Surry Early College High School, Credit by Demonstrated Mastery, Honors/Advanced placement courses, college courses, virtual courses, and compacted math are ways middle and high school students can accelerate their learning.

Some other ways students will be able to have a variety of experiences will be through flexible learning options such as the following:

- Offer whole-day experiences (PBL) tied to SCOS
- Utilize blended learning with 1:1 technology for personalized learning environments

*** Practice B**

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

AIG/Advanced Learning Department a. Collaborates with the Curriculum and Instruction Department, the Assistant Superintendent for Academic Services and Instructional Support and principals to plan and provide professional development regarding instruction for gifted students. b. Provides on-site assistance as requested by school administrators. c. Will investigate creating longer learning opportunities for students, such as full days and field trips.

AIG Specialists:

- a. Collaborate with teachers and students in grouped classrooms to provide assistance.
- b. Design curriculum for teachers/students as schedules allow.
- c. Provide resources for teachers and students both as source material and instructional strategy information.
- d. Recommend implementation methods for various differentiation strategies.
- e. Set goals with students at the beginning of each school year and review progress.
- f. Co-teach, model teach, pull out, and push in as best suits student and school needs.

- g. Provide individual or group services to students as needed.
- h. Utilize student learning style information and structures such as interest inventories
- i. Learning profiles, multiple intelligences and other appropriate learning style information.

Classroom Teachers

- a. Use appropriate differentiation strategies.
- b. Work with AIG specialists to develop curriculum and strategies when appropriate and is allowed by scheduling.
- c. Understand co-teaching, modeling, pull-out and push-in methods to best utilize these.
- d. Incorporate Differentiated Education Plans/Individual Differentiated Education Plans into classroom instruction/expectations at the high school level. More training is needed.

Guidance Counselors

- a. Follow the Governor's School application process.
- b. Provide guidance for the college application process that includes multiple and diverse colleges appropriate to the student's goals and means.
- c. Revisit "myths" regarding gifted students and their education to assist teachers and students.
- d. Support students lobbying for scheduling and coursework most effective for themselves.
- e. Support students by advocating for the use of Differentiated Education Plans/Individual Differentiated Education Plans.
- f. Provide support to AIG students in conjunction with AIG specialists and teachers.

Principals

a. Provide time in faculty sessions for AIG Specialists to review student needs, AIG services and differentiation strategies.

b. Promote use of differentiation for AIG.

c. Provide flexible scheduling to meet AIG specialists' duties required by this plan. d. Group students to provide maximum efficiency in use of personnel.

e. Provide assistance in curriculum compacting.

Recommended Strategies Serving Learning Needs and Identifications (This list is not exhaustive.)

a. Curriculum compacting.

b. Independent learning contracts.

c. STEM and STEAM.

d. Computer programming related to NCSCOS.

e. Choice boards using multiple learning modalities and expectations.

f. Production with technology.

g. Tiered lessons.

High Schools

a. Four year planning begins in eighth grade by middle school counselors with high school counselor support.

b. Revisions and additions are made to the four year plan yearly.

c. Extra-curricular activities and Career Technical Education coursework is recorded.

d. Students have access to this information for the college application purposes.

Teachers may use Multiple Intelligence Inventories or other similar resources to identify a student's learning profile.

For all students

Instructional menus and choice boards may be used to incorporate interests, readiness, and give a student voice and choice in their learning. The use of evidence-based strategies that provide rigor, depth, complexity should also be used to help facilitate student growth opportunities.

*** Practice C**

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

- Use evidence based resources and allow time for AIG personnel to plan
- Provide curriculum guides into the district instructional framework w/ resources proven to work
- Create a variety of resources and have them readily available such as a resource library (include within the SCS Units of study / Canvas page)

Resources that are currently being used in the district include: Jacob's Ladder, Junior Great Books, iReady Reading, Perplexors, Superstar Math, Primary Education Thinking Skills (PETS), Math tasks from NCDPI Instructional Resource Project, Illustrative Mathematics, Khan Academy Textbook adoptions, Honors notebooks, ALEKS Math Program

*** Practice D**

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

- Integrate curriculum units with future ready skills (critical thinking, communication, collaboration) in all grades & content areas. Gather feedback from the field to better prepare our students with these future ready skills and incorporate activities and opportunities to support this development.

- AP options, incorporate real world contexts (GeoCaching, Odyssey of the Mind, Robotics)
- Partnerships with community (community service projects, mentoring, internships)
- Critical conversations with like-minded peers (Student Seminars, book club discussions, Battle of the Books, debate, Science Olympiads, MathCounts)

The district offers Better Learning professional development for teachers. During this training, teachers learn how to implement the Surry County Schools Instructional Framework.

Teachers using the framework have students who work well independently and effectively collaborate with their teammates. The district also has a Leadership Framework. Teachers are able to incorporate critical thinking, decision-making, communication, collaboration, and leadership into their lessons using this framework as a guide. Students focus on leading self, leading with others, and changing their world.)

*** Practice E**

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

- Offer balanced assessment approach (measure a range of students' needs & abilities)
- Train teachers how to assess students as well as analyze the data in teams or PLC's to help students reach their fullest potential (Data Analysis Protocol and MTSS protocols??)
- Use pre-assessments to drive instruction and create flex groups (based on readiness, interests, learner profiles)
- Monitor local and state data to inform instruction
- Analyze the growth of gifted students
- Gather data from the following assessments to guide classroom instruction and grouping:

Benchmarks, NC Check-ins, Common Assessments, mCLASS (DIBELS and TRC composite data), WIDA/Access testing data, Primary Education Thinking Skills (PETS) checklists

*** Practice F**

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

- Make connections with the student services department to meet the social & emotional needs of the AIG students. Use Panorama Universal Screener to determine needs
- Targeted Grades Units of Study (Freshman Academy, Summer camps for rising 6th/9th graders, “What it means to be gifted” for 3rd-4th grade)
- Bibliotherapy lessons (relevant books & movies) for teachers & counselors to use
- AIG Specialists- discuss relevant social/emotional data to determine appropriate interventions (3-tiered intervention model)
- Social & emotional resources for teacher, parents, students who are twice-exceptional

*** 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.

- Cultivate the potential for ALL K-3 students and provide early interventions, observe strengths & recognize potential
- Foster creativity, curiosity, critical thinking for K-3 students
- Include regular ed, AIG specialist, special ed, other instructional staff to develop differentiated curriculum

* 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.

- District leadership ensures the differentiated instruction is expected of all instructional staff
- Dedicated time for AIG personnel and classroom teachers to collaborate, plan advanced units and evaluate the effectiveness of the differentiated instruction (PLC)
- Think about these guiding questions: “Do gifted students have an opportunity to NOT succeed with ease in order to develop their talents & potential?”, “Do gifted students have regular opportunities to expand their areas of interest & strengths?”
- AIG Coordinators & district level support teams advocate the use of differentiated instruction (MTSS team as well)
- Provide examples of curriculum scenarios and models of teaching rigorous curriculum with supplemental resources, challenge the gifted EL students

Regular collaboration among teachers is essential to creating a strong learning environment for children. The AIG specialists work with others at their schools, including classroom teachers, media specialists, EC and EL teachers, guidance and administrators to ensure that curriculum and instruction is appropriate for gifted students.

Differentiation, rigorous assignments and thoughtful lesson planning are components of the countywide professional development. All staff members collaborate to identify techniques that benefit gifted children. AIG specialists are available for collaboration with other specialists and teachers in PLCs and data teams to help create challenging lesson plans and units for students who show mastery of the basic curriculum. The middle school compacted courses have their own rigorous curriculum maps with compacted objectives from higher grade level content.

Guidance counselors can also provide materials to use for classroom guidance and small group counseling sessions.

*** Practice 1**

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

- Use documentation to outline services offered & how these services will meet the students' needs & share desired outcomes
- Annual meeting with parents/guardians to discuss DEP (including AIG specialist, classroom teacher, admin.)
- Review DEP's to identify needs for the next year
- AIG personnel present during high school registration to ensure appropriate services in high schools
- "AIG Program Progress Report" with report cards each grading period (progress of DEP)
- Use a 4-year plan of coursework (DEP, update annually)
- Collaborate with EL personnel to be sure opportunities are provided based on the needs of the student each day

K-3 does not have a formal Differentiated Education Plan. Parents/guardians/families are informed of the talent development services offered in the primary grades. Parents/guardians receive a notice of the skills taught by the AIG specialist.

Grades 4-8 use a Differentiated Education Plan (DEP) in a designated Google folder. The DEP is reviewed annually with parents/guardians. Electronic signatures are collected on the document. Parents/guardians may request a hard copy of the DEP.

Grades 9-12 use the High School Four Year Plan as the DEP. This document is reviewed annually.

An Individual Differentiated Education Plan (IDEP) may be developed instead of the DEP, if needed. Circumstances such as underachievement, attendance issues, behavioral issues, and other situations require a more intensive focus on student services. The AIG Coordinator or AIG Lead Specialist assists teachers with creating the IDEP.

*** Ideas for Strengthening the Standard**

- Offer opportunities for AIG specialists and Reg. Ed. teachers to plan inquiry-based / PBL activities to incorporate in ALL courses.
- Information for parents & students to inform them about the opportunities available (assistance when registering for HS courses)
- Make a variety of resources available for ALL teachers to incorporate into their lesson plans to deepen knowledge as opposed to more and more compacting curriculum
- Focus on student interests and strengths as well as incorporate community service projects / internships
- Use the SCOS to find ways to accelerate and incorporate extensions

Planned Sources of Evidence

* Local Curriculum Guides and Canvas Page

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

Standard 4: Personnel and Professional Development

Surry County Schools (860) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The AIG Director under the direction of the Assistant Superintendent of Curriculum and Instruction supervises and implements all facets of the Surry County Schools Gifted Education Program. The Director is an advocate for all gifted initiatives and stays informed of current legal issues pertaining to gifted education. The AIG Director works closely with the AIG Specialists to implement the AIG plan, develop and deliver AIG professional development, and conduct AIG Advisory Council meetings. Responsibilities of the AIG Director include making school assignments for AIG Specialists, meeting with AIG Specialists to provide policy and program updates, facilitating a county-wide AIG Advisory Council to provide updated information and answer questions, overseeing the AIG budget and seeking additional funding to support the program, purchasing quality, research-based materials for teacher/student use, maintaining an accurate student headcount, attending regional and state meetings, seeking out quality professional development for AIG staff members, communicating with the Surry County Board of Education, making site visits to observe AIG specialists and giving instructional feedback, completing internal audits to ensure compliance and consistency, and heading the AIG plan revision process.

*** Practice B**

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

The AIG Director reviews submitted schedules of AIG Specialists and makes recommendations, as needed. AIG Specialists orient faculties, administrators, and parents/guardians to the AIG plan and reviews screening, identification,

and placement procedures on an annual basis. The specialist serves on the MTSS Team during the review and placement of gifted students and maintains accurate records of student referrals and identification. He/she assists classroom teachers through PLC meetings with differentiated instructional strategies for gifted students. Specialists also deliver differentiated instructional strategies through a variety of service delivery options based on student/teacher needs (i.e. inclusion, pull-outs, interest groups, independent study, etc.). In addition to academics, specialists include lessons to support the implementation of the Surry County Schools Leadership Framework in order to educate the whole child and meet the needs of their students. AIG Specialists may sponsor enrichment activities and competitions such as Battle of the Books, Debate Teams, Chess Club, Robotics, etc. The AIG Specialist must remain current in gifted licensure and attend professional development opportunities regularly.

*** 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.

Professional development is planned by the curriculum and instruction staff with input from administrators based on staff needs. Professional Development Plans (PDPs) are completed by all AIG licensed employees in conjunction with their administrator's recommendations. Recommendations include, but are not limited to, the following:

1. Differentiated Instruction
2. Social and Emotional Needs of Gifted Learners
3. Common Instructional Framework
4. MTSS Team Processes
5. Leadership Framework
6. Identification Criteria and Procedures
7. Thinking Maps
8. CRISS Strategies
9. Kagan Structure

*** 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.

Teachers hired by Surry County Schools are deemed highly qualified by the North Carolina Department of Public Instruction. All teachers hired as AIG Specialists are either fully certified with an add-on license in AIG or are presently working on certification through an accredited college/university program.

All teachers have local professional development requirements that connect to their ongoing individual evaluation process. Administrators ensure classroom implementation during formal and informal evaluations.

Elementary students are given talent development services in grades K-3. AIG-identified students in grades 4 and 5 receive pull-out services in reading and/or math.

Middle school students cross-team for compacted math and are in cluster groups for ELA instruction. Students are also being pulled during enrichment times for AIG services.

High school students choose to take Honors/Advanced Placement courses, college courses, and/or virtual courses. Students may also participate in Credit-by-Demonstrated Mastery to earn credit without seat time.

*** Practice E**

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

Elementary and Secondary English Language Arts and Math teachers will have the opportunity to participate in professional development that is focused on gifted education and best practices for gifted learners. They will begin and end as a cohort and will be given a reimbursement for a passed Praxis for AIG licensure. We will recruit teachers from all backgrounds to participate in the AIG licensure cohorts for future licensing in order to meet the diverse ongoing needs of all gifted learners.

*** Practice F**

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

The Curriculum and Instruction team will provide focused professional development with support from Appalachian Rural Talent Grant on required professional development days. This focused professional development will provide opportunities to teachers to understand non-discriminatory practices of identification and support. This will also be

beneficial in helping teachers and other support staff develop a growth mindset that impacts policies and practices. With this level of professional development and ongoing support, we build capacity in our teachers and other support staff.

*** 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.

The Curriculum Team for Surry County Schools is composed of the Assistant Superintendent for Curriculum and Instruction, the Elementary Director, the Secondary Director, and the Director of Digital Learning and Media. The team establishes professional development priorities and opportunities based on current student data and initiatives/goals established by the school, district, and state.

Current Initiatives include:

- Curriculum Design Work for Math, ELA, Science, and Social Studies
- Program Review and Professional Development for Cognitively Guided Instruction in Mathematics
- Tier 1 Core Instructional Framework
- Multi-Tiered System of Support (MTSS) for Total School Improvement
- Professional Learning Communities (PLC) Increasing Collective Teacher Efficacy -SCS Leadership Framework

*** Ideas for Strengthening the Standard**

Surry County Schools will continue to support the AIG specialist and other teachers as we shift our practices for gifted learners to include more rigorous, problem-based learning that is integrated across all contents. This will take time to create and develop high-quality professional development for AIG specialists and other teachers who support gift learners.

Planned Sources of Evidence

* Teacher and Student surveys designed to assess the quality of the professional development focused on gifted learners and teaching strategies.

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Documents

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

Standard 5: Partnerships

Surry County Schools (860) 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.

Elementary AIG Specialists communicate with parents/guardians during open houses to relay information about programming for the year. At the end of the year, parents/guardians and specialists review student progress and revise the Differentiated Education Plan for the upcoming year. DEPs are designed to include academic, intellectual, social, and emotional goals for the student.

Middle school AIG specialists communicate with parents/guardians during open house or another designated meeting to review student DEPs and make any necessary changes or additions. Middle schools also host a transition night for rising sixth grade students and families to understand what to expect in middle school.

High school students have a four-year plan and discuss with parents/guardians and counselors their academic plans during high school. Counselors make students aware of opportunities for advanced courses, college pathways, internships, as well as social/emotional support available to the student.

A district-wide parent/guardian night is held yearly at a central location. Invitations are sent to all parents/guardians/families and the meeting date is communicated on the district website and all social media outlets.

An expert in the field is invited to speak and answer parent/guardian questions. Topics include social and emotional needs, characteristics of gifted learners, perfectionism, underachievement, and more. The expectation of intentional two-way partnerships are mutually beneficial to parents/guardians and the AIG staff at the school level regarding the needs of students as well as structured support from both parents/guardians and school staff.

*** 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.

The local AIG plan, along with information regarding referrals, identification criteria, procedures, and service options is located on the district website.

Other useful information provided on the website: AIG personnel and contact information, links to resources for parents/guardians, students, and teachers, and a copy of the AIG program brochure for Surry County Schools.

Gifted students need the support of working partnerships between school and others in the community, including parents/guardians. The AIG team has sought to form meaningful relationships with others to support the needs of AIG students.

AIG specialists work throughout the year to develop and cultivate strong relationships with others so the needs of gifted learners can be met. Specialists meet with parents/guardians on a bi-yearly to initiate and review DEPS and IDEPS. Newsletters and emails are sent to parents/guardians throughout the school year to inform them of what is going on in the AIG classroom. The AIG department has worked with various community partners including the Surry County Schools Educational Foundation, Surry Community College, Surry-Yadkin Works, etc. as it looks to continually expand services and options for students.

Examples of current local partnerships include: Virginia Tech and the Academically Gifted Rural Talent group offered an AIG Summer Camp experience to AIG learners in Surry County Schools. We also participate in a grant that provides a Girls in STEM experience through Wake Forest University Bowman Gray School of Medicine. Our gifted learners also have opportunities to participate in NCASA events such as MathCounts, Forensics and Debate, Quiz Bowl, Arts Showcase, Robotics and Lego League. Students also have the opportunity to participate in county wide events such as ArtsWow, MathCounts, Debate, Spelling Bee, Science Fair, Honors Chorus, and Honors Band. Our high school

students also are provided time and opportunity to mentor students in early literacy programs. The AIG department is hoping to have experiences like these continue so that more students can have the opportunity to participate and/or compete at higher levels.

Advanced high school students have several internship and learning opportunities available to them through Surry-Yadkin Works partnership and with the Surry County Partnership for Economic Development (apprenticeships), Surry Community College (summer camps, course offerings, etc.) and local hospitals (camps, programs). Students are also involved in serving alongside several local government agencies, such as Juvenile Crime Prevention Council.

AIG specialists and other AIG support staff will continue to seek out opportunities for partnerships in the community to enhance and grow 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.

The AIG Advisory Council representation from our district demographics includes students, parents/guardians, teachers, administrators, central office staff, and community members. Each year the entire council is invited to meet for our district parent/guardian night. An expert in the field discusses topics we have found to be of interest or need for the district. The council meets in small groups in the east, north, and central districts for focus groups. These meetings are used for stakeholders to provide feedback in order to strengthen the program and keep parents/guardians aware of any services provided or changes in the program. The group also meets to prepare for and support the plan revision process every three years.

*** 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 local AIG plan, along with information regarding referrals, identification criteria, procedures, and service options is located on the district website.

The district uses the Remind App to communicate on an ongoing basis the opportunities available to students, important upcoming events, and other relevant information. The AIG Coordinator works with the ELL department to ensure important documents and information are translated and communicated in the parents'/guardians' native language.

It is the practice of the AIG department to share AIG information with all stakeholders. This is done through a variety of ways including the county website, beginning of the year faculty meetings, newsletters, teacher/parent/guardian conferences and parent/guardian meetings. The AIG department also works with the school system's communications coordinator to ensure timely and informative information goes out to the public about student, teacher, school and department accomplishments to give the public a better understanding of AIG.

The Surry County Communications Coordinator and the District AIG Director will maintain the AIG webpage and will have a website presence that informs the community of contact information, the county AIG plan, AIG policies and procedures and other information relevant to AIG students. The county website will continue to host an AIG webpage where current information about AIG will be posted. The local plan is also posted on this webpage. Through the district's Facebook, Instagram and Twitter pages, AIG news is shared with the community.

AIG elementary specialists publish and send home quarterly newsletters containing articles of interest to AIG students and their parents/guardians. These newsletters also highlight what specialists have been doing with students so that parents/guardians will have information about their students' AIG activities on a regular basis. Surry County Schools utilizes the School Messenger calling system where groups of students/parents can receive recorded phone messages. AIG specialists can work with the AIG Director and their principals to use School Messenger to notify parents of upcoming events. Sometimes the best way to communicate is in a face to face meeting. K-8 specialists may request such a conference for an annual review while a high school specialist may request a conference to help the student develop a four-year plan or to review and make changes to a student's schedule.

Specialists inform others at their schools in faculty meetings or grade level meetings, information from the local plan that is pertinent to them such as identification/nurturing for talent development procedures and the importance of

differentiation for their gifted students. The AIG Director regularly meets with principals and instructional coaches to discuss curriculum topics including AIG.

From the county level, an AIG brochure will be produced that will review and highlight AIG information for the public. The brochure and all other communications will meet the diverse language needs of the community. We translate School Messenger calls and all printed materials to meet the diverse language needs.

*** Ideas for Strengthening the Standard**

The AIG department will continue to seek out opportunities for partnerships within our community.

Planned Sources of Evidence

* Parent/guardian surveys, Meeting notes/agendas, Newsletters

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

Standard 6: Program Accountability

Surry County Schools (860) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Every three years Surry County Schools develops/revises a written local AIG plan in accordance with state legislation and policy. To inform the plan, students and parents at all grade spans are surveyed, feedback is gathered from school administrators and the AIG Advisory Board in meetings and discussions, data are collected, and a self-assessment is completed by the AIG specialists and district AIG coordinator. In addition, the district AIG coordinator attends state/regional meetings and participates in webinars to support the AIG plan development and improvement. Drafts for each standard are shared with AIG specialists, AIG Advisory, and representatives of school/district administrators for additional feedback. Finally, the AIG plan is presented to the Board of Education for approval and submitted to the NC Department of Public Instruction for review and comment.

*** Practice B**

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

In Surry County Schools, implementation of the local AIG plan is monitored primarily by AIG specialists and the district AIG coordinator.

- The plan is shared with all stakeholders, with changes emphasized within principals' meetings, faculty meetings, etc.
- School level Gifted Services Teams (GSTs), led by AIG specialists, ensure plan implementation with fidelity within each school. AIG specialists communicate frequently with classroom teachers to make sure that AIG students' needs are being met.
- School/district administrators reference the document during planning for clarification of details and review AIG student performance by school.
- The local AIG plan is referenced at least quarterly at district AIG specialist work sessions, with discussion about progress towards meeting the goals of the plan and ways to strengthen the plan.
- The plan is referenced at parent/guardian events throughout the year, and annual parent/guardian/student surveys are used to gather feedback.
- The AIG Advisory Board reviews the plan at least annually, including the analysis of the AIG headcount to monitor demographics.

*** 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.

State funds that are allotted for the local AIG program, according to state policy are monitored. The majority of the state AIG funding is primarily used for staffing purposes to pay for salaries. The remaining funds are used to pay for AIG specialists travel, professional development, and resources aligning to the current AIG plan. The budget is maintained by the Assistant Superintendent for Curriculum and Instruction.

*** 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.

At the school and district level, an AIG headcount is conducted annually to ensure accurate data regarding formally identified students. The Director of Accountability and Student Information does a "data dive" with district and school leaders with both district and school level data at least annually, and the state test data includes AIG as a subgroup for analysis. At the school and class level, data is monitored at least quarterly with benchmarks or NC Check-Ins. While proficiency is not typically a concern for AIG students, growth is. Therefore, EVAAS information is often more relevant than proficiency when analyzing AIG student data and teacher effectiveness with higher level students. Advanced Placement (AP), ACT, and SAT test scores are also monitored at the high school level, as they impact college credit and inform readiness/acceptance. Efforts are in place to increase the graduation cohort rate. Student dropouts are monitored by a dropout prevention committee that reviews each individual student with the contributors and context for dropping out and helps problem-solve to improve the graduation rate. Historically, the dropout list rarely includes AIG 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 exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Identifying diverse <under-represented> populations of AIG students is an ongoing focus of the district AIG plan. Surry County Schools employs procedures to ensure that all student groups are considered in the identification process. The CogAT is administered to all 2nd and 6th graders, and AIG specialists utilize alternative assessments to help identify students whose traditional test scores might not accurately represent their ability. The AIG Advisory Board continually monitors the demographic data of the district and the AIG subgroup for comparison. The performance of each individual AIG student, including those <under-represented>, is monitored by the AIG specialist, regular classroom teacher, and the <Gifted Services Team (GST)> at each school. If a student is not performing, the AIG specialist, regular classroom teacher, and <GST> take measures to address the concerns, including partnering with the parents/guardians, contracting with the student, and adjusting services as needed



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*** Practice F**

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

goals and strategies outlined in the local AIG plan.

The Human Resources Department maintains information regarding licensure and the completion of professional development for renewal. All AIG specialists and the district AIG coordinator are state certified in AIG, and the district is making significant efforts to increase the number of regular classroom teachers who have additional training and certification in gifted education.

The district AIG coordinator works closely with the HR Department to monitor the credentials of personnel serving AIG students. This includes teachers who are AIG certified, AP certified, AP certified, are participating or have completed the hybrid course to meet local AIG requirements. These updated lists are shared with school administrators to help inform master scheduling and qualifications for serving AIG students. School administrators also utilize observation and EVAAS data. AIG specialists support regular classroom teachers who teach AIG students.

*** Practice G**

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

Surry County Schools elicits quantitative and qualitative feedback regarding the implementation and effectiveness of the local AIG program. Feedback is gathered both formally and informally from stakeholders.

AIG specialists and district staff request regular feedback from AIG students and un-identified parents/guardians in a variety of ways:

- Annual AIG student and parent/guardian surveys are distributed by grade span, with schools/specialists receiving school-specific data to study and district data analyzed by AIG specialists/coordinator and AIG Advisory.
- Parent/guardian representatives provide valuable feedback through discussions at district AIG Advisory meetings.
- Feedback is obtained through annual DEP meetings, parent/guardian/teacher or parent/guardian/administrator conferences, and curriculum/parent/guardian nights at the school level.

▪ AIG specialists elicit feedback from students informally and formally through class surveys and discussions at the elementary and middle school level. Input from other stakeholders is also critical to guide continual improvement.

- The AIG specialists collaborate with regular classroom teachers, school-level administrators, counselors, and other support staff within the school(s) they serve.
- The district AIG coordinator meets with the AIG specialists, who provide ideas for strengthening the AIG program based upon feedback they have gathered from stakeholders and their own observations and professional opinions.
- The AIG coordinator has regularly scheduled meetings with principals and district leadership in which discussions include the AIG program and continual improvement.
- Finally, the network of regional AIG coordinators and NC DPI consultants provides valuable feedback for improving AIG programming through collaborative meetings, consultation, and review/comment on the local AIG plan.

*** 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.

In order to ensure that the AIG plan has a comprehensive evaluation, we look at the following pieces of data:

- Achievement data of AIG subgroup
- Headcount data with demographic information by district and AIG subgroup
- Annual survey data from AIG students and parents * Course offerings/rigor at the high school level
- AIG credentials for personnel

The AIG Advisory Board analyzed survey data, both quantitative ratings and qualitative comments. Feedback from other stakeholders, helped inform AIG specialists as they completed the self-assessment, made notes for revisions,

and the Assistant Superintendent drafted and shared revised standards for further comment/feedback

*** Practice I**

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

Surry County Schools balances sharing data from evaluating the local AIG program with appropriately protecting the confidentiality of all stakeholders. The specific level of data depends upon the audience.

- State test data (with AIG subgroups), ACT, and SAT results are reported by the Director of Accountability and Student Information to the Board of Education annually.
- AIG headcount data is shared with school/district leaders, with aggregate headcount data (including demographic breakdown) shared with the AIG Advisory Board.
- Survey results from students and parents/guardians are shared with AIG specialists, the AIG Advisory, and school/district staff. Aggregate/summary district data is shared with all stakeholders, while school specific data (in which comments may identify a specific AIG specialist or classroom teacher) either has names redacted or is only shared with the school AIG specialist and principal.
- The updated AIG plan, along with information from the self-assessment that informed the revisions, is presented to the Board of Education for review and approval. Once approved, the local AIG plan is posted on the district website.

*** 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.

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

Surry County Schools has a written plan of policies, procedures, and practices that safeguards the rights of all AIG students and families. This plan outlines identification and placement procedures, reassessment procedures, transfer students, and a way to resolve disagreements.

Students who transfer into Surry County Schools from another district will be served through comparable services until records are reviewed by the MTSS school to determine local eligibility for gifted services. If parents or guardians have a disagreement concerning decisions regarding placement of their child, they shall first request in writing a meeting with the school-level team that made the questioned decision. This committee reviews all documentation and reports to the parent or guardian their decision in writing within 10 days of receipt of a request to review the decision.

If the parents/guardians are not satisfied with the review committee's decision, they may appeal in writing within 10 days of the decision to an Administrative Review Committee composed of the AIG Coordinator, the Assistant Superintendent of Curriculum and Instruction, and the Superintendent/Designee. They will review the case and respond to parents/guardians and the school-level committee in writing within 10 days of receipt of the appeal.

If the agreement is not resolved by the Administrative Review Committee, the school system will arrange for mediation with a trained mediator within 10 days of the decision.

The Surry County Board of Education will accept written appeals within 10 days of the failure to reach an agreement through mediation. They will provide a written decision within 35 days of receipt of the request.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of this hearing will be limited to consideration of

(i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents/guardians in the event they prevail in a due process hearing.

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*** Ideas for Strengthening the Standard**

Establish community partnerships

Planned Sources of Evidence

* Parent/Community Meeting Notes and Agendas


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

Local Board of Education Approval



Surry County Schools (860) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/06/2022 












Original Application Submission Date: 07/14/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Local AIG Plan Board Approval Document</u>

AIG Related Documents

Surry County Schools (860) 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)]	 <u>Local Board of Education Approval Template</u>	 <u>Local AIG Plan Board Approval Document</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <u>High School DEP</u>
AIG Standard 1 Additional Resources	N/A	 <u>Referral Form</u>  <u>Gifted Rating Scale K-3</u>  <u>Gifted Rating Scale 4-8</u>  <u>AIG Identification Criteria</u>  <u>Portfolio Guidelines</u>  <u>AIG Identification Pathways</u>  <u>AIG Identification Pathways 9-12</u>  <u>AIG-5 Invitation to Conference</u>

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

Surry County Schools (860) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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