

Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Welcome

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2022-2025, as mandated by Article 9B. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

Overview of Legislation

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

NC State Board of Education Policy (ACIG-000)

As legislated in Article 9B, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in June 2021 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

What is the purpose of this plan update?

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

Overall Writing Information

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2019-22 plan as a starting point for your 2022-2025 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 9B, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

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In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.

When are the local AIG plans due?

The local AIG plans are due to the SBE/DPI by July 15, 2022 for review and feedback for all LEAs and those charter schools with an existing local AIG plan. All charter schools submitting a local AIG plan for the first time, will submit via the NC CCIP portal by October 15, 2022. As Article 9B legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

For questions, please contact:

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Sneha Shah-Coltrane	Director of Gifted Education and Advanced Programs	sneha.shahcoltrane@dpi.nc.gov

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AIG List of Standards & Practices

Organization of the AIG Program Standards

Each standard is formatted as follows:

Standard: The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B.

Practices: The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

Standard 1: Student Identification

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

PRACTICES

- 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.
- 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.
- 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 learners, highly gifted, and twice-exceptional.
- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

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.

PRACTICES

- 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.

- 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.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- 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.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- 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.
- 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.
- i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

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.

PRACTICES

- 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.
- 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.
- c) Incorporates a variety of evidence-based resources that enhance student learning.
- d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.
- e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.
- 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.
- 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.
- i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

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.

PRACTICES

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- 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.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- 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.

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.

PRACTICES

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
 - academic and intellectual
 - social and emotional
- 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.
- 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.
- 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.

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.

PRACTICES

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- 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.

Overview: Mission/Vision Statement and Funding

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* LEA Superintendent's Name:

Steve Blackstock - Interim Superintendent

* LEA AIG Contact Name:

Flora, Kelly - florake@daretolearn.org ▼

Dare 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 Dare County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

By emphasizing innovation, talent development, and personalizing students' educational experience, Dare County Schools will build learning environments where all students can grow and succeed, regardless of their background.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 291,136.00	* \$ 22,375.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops 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.

Dare County Schools provides multiple pathways to identify students, including committee reviewed portfolios with a focus on identify underrepresented populations. The plan clearly articulates and disseminates clear, comprehensive and equitable screening, referral, and identification processes for all grade levels.

Screening Tools (included but not limited to):

Grades K-2 (Talent Pools/Nurturing Groups)

CogAT- Second Grade Only
mClass Math Screener
Portfolio
Classroom Performance
Teacher Recommendation/Checklist

Grades 3-8

Aptitude Test (SAGES-3)
Portfolios
Cog AT (6th Grade)
PETS or Kingore Observation Survey (Classroom)
NC Check-Ins (Data Point)
Assessments (90% or above or top 10% of subgroups) to include but are not limited to:
BOG, EOG, NCFE
Classroom Performance
Teacher Recommendation/Checklist (Data Point)

Grades 9-12

Aptitude Test (SAGES-3)
EOC
PSAT (11th Grade)
ACT (11th Grade)
Pre-ACT (10th Grade)
Portfolios
Classroom Performance
Teacher Recommendation/Checklist (Data Point)

Referral

AIG referral processes are standardized for all schools across the district. Processes for referral and testing for AIG identification are reviewed each year with AIG facilitators at all levels to ensure consistency. An AIG team at each school oversees referral and nomination processes and conducts frequent staffing to discuss potential/current students. The team is composed of the AIG facilitator, classroom teacher representatives, a counselor, and an administrator. This team meets to review student portfolios, nomination discussions, and any available performance data for identification.

Identification

Students and families receive copies of all standardized district forms related to AIG services, and a letter explaining the data used in the placement decision. These forms are available in both English and Spanish. Our daretolearn.org website also explains the process and of AIG identification and common questions related to AIG nomination and identification. Our district AIG plan is also available, in its entirety, on our website.

* 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.

Dare County Schools uses a variety of traditional and non-traditional research-based measures to identify students for our gifted program options. Using multiple criteria, we gather data to build a body of evidence for a multi-dimensional student profile to assist us with understanding a student's abilities and potential.

Academically and Intellectually Gifted students are those who:

Perform or show the potential to perform substantially higher levels of accomplishment when compared with others of their age, experience, or environment; exhibit high performance capability in specific academic fields and require educational services specifically differentiated for academic and intellectual rigor. In Dare County, students can be identified according to the following designations or criteria:

Academically Gifted (AG) - Students who have demonstrated high academic performance on a specific academic field within the regular programming. Under this category students can be identified in reading (AG-R) or math (AG-M) or both reading and math (AG). These students perform highly on aptitude and achievement assessments.

Pathway 1 for Gifted (AG), Reading Only (AR), Math Only (AM)

Aptitude

1 or more of the following:

90% or higher CogAT subtests in grades 3 and 6

90% or higher on aptitude test (SAGES-3)

90% or higher PSAT (11th Grade)

Achieve in the top 10% of scores within subgroup

Comparable IQ score

AND

Achievement

1 or more of the following:

90% or higher on the BOG (3rd Grade Reading Only)

90% or higher on corresponding subtests on EOG/EOC or NCFE

90% or higher on Pre-ACT (10th Grade)/ACT (11th Grade)

mClass Math Screener - Achieve in top 10% of scores (K-3)

Achievement in the top 10% of scores in subgroup

AND

Supplementary Evidence

1 or more of the following:

Portfolio

Teacher Recommendation/Checklist

Classroom performance summary

Student Interview

Pathway 2 for Gifted (AG), Reading Only (AR) and Math Only (AM) would look identical as Pathway 1 with the exception that the aptitude requirements would be removed, and students would need to exhibit TWO or more of the following in the area of Achievement and one or more areas in Supplementary Evidence.

Intellectually Gifted (IG): Students who have demonstrated high intellectual capacity (IG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform in the superior range on aptitude assessments with little evidence of achievement. This definition recognizes that not all intellectually gifted are going to display gifted characteristics in an "achievement based" way.

Pathway 1 for Intellectually Gifted (IG)

Aptitude

CogAT composite subtests V or NV (3rd and 6th grade) at 98% or above

98% or higher on aptitude assessment (SAGES-3)

98% or higher on PSAT (11th Grade)

Comparable IQ score

AND

Gifted Characteristic Checklist

Observation Checklist

Student Interview

AND

Portfolio of convincing evidence cognitive processing and reasoning abilities in scholarly areas of study (inside or outside of school)

Academically and Intellectually Gifted (AIG): Students who have demonstrated high intellectual capacity and academic achievement (AIG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform exceptionally high on aptitude and achievement assessments.

Aptitude

98% or higher on Cog AT subtests V or Q (3rd grade and 6th grade)

98% or higher on aptitude test (SAGES-3)

98% or higher PSAT (11th Grade)

Comparable IQ score

AND

Achievement

90% or higher on EOG or EOC

90% or higher on Pre-ACT (10th grade)/ACT (11th Grade)

mClass Math Screener - top 10% of scores (K-3)

AND

Supplementary Evidence

Gifted Characteristic Checklist

Portfolio of supporting evidence

Student Interview
Observation Checklist

*Subgroups include Ethnically/Culturally Diverse, Limited English Proficiency, Economically Disadvantaged, and Students with Disabilities

At the K-2 level, we create a portfolio using multiple criteria points (observation, contemporaneous notes, work samples, assessment data, etc) to bring before the AIG review committee to facilitate identification as an additional pathway to identify K-2 students. Enrichment opportunities are provided through core instruction and portfolio development using Birdie Kingore's Observation Inventory. AIG facilitators work with classroom teachers to provide rigorous, high-level learning experiences. AIG facilitators also develop talent and nurturing pools for students in grades K-2 where students have the opportunity to work directly with the AIG facilitator. Talent development and nurturing is especially important for those students who have had fewer experiences or opportunities to develop or demonstrate their potential.

As applicable: A four year old student may be considered for early admittance into Kindergarten if parents are able to provide outside aptitude and achievement testing that meets qualifying mandates.

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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.

Dare County is committed to increasing diversity in order to better reflect district demographics. Aptitude tests and screening checklists will be culturally appropriate for nurturing and identification. Dare County's goal is to improve equity and access of subgroups and underrepresented and under served populations to better reflect district demographics. The AIG facilitator at each school will work closely with multiple departments within the school and district to identify and serve students including (but not limited to): twice exceptional; ethnically and culturally diverse students; limited English proficiency; economically disadvantaged; and those students with disabilities. Professional development concerning identification criteria will be made available to district personnel regarding the understanding of gifted characteristics and common misconceptions about high-ability learners.

Our plan includes multiple criteria and pathways to ensure that no single criterion should prevent eligibility for identification. Highly gifted learners are identified through the IG and AIG pathways as outlines in Standard 1B.

*** Practice D**

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

Screening: School Screens/Gifted Education Facilitator will screen or conduct an annual review for all student initiated nominations or change in types of services from the school based on the following criteria:

95% or higher on the BOG - Grade 3 OR score within the top 10% of the subgroup

90% or above on EOG or EOC and/or NC Final Exams - 3rd Grade - 12th Grade OR score within the top 10% of the subgroup

Qualifying district administered grade level achievement test at 90% or above in areas of Reading or Math

Standardized aptitude test score (CogAT, SAGES-3) at 90% or above OR score within the top 10% of subgroup

mClass Math Screener (K-3) - Achieve in the top 10% of scores

Observation data at the primary grades (talent development program participation)

90% or higher on Pre-ACT (10th)/ACT (11th)

Subgroups include: Ethnically/Culturally diverse, Limited English proficiency, Economically disadvantaged, and Students with disabilities.

Classroom Teacher Screening Includes:

Student Work Portfolio/Kingore Observation Inventory

Gifted Characteristics Checklist

Student Interview

Observation Checklist

Parent/Guardian/Community Member/Student Nomination on the following criteria:

Achievement tests other than an EOG at 90% or higher (no more than 24 months old and can include outside assessments)

Gifted identification in another school district (musty provide supporting evidence/paperwork). Parents are required to provide documentation of valid test scores, prior school records, and/or work samples.

After assessments are completed:

The Academically Intellectually Gifted Team (AIG Team) reviews the nomination and student profile to determine if there is evidence of the need for services or if additional evidence or review is required.

School Academically Intellectually Gifted Team Decision

If the school AIG team determines there is a need for identification:

Parents are notified of identification outcomes

A DEP will be provided for parents.

A Differentiated Education Plan (DEP) is an annual plan created by the AIG team outlining the gifted programming services a student will receive.

If the school AIG team determines there is not sufficient evidence that the student needs services at this time:

Core education services will continue

If the school AIG team determines student meets some, but not all, criteria:

Parents will be notified of academic enrichment opportunities.

Annual Review of Identified Students by school AIG team:

In the fall of the following school year, the school AIG team will meet to review assessments and the continued need for Gifted Education services or recommended supports.

AIG facilitators will provide professional development for school level teams on screening, referral, and identification processes to ensure consistent implementation across the district.

*** Practice E**

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

Dare County Schools will provide a School Board approved copy of the local AIG plan on the county webpage for parents and other stakeholders. This webpage provides parents with information regarding the screening, referral, identification process and program elements offered in both elementary and secondary schools. Classroom teachers will provide information annually regarding AIG identification for differentiation purposes. Parents of identified students are invited to annual review meetings to review data and course schedules. They are provided with an updated AIG parent handbook that describes local AIG programs. Parents of identified students are invited to informational sessions (face-to-face or virtual) regarding transitions, course schedules, and enrichment opportunities. In addition, AIG facilitators utilize a variety of technological tools to communicate with parents including webpages, social media, learning management systems, and email.

*** 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.

Dare County's AIG Identification Process includes the following documents, all housed in an individual student file accessible by the AIG Committee pending review. The gifted identification process begins with a stakeholder referral. A paper or electronic file is created to maintain an individual student's AIG documentation at the school site and/or via PowerSchool. The Dare County Schools' Gifted Education Student Eligibility and Placement Decision Record includes student information, student aptitude indicator, student achievement indicator, student observation indicator, student performance indicator, student motivation/interest indicator, and school site decision indicating approval. In addition, this folder will contain supplementary evidence including student work

samples, checklists, observational data, and external testing results. Families of students in the screening process are provided with copies of all documentation used for review. The AIG facilitator meets with families of students to discuss the school site decision and subsequent next steps. The AIG facilitator collects signatures for all parties, and files are maintained in a secure site location.

*** Ideas for Strengthening the Standard**

- District-wide committees to review/check that all AIG facilitators and school committees are following guidelines to ensure consistency across the district
- Create an advisory council that holds yearly meetings with a variety of stakeholders to discuss and refine current practices.
- Increasing parental involvement for potential/currently identified students in grades K-12

Planned Sources of Evidence

- * AIG screening, referral and identifying paperwork is updated to reflect multiple pathways and more opportunities for underrepresented populations and is clear and easily understood by all stakeholders
- * Develop a database that houses all testing data and demographic information
- * Dare County Schools recently purchased SAGES-3 for K-8 aptitude assessments; K-3 Math Screeners (mClass Math); and will be incorporating the Kingore Observation Inventory for portfolio completion

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

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.

Dare County Schools will provide clear and comprehensive descriptions of the AIG program including specific services available for each grade span and setting.

AM - Math

K-3 Implementation

AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

- small group instruction
- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AR Reading

*AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

- small group instruction
- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AG RM

Implementation

*AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

- small group instruction
- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AIG

Implementation

*AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

IG

Implementation

*AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

Grades 4-5

AM - Math

Implementation

*AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

-content replacement

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AR - Reading

Implementation:

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*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

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- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning
- content replacement

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AG RM

Implementation:

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- integrated units
- independent projects
- grade and class acceleration
- tiered assignments

-project based learning

-content replacement

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AIG

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-project based learning

-content replacement

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

IG

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- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning
- content replacement

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

Grades 6-8

AM Math

*AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

- small group instruction
- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning

Resources:

Classroom teachers

Grades 9-12

AM Math

Implementation

(academics, interests, special interests, talents, strengths)

Course selection guidance

College recommendation and application counseling

Interest survey

Mathletes

Ocean Science Bowl

Science Olympiad

NC Governor's School

AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

NCSSM attendance

Summer Institutes

AP Calculus AB and BC

AP Statistics

AP Environmental Science

AP Biology

AP Physics

AP Chemistry

AP Computer Science

Resources:

Coaching

Consulting - Guidance

Content acceleration - Guidance

Survey

Dual Enrollment

NCSSM online courses

Credit by Demonstrated Mastery

APEX courses

AIG facilitator

NCVPHS

AIG facilitator

Special Area Teachers

Counselor

AR Reading

Implementation

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*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

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-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AG RM

Implementation

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Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

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- integrated units
- independent projects
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- project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

IG

Implementation

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- small group instruction
- integrated units
- independent projects
- grade and class acceleration
- tiered assignments
- project based learning

Resources:

Classroom teachers

AIG facilitator

Special Area Teachers

Counselor

AR Reading

Implementation:

Course selection guidance

College recommendation and application counseling

Interest survey

Poetry Out Loud

Writing contests

Escape Room

Breakout box

Literary magazine

NC Governor's School

*Differentiation within the classroom:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

After School practices

Yearbook

Newspaper

AP Language and Composition

AP Literature

AP Human Geography

AP US History

AP US Government

NCVPHS AP Courses

AG RM

Implementation

Course selection guidance

College recommendation and application counseling

Interest survey

Poetry Out Loud

Writing contests

Escape Room

Breakout box

Literary magazine

NC Governor's School

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

After School practices

Yearbook

Newspaper

AP Language and Composition

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AP Human Geography

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AP Physics

AP Chemistry

AP US History

AP US Government

AP Computer Science

AP Studio Art

NCVPHS AP Courses

AIG

Implementation

Course selection guidance

College recommendation and application counseling

Interest survey

Mathletes

Ocean Science Bowl

Science Olympiad

NC Governor's School

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NCSSM attendance

Summer Institutes

AP Calculus AB and BC

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AP Physics

AP Chemistry

AP US History

AP US Government

AP Studio Art

AP Chemistry

AP Physics

AP Computer Science

NCVPHS AP Courses

Resources:

Coaching

Consulting - Guidance

Content acceleration - Guidance

Survey

NCVPHS

Dual Enrollment

NCSSM online courses

Credit by Demonstrated Mastery

APEX courses

Credit by Demonstrated Mastery

AIG Facilitator team teaches, collaborates, and consults with classroom teacher in order to provide support

Adobe visual design

Scientific and technical design Coding

Game Art Design

AP Studio Art 2D and Drawing

Theatre courses

IG

Implementation

Course selection guidance

College recommendation and application counseling

Interest survey

NC Governor's School

*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:

-small group instruction

-integrated units

-independent projects

-grade and class acceleration

-tiered assignments

-project based learning

Adobe visual design

Scientific and technical design Coding

Game Art Design

Theatre courses

AP Calculus AB and BC

AP Statistics

AP Environmental Science

AP Language and Composition

AP Literature

AP Biology

AP Physics

AP Chemistry

AP US History

AP Government

AP Studio Art

AP Chemistry

AP Physics

AP Computer Science

NCVPHS AP Courses

Resources:

Coaching

Consulting - Guidance

Content acceleration - Guidance

Survey

NCVPHS

Dual Enrollment

NCSSM online courses

Credit by Demonstrated Mastery

APEX courses

AIG facilitator

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

*** 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.

Dare County Schools' strategic plan includes a priority area of focus for mental health services and support. AIG students will benefit from district-wide ACES (Adverse Childhood Experiences) and other mental health related training.

In addition, AIG identified students may be referred for guidance groups to address the unique needs of AIG students experiencing stress or pressure to perform.

Students may have individual meetings with their AIG service facilitator to discuss social and emotional needs, leading to additional support services.

AIG facilitators will meet regularly and as needed with stakeholders (administrators, other AIG facilitators, guidance counselors, regular education teachers) to address the needs of the students or design programs for groups of students or teachers. An example may be mentor/mentee programs to serve students.

AIG facilitators meet with parents and students as needed to address specific social-emotional needs of the AIG student.

*** Practice C**

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

Dare County Schools will communicate and collaborate with instructional departments to ensure AIG services are integrated through the use of such strategies as:

-LMS (Learning Management Systems)

-PLCs and Professional Development with AIG Facilitator

-Electronic Communication

Allocation of facilitators and resources are based on per student basis, based initially on the headcount with consideration for other needs. Monies are also allocated based on request of school as determined by school and AIG facilitator need.

Dare County Schools follow the AIG plan. District administrators and AIG Facilitators use the plan to make district and school decisions. The School Board approves the District AIG Plan.

AIG Facilitators serve on leadership teams at each school in Dare County.

General education teachers, administrators, parents and community members serve on the AIG Advisory Committee and make recommendations for program implementation as well as integration with other program areas.

*** Practice D**

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

Dare County Schools' strategic plan focuses on growth for all children through personalized and innovative instructional practices.

Dare's AIG plan will require the analysis of current AIG student achievement and growth data to inform program effectiveness, grouping practices and procedures by using EVAAS data, EOG and EOC scores and designs specific grouping procedures and practices based on the comprehensive needs of

students. For example, K-8 Reading groups in the content area based on Dibels 8 data and running records; Math groups based on EOG's and pre-assessments.

Vertical alignment and planning with the AIG facilitator and the next grade levels is utilized to determine grouping and placement for service delivery.

*** 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.

Dare County Schools will integrate program standards, legislation and regulations around gifted programs into locally offered professional development on differentiated practices, administrative meetings, and site team meetings.

Instructional services and programs for gifted learners will be integrated into PLC meeting agendas focusing on data analysis and instruction to meet the needs of students and onsite staff meetings. The district will post the plan on the district website and will include resources for meeting the needs of gifted learners. Online, self-paced professional development will be developed and made available for all teachers, to include characteristics of gifted learners and strategies for instruction.

Teachers, administrators, and support staff will be informed about the student's DEP and information on student strengths and interests and progress towards skill development will be shared at the beginning of the year and at semester breaks.

Dare County Schools will provide the AIG Plan, process for identification, and tools for communicating with parents to AIG specialists. In addition, a parent handbook concerning AIG identification, areas of identification, and service options will be updated and provided to parents through the website and given directly to parents of identified students at the start of each school year.

*** Practice F**

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

Dare County Schools' AIG Facilitators will communicate among and between teachers of gifted students through a variety of means. Communication tools and strategies include (but are not limited to):

PowerSchool records creations and maintenance will be rolled out beginning with students preparing for transition (tagging students and creating DEPs within the platform for easy access to teachers from year to year--especially during transitions).

Portfolios of student achievement and/or academic progress will be maintained by the AIG facilitator and/or classroom teachers and guidance counselors.

AIG Facilitators will share with staff and parents the referral process by posting process on county website and including in the AIG Handbook to be shared with school staff, parents, community and the advisory committee.

AIG facilitators will meet with Gifted Referral Teams, PLC Teams across all grade levels in their school to ensure effective continuation of services across grades.

The Gifted Referral Team and District Lead Team will review data at the school and district level to evaluate program services for consistency and effectiveness.

The Differentiated Education Plan (whether entered in PowerSchool or created in paper/pencil mode) will be completed and shared among teachers working with the gifted learner.

AIG facilitators will ensure that AIG identified student headcount is current.

AIG facilitators will hold regular parent meetings, at least twice per year, to share progress.

*** 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.

Dare County Schools is currently undergoing a comprehensive policy/procedures review, update and/or creation process. Among the policies/procedures to be developed (based on the new AIG plan) will be to develop policies, procedures, and resources related to acceleration opportunities for students at all grade levels. While the policies will be based on state regulations, our local policy and procedures will include information to help guide counselors and inform parents and teachers of available opportunities for students.

Among the acceleration opportunities currently available, students can be considered for acceleration based on performance on standardized assessments or classroom performance (teacher recommendation). In this case, a recommendation is made by classroom teachers to the AIG facilitator and administrator. The team will evaluate the recommendation based on scores, portfolio, input from parents, social/emotional maturity levels, and teacher recommendations to determine whether a student should be accelerated and in which content areas dependent upon the specific grade levels and student social emotional levels.

Dare County follows the NCDPI Standards for Early Admission to Kindergarten and their needs are met through small group instruction, compacting, grade acceleration, flexible grouping, independent projects, PBL, and tiered assignments.

Middle school students are given additional opportunities for enrichment and acceleration. Compacted math courses are available to students who have demonstrated a need for math acceleration and are approved by the AIG team. Middle school students may take classes for high school credit including Math I, Math II, Math III, English I, Earth and Environmental Science, and Spanish. Prior to enrollment in high school classes at the middle school, students are typically enrolled in advanced classes which compact the curriculum standards to prepare students for enrollment and success in the high school courses. At the end of eighth grade, students identified as AIG receive a "High School Differentiated Education Plan," which describes the opportunities that are available to students in Grades 9-12. The high school DEP outlines opportunities for high levels of challenge through an array of Honors, Advanced Placement (AP), and college-level courses through the College of the Albemarle.

Dare County Schools follows the NCDPI Standards for CDM including meeting with parents and students to share the process and requirements. Upon request for CDM by the parent or through a teacher recommendations, students may take an EOC or other approved cumulative exam in the area for consideration. Those who receive a 5 or demonstrate mastery through a high score on the exam will then be given the opportunity to create artifacts which demonstrate mastery of the course.

*** 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.

Dare County Schools' revised AIG plan is more intentional in outlining processes and procedures for broadening access to AIG identification and service delivery to underrepresented groups of students.

AIG, EC, classroom teachers, school counselors, and ELL facilitators collaborate in order to determine specific needs of students and strategies to allow for access to advanced learning opportunities such as the Duke TIP, Battle of the Books, Chorus, Band, drama, and other extra curricular clubs. ELL students are provided with information on these programs in their native language.

StrengthFinders and other interest inventory data is used to work with ELL, twice-exceptional, and highly gifted students to determine opportunities that suit their strengths and interests.

Our goal is to provide professional development opportunities for regular education classroom Dare County Schools is currently undergoing/continues with a comprehensive policy/procedures review, update and/or creation process. Among the policies/procedures to be developed (based on the new AIG plan) will be to develop policies, procedures, and resources related to acceleration opportunities for students at all grade levels. While the policies will be based on state regulations, our local policy and procedures will include information to help guide counselors and inform parents and teachers of available opportunities for students.

Professional development opportunities (Ignite DCS and AIG PD modules) will allow classroom teachers to identify the characteristics of gifted learners, how to differentiate instruction, support social/emotional learning among gifted learners and how to understand the difference between high achieving students and truly gifted learners.

Dare County Schools provides multiple pathways for identification with an emphasis on student subgroups. Support for those with potential for identification (K-2) will be served in talent/nurturing pools provided by the AIG facilitator with support from the classroom teacher.

*** Practice I**

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

Dare County Schools offers and encourages participation in various programs such as Mathletes, Ocean Science Bowl, Science Olympiads, NC Governor's School, Poetry Out Loud, Creative Writing and Literary magazine courses/clubs, Coding and other Computer Design, Battle of the Books, Book Clubs and more. We have recently begun coordinating interest-based internships for high school students to enhance and further develop our AIG students' skills.

These programs are promoted through newsletters, club announcements, meetings, Peachjar flyers that are sent to families and students, and social media platforms managed by Dare County Schools. Transportation is made available for students. In addition, after school enrichment programs are available for K-5 students.

*** Ideas for Strengthening the Standard**

AIG consulting teachers work with school leadership team to find or create comprehensive AIG coursework on differentiation and other instructional practices.
*Need of social/emotional support. Special Units of study for social emotional support for students (What it means to be Gifted (4th-5th grade))

Lending library for teachers that include best practices in gifted education

Work so that all schools have online DEPs created in PowerSchool.

Investigate the possibility of using a curriculum that is specifically designed to address the needs of AIG students that is still aligned with state curriculum.

Common planning between regular education teachers and AIG facilitators.

AIG facilitators (specific to grade level (elementary, middle, high) meet quarterly to discuss curriculum planning and goals.

Expand enrichment opportunities for AIG students in the areas of science and social studies.

Planned Sources of Evidence

- * Lesson plans Minutes from PLC meetings Professional development certificates or sessions Assessment of data analysis for grouping purposes DEPs identified in PowerSchool
- * Participation in Outreach Programs
- *

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

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.

Dare County Schools adapts and differentiates the NC SCOS to address the range of advanced ability levels by providing the following enrichment, extension, and acceleration opportunities:

Talent development groups in K-2

Talent development groups (nurturing pools) will engage students in enrichment-based groups to help develop critical thinking skills and differentiated/extensions of core instruction to meet the academic needs of students that show gifted potential.

Cluster Grouping

Cluster Grouping will be provided in all grade levels for identified students to allow for opportunities for students to work together with peers of similar needs, abilities, and interests.

Content Replacement (Grades 3-5)

Content replacement will be provided for identified students in the area of ELA and Math to meet students' academic needs and accelerate learning.

High School Classes

High school classes such as English 1, Math 1, Spanish, and Earth/Environmental Science will be offered to eighth graders, with consideration for acceleration to high performing seventh graders. Curriculum compacting in honors courses offered in 6th and 7th grade courses will prepare high performing students for high school classes in middle school.

Credit by Demonstrated Mastery

Credit by demonstrated mastery will be offered at student/parent request or teacher recommendation

Dual Enrollment through Community College

Community college dual enrollment will be available to eligible high school students. Internships with community businesses and organizations provide extension to the curriculum and work-based learning experiences will provide extension opportunities to students.

Outreach Opportunities

Outreach opportunities will be provided based on student interests. Examples include but are not limited to:

Book Clubs

Battle of the Books

Odyssey of the Mind

Model UN Program

*** 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.

Dare County Schools will continue to hold biannual professional development events (Ignite DCS) throughout the entire county. These events will allow staff that work with potential or already identified students, to select targeted professional development courses that will help with understanding AIG characteristics, differentiation, using data for effective grouping, and assisting with social and emotional support of gifted learners.

AIG facilitators will work with K-2 classroom teachers in developing and implementing whole group activities based on the Observation Inventory by Birdie Kingore so that all K-2 students are given the opportunity to take part in higher-level problem-solving and talent development. Student samples that meet the designated criteria will be kept aside for individual portfolios. The AIG facilitator will also assist the classroom teacher in identifying gifted characteristics based on how students responded to the prepared activities.

In grades 3-8, AIG facilitators will schedule check-in time blocks with their AIG students to offer relationship building, open discussions and social/emotional support to assist students.

In grades 3-5, classroom teachers and AIG facilitators will work with identified students will enhance and extend the NCSCOS through (but not limited to) the following:

- Project based units
- Inquiry activities
- Online resources
- STEAM activities
- Academic competitions
- Interest based clubs/meetings
- Design thinking
- 21st Century Skills development

Middle School students are offered (but not limited to) the following options:

- Honors English Language Arts
- English 1
- Honors Math
- Math 1
- Spanish 1 (8th Grade)
- Earth/Environmental Science (8th Grade)
- Project-Based Learning (facilitated by the AIG coordinator)
- *AIG facilitators from each middle school will meet with students and families for orientation

High School Students can participate in academic competitions and clubs. They are eligible to be enrolled in (but not limited to) the following:

- Honors Classes
- AP Courses
- College Courses (Dual Enrollment)
- *Counselors from each high school will meet with rising freshmen for orientation and scheduling

A sample of service delivery options and recommendations may include (but are not limited to) the following:

Elementary

Early Admittance to Kindergarten (if found eligible based on State Board policy)
Students may enter Kindergarten earlier than their age peers if they have satisfied all of the State and local requirements.

Gifted Resource

Identified gifted students learn together for specified periods of time each day or work and work with a trained specialist on projects, differentiated or advanced units, and topics of interest within the standard curriculum.

Talent Development

A K-2 program in which potential and ability are encouraged and developed with the possibility of future gifted placement utilizing resources including (but not limited to) the following:

Kingore Observation Inventory
Flex Grouping for Reading and Math
Talent/Nurturing Pools
Portfolio

Service Options and Recommendations for Elementary and Secondary:

Blended Learning - This refers to instruction where students learn in part with online learning with elements of students control over time, place, path, and/or pace. Students in grades 3-12 are using 1:1 technology facilitating blended learning.

Cluster Grouping of High Performing AIG Identified Students - This refers to a small group of students who are assigned together based on abilities and interests. They may be clustered within a heterogeneous homeroom class, within teams, or within subject departments with qualified teachers who will differentiate instruction.

Online Course Enrollment - Online, computer-based instruction is any curricula in which students receive self-paced or asynchronous instruction online. Course options are matched to student interest and ability level.

Content Replacement - This is the practice of modifying or streamlining the regular curriculum in order to eliminate repetition or previously mastered material, upgrading the rigor of the regular classroom by allowing for expanded enrichment, accelerated content, and independent study opportunities. Pre-assessments, formative assessments, and summative assessments will be utilized to drive the pace of student movement through the curriculum.

Course/Subject Acceleration - Students who show mastery of content standards and/or bypass specific subjects or courses may be accelerated.

Cross-Age/Cross-Grade Placement - For certain parts of the day, students are flexed to a higher grade or with older students for certain subjects regardless of chronological age or enrolled grade level.

Differentiated Curriculum - The curriculum is modified to match the unique learning needs of a student or group of students in a class or group, different in content, process, and final product.

Independent Study - Independent study may be used as a way to either accelerate or enrich learning. Students work independently on a topic, skill, or unit of study.

Seminars - A group of students that explore a selected topic, advanced study, or independent research. Emphasis is placed on the exchange of ideas

Service Options and Delivery

Secondary Only

Advanced Placement Courses (AP) - These are college-level courses taken by high school students. Based on performance on a test given at the end of the course, a student is eligible to receive college credit for the course.

Internship - This employer-school partnership combines academic instruction, structured technical training, and on-site experience.

Dual Enrollment - These college level courses are available to third and fourth year students who meet the community college readiness criteria.

*** Practice C**

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

AIG facilitators collaborate by sharing effective lessons, units, and evidence based on strategies and resources that support the needs of advanced learners with instructional support staff or classroom teachers. Differentiated instructional strategies are shared with teachers through PLC meetings and professional development offerings.

Teachers of gifted students continue to utilize digital learning tools and select supplementary resources and programs to support the AIG curriculum.

District-wide curriculum maps, pacing guides, and learning focused plans outline how to use the evidence-based resources mentioned below.

A variety of evidence-based resources that enhance student learning may include (but are not limited to) the following:

- Words Their Way
- Kingore Observation Inventory
- Primary Education Thinking Skills (PETS)
- Maker Space Resources
- Interest Inventories
- Coding/Computer Programming
- Guided Reading Using Leveled Texts
- Project/Problem-Based Learning Units

*** Practice D**

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

Instruction for gifted students will be founded in the North Carolina Standard Course of Study standards and objectives. Core instruction in the areas of reading and math will be taught and applied through learning projects tied to units of study. Units will be designed to incorporate critical thinking, higher-order questioning, communication, collaboration, creativity and opportunities for developing leadership skills when working on cooperative groups.

AIG students will develop communication and collaboration skills by participating in lessons and projects that are project/inquiry based. Presentations of final projects and/or outcomes of learning associated with the inquiry will focus on written and oral communication skills.

Types of projects include (but are not limited to) the following:

- Service Learning Projects
- Peer Tutoring/Mentoring
- Student Ambassador Program (leading tours of the school for visitors)
- Volunteer Opportunities (School and Community Based)
- Book Studies
- Clubs

In addition to core lessons and projects, AIG students will develop critical thinking skills through offered resources. These resources are (but not limited to) identified as:

- Dreambox Learning
- Khan Academy
- Flexible Grouping
- Common Lit
- Primary Education Thinking Skills (PETS)
- Kingore Observation Inventory
- AP Courses
- NC Virtual Public School
- NC School of Science and Math
- Dual Enrollment

AIG students will develop leadership skills by participating in (but not limited to) the following:

- Student Government Opportunities
- Student Ambassadors
- Journalism (Yearbook)
- Broadcasting (Announcement/News Broadcasts)
- National Junior Honor Society

National Honor Society
Odyssey of the Mind
Model UN

AIG students will have access to promote future ready skills through partnerships with community organizations offering internships with the mission of the organization including (but not limited to) the following:
Coastal Studies Institute/East Carolina University
NC Aquarium
Jennette's Pier/Nags Head Pier/Avalon Pier/Kitty Hawk Pier
Job Shadowing and Internships offered by local business partners

*** Practice E**

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

Dare County Schools is focused on data informed instructional decision making.

Benchmark formative assessments aligned with curriculum guides and the NCSCOS are administered three times per year and results are utilized to strengthen or expand demonstrated learning. AIG facilitators, likewise, analyze assessment data to plan and differentiate instruction for AIG students. Overall performance, as well as, analysis by goal/standard and item analysis reports provided by testing and accountability is utilized for instruction and grouping.

Assessment results provide the basis by which curriculum is compacted and instruction is differentiated according to student need and groups are formed. Enrichment time is provided in the master schedule so that students can be grouped flexibly on a variety of factors and topics for learning. The growth and performance of AIG students will be considered during collaborative planning conversations with teachers, instructional support staff, and administrators.

End of year summative assessment results are analyzed to group and place students for services, as well as identify group strengths and needs by using goal summary reports.

CogAT results (given at the end of second grade) provide learner profiles which highlight strengths and weaknesses. Strengths can be enriched during group projects and individual learning activities and weaknesses can be strengthened through differentiated group or individual activities.

Formative and Summative assessments include (but are not limited to) the following:

BOG
Dibels 8/mClass
Teacher/District Made Assessments
EOG - ELA, Math, Science
EOC
Running Records
CogAT
NC Check-Ins - ELA and Math
District-Wide Benchmarks
Pre- and Post Assessments (Classroom)

*** Practice F**

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

At the Elementary Level, AIG students will have their social and emotional needs met through small group interaction with the classroom teacher (Morning Meetings and Social/Emotional Learning Calendar Activities) and the AIG facilitator (Pull-Out Groups for Reflection and Check-In), individual and group counseling and a variety of resources provided by the AIG facilitators, classroom teachers, and school counselors.

At the Secondary Level, AIG students will have opportunities for blocked, targeted times throughout the semester for relationship building, check-in, and reflection on feelings/emotions.

AIG Facilitators/Classroom Teachers will collaborate with school-based counselors and school psychologist to provide professional development on the social/emotional needs of AIG students. Teachers and AIG facilitators will collaborate frequently with the school counselors to ensure that the social and emotional needs of AIG students are being met.

Enrichment blocks are included in elementary and middle school master schedules to conduct activities, discussions, survey interests and feelings, and provide support for the social and emotional needs of AIG students. At the high school level, semester meetings will be set up to allow AIG students to meet with the AIG facilitator to receive support and discuss social and emotional components for students.

*** 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.

Dare County Schools implements the Multi Tiered System of Support (MTSS) throughout the elementary and secondary schools.

Our school system focuses on providing strong, effective core instruction through differentiated learning strategies and small groups in both reading and math are ongoing for all classroom teachers. AIG facilitators will continue to serve K-3 students demonstrating higher ability skills and thinking using similar strategies. All teachers continue to recognize the need for cultivating talent of these young, potentially gifted students. Flexible groups are formed and students meet with the AIG facilitator on a regular basis throughout the school year.

The AIG facilitator will continue to assist with planning and implementing lessons and/or training with the classroom teacher to assist with identification of gifted characteristics. The AIG facilitator will also assist with and assist the classroom teacher with strategies and instructional practices such as problem based learning, independent studies, and tiered assignments for service delivery options. Within the K-3 classroom, workstations with differentiated assignments will be developed collaboratively to provide student choice, enhance engagements and allow for the development of the student's strengths.

*** 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.

Collaboration among AIG Facilitators, regular education teachers, ESL and EC teachers, and administrators will occur regularly through PLC meetings, team meetings, and leadership meetings. The focus of these meetings will be to develop, share, and implement curriculum maps, pacing guides, learning focused lesson plans, and differentiated instructional strategies to meet the needs of the students.

AIG facilitators will collaborate with elective teachers and media specialists to enrich classroom activities through specially designed units or projects. AIG specialists will be invited to attend IEP meetings when considering the needs of a twice exceptional children. In addition, the progress of AIG students will be discussed and monitored. Outside of the meetings, shared Google Docs and email communication among staff will further the collaborative process.

Professional development through our Dare to Innovate self-paced online professional development program will be offered for all teachers working with AIG students to meet their learning needs. A Google Classroom course will be offered to teachers to lead classroom teachers through coursework related to AIG students. This course will cover identifying criteria, instructional practices like differentiation, using data for effective grouping, and social and emotional issues.

*** Practice I**

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

A Differentiated Education Plan (DEP) are created for each student who are identified as AIG. DEPs are created to outline the services a student will receive, explain how these services will meet the student's needs, and share desired outcomes of these services. Moving forward, DEPs will be created within PowerSchool.

Each student's DEP will be reviewed annually by the AIG Facilitators and teachers serving the student, and will be shared with parents annually to ensure its effectiveness.

The AIG facilitator will schedule annual meetings with parents, as requested, to review services reflected on the DEP and recommend changes based on student data and progress. Progress reports will be provided to parents at mid-year.

A fifth grade parent meeting will be held to discuss service options in preparation for the students transition to middle school. A sixth grade parent night will also held to introduce parents to the middle school AIG service models and acclimate them to the school. The school counselors will work with AIG team at the middle school to create a four year plan of coursework with the high school DEP, reviewing and updating the plan on an annual basis. AIG specialists will be invited to attend IEP meetings when considering the needs of a twice exceptional child.

*** Ideas for Strengthening the Standard**

AIG consulting teachers work with school leadership team to find or create comprehensive AIG coursework on differentiation and other instructional practices.

Lending library for teachers that include best practices in gifted education

Work so that all schools have online DEPs created in PowerSchool.

Investigate the possibility of using a curriculum that is specifically designed to address the needs of AIG students that is still aligned with state curriculum. For example: SpringBoard 6-12 and U-Stars K-2.

Common planning between regular education teachers and AIG facilitators.

AIG facilitators (specific to grade level (elementary, middle, high) meet quarterly to discuss curriculum planning and goals.

Expand enrichment opportunities for AIG students in the areas of science and social studies.

Continue to support AIG teachers and classroom teachers with professional development opportunities for identifying gifted characteristics and support gifted learners.

Planned Sources of Evidence

* PLC Minutes Lesson Plans

* PD Certificates or Session Completion Assessment of data analysis for grouping purposes DEPs identified in PowerSchool

* Ignite DCS Professional Development days Participation in outreach activities

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

Standard 4: Personnel and Professional Development

Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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 Director of Elementary Education holds AIG certification and understands the structure and framework needed to implement a solid AIG program district-wide.

As the district coordinator for AIG services, the elementary director schedules regular meetings with the LEA team of AIG facilitators to collaborate with each other to guide, plan, and implement the district AIG plan. AIG facilitators are encouraged to attend regional meetings as well as webinars. AIG facilitators oversee Powerschool data of student identification evidence, and monitors the bi-annual head counts.

The District coordinator creates an AIG timeline for the facilitators to follow across the county, ensures and implements CogAt testing in 2nd and 6th grade, represents and advocates for the AIG program on committees, in meetings, and at various functions and communicates with principals, outside agencies, and other regarding AIG program policies, issues, and/or legal questions.

*** Practice B**

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

AIG facilitators at each level are engaged in tasks to address the needs of gifted learners. Regular monthly meetings are scheduled to allow AIG licensed specialists serving students in all schools to collaborate in their planning and implementation of the AIG plan. AIG facilitators provide the following services aligned with academic, intellectual, social and emotional needs of gifted learners in Dare County Schools:

Elementary

Cluster grouping

Flexible Grouping

Pull out enrichment classes/projects

Co-teaching with regular classroom teachers

Meetings with counselors, EC, and ELL

Small group and push in services to all identified AIG students

Portfolio Development

Middle School

Cluster Grouping

Flexible Grouping

Enrichment activities

Meetings with counselors, EC, and ELL

Portfolio Development

College and Career Ready classes

Develop pathways and goals

High school

Cluster grouping

Enrichment activities

Meetings with counselors, EC, and ELL

Guidance for course selection

College and Career Ready classes (Honors, AP, Dual Enrollment)

College admission and goal setting

AIG facilitators at all schools provide resources as needed to all staff. These resources include: access to the DPI AIG website, access to webinars and state initiatives, and other instructional and textual resources.

District administrators survey all certified staff concerning possible in-service training topics and needs. This survey is utilized to determine professional development offerings with AIG emphasis. All teachers, specialists, and school counselors will have access to the student's DEP. AIG facilitators will be utilized to provide professional development sessions created by lead AIG facilitators that cover topics such as characteristics of gifted learners, methods and models for gifted instruction and social and emotional needs of gifted learners – using current research and models.

*** 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.

Dare County Schools and support staff are developing online professional modules for professional development purposes and to prepare those not certified for possible certification. Within this AIG plan cycle, professional development modules will be created to support teachers in the general education setting to best meet the needs of gifted learners and prepare teachers for AIG licensure.

The scheduled topics planned will include (but not be limited to):

Differentiating Instruction

Characteristics of the Gifted Learner

Social and Emotional Needs of the Gifted Learner

The goal of this online course is to provide support for teachers to earn an AIG add-on license or complete professional development expectations. Certified teachers interested in obtaining add-on licensure in AIG will have high-quality program options at Institutes of Higher Education (IHE) that have been approved by the Department of Public Instruction in North Carolina made available. Dare County Schools will provide resources and tools for all stakeholders to support the needs of the AIG programming and professional development through local funding and/or grants provided by the Dare Education Foundation.

AIG PD is also being developed for beginning teachers on the district level as part of the district's Beginning Teacher orientation and development program.

The District AIG Coordinator will plan and coordinate AIG staff development activities for facilitators and general education teachers in various capacities throughout the school year.

*** 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.

Dare County Schools provides placement of AIG students based on the criteria established in Standard One. Eligible students are scheduled for services with teachers who are AIG certified, National Board Certified, earned a Master's Degree or have demonstrated effectiveness in teaching gifted learners (EVAAS Data).

Through collaboration with school-based administrators, parents and school counselors, the AIG facilitator may provide input into the creation of individual student schedules and pathways. Counselors and administration work collaboratively with the AIG facilitators in elementary and middle school to provide and monitor the assignment of the students in appropriate classes and monitors the student's pathway.

*** Practice E**

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

Dare County Schools is devoted to recruiting and retaining AIG licensed professionals, including those of diverse backgrounds. One of our most promising plans is the creation of professional development modules currently being created for staff that are currently employed in Dare County. These modules will not only provide professional development on the most critical components of gifted learning but it will also prepare teachers for the PRAXIS to earn gifted certification. Upon completion of a passed PRAXIS exam, Dare County Schools will reimburse the teacher for the cost of the test.

Other options for recruitment and retention include (but are not limited to) the following:

Induction and support for new teachers to the county on how to differentiate instruction, identify gifted characteristics, and support gifted students on a social and emotional level.

Ensure that there is adequate time for planning, push-in/pull-out services, professional collaboration, accountability systems, adequate resources, and shared decision making will ensure retention and possible recruitment.

The incorporation of AIG skills/strategies and certification for our Dual Language Immersion Teachers. Our Dual Language Immersion teachers are from diverse backgrounds (international teachers from various regions around the world) and provides instruction in both English and Spanish in grades K-5. Expanding AIG strategies and identification to this program would benefit both staff and students.

*** Practice F**

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

Through Professional Learning Communities and Ignite DCS Professional Development Seminars, focused and targeted learning opportunities will occur for not only the AIG facilitators but for any classroom teacher or staff member that is interested in expanding their understanding of identifying and meeting the needs of currently and potentially identified students.

The district AIG facilitator and school AIG facilitators will collect feedback information from all stakeholders (parents, administration, staff and students) on their perspective of current policies and practices annually in order to keep current policies and practices updated and relevant.

A needs assessment survey will be completed annually in each building in the elementary and secondary schools to understand what is needed to fully support, not only our students, but our AIG facilitators and classroom teachers/staff in their day-to-day practices.

Identified and potentially identified students will be included in the MTSS process to fully discuss and understand where our AIG students are in need of extension and supplemental support.

*** 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.

Dare County Schools is developing intentional professional development plans aligned with the district's strategic plan goals, which address creating a personalized learning experience for students, engaging students relevant problem solving and critical thinking activities/projects, and preparing students for their future.

Dare County Schools provides professional opportunities that integrates best practices across programs, to include ESL, EC, and AIG programs.

As the district implements MTSS/PBIS initiatives to progress monitor students, we will provide professional development to create data teams to determine effective practices related to providing a differentiated core within the instructional program, including AIG facilitators and students. This connects the needs of all learners, including the gifted learners with the School Improvement Plan goals and aligns professional development activities accordingly.

AIG facilitators collaborate with instructional support staff to integrate best practices for gifted learners across PD settings and topics. Promoting opportunities for PD outside of the district (i.e. NCCAT, NCAGT conference, regional meetings) to support best practices a state/national standards. Facilitators will participate with the LEA team, whenever possible, for development of PD and will serve on other committees within the district when strategic vision, mission and priorities are being set to ensure AIG needs are being considered.

Facilitators will use resources creatively when designing and delivering professional development

*** Ideas for Strengthening the Standard**

Develop a study group for individual teachers to engage and collaborate in specific targeted PD geared toward AIG instruction.

Create planning and implementation time for teachers who are participating in a University program for AIG certification to work on their coursework and develop lessons for use in the school. Encourage teachers of AIG students to collaborate school wide and with other LEAs to develop lessons with specific focus on Social Emotional Learning.

Collaborate with MTSS Leadership Team to develop Tier II strategies for AIG students. Meet with the team of teachers to go over and discuss the Differentiated Education Plan for AIG students.

Work with neighboring counties/ Northeast Region to collaborate on AIG related resources and procedures.

Planned Sources of Evidence

- * Yearly calendar of monthly staff development training/opportunities Meeting notes of rotational conferences posted
- * Lists of local, state and national professional development opportunities for AIG teachers PLC meeting notes with a focus on AIG instruction Google classroom implemented and monitored
- * Hyperdocs and Kyte learning badges for individual instruction Notes on meetings with students and parents Lead Facilitator District meeting notes
- * Growth data of AIG students after implementing targeted instruction Social Emotional School Wide lesson plans
- * MTSS Leadership Team minutes dealing specifically with the AIG population

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

Standard 5: Partnerships

Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Dare County Schools believes our educational programs are stronger and better when we work collaboratively with our parents and community agencies. Partnerships are developed with families and parents by sharing information and updates through face to face meetings in schools as well as making such information available on the school and district website.

Middle schools continue to host a sixth grade parent night to introduce AIG families to the middle school model.

All AIG facilitators meet with parents/families once a year to collaborate on developing the student's DEP. When appropriate, the school system will share news and accomplishments about the AIG program with news media.

Community agencies and non-profit organizations offer a variety of resources and opportunities to enhance teaching and learning. For example, The Coastal Studies Institute provides on site and visits to their facilities to support STEM learning activities appropriate for K-12. Summer internships are also made available to our high school students.

Dare Challenge, Children and Youth Partnership, and Dare Community Foundation, partner with the district to assist with mental health resources and training for staff. In the elementary setting, AIG facilitators and classroom teachers utilize social emotional calendars which provide daily activities which allow students to interact with their peers and reflect on and regulate emotions and feelings. Blocks will be set aside in the secondary setting to allow time for students to meet with gifted students to check in, build relationships and reflect on feelings/emotions.

The AIG Advisory will take a more active role in providing meaningful feedback on social/emotions programming and support in the coming years, meeting at least twice annually to discuss how to further support the development of social/emotional growth in gifted students.

*** Practice B**

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

Community stakeholders are surveyed annually for their feedback on policies, procedures and anticipated needs of gifted learners. Stakeholders are also invited to participate in annual AIG Advisory Committee meetings.

Community partners frequently serve as guest speakers for AIG student groups to address an interest or spark a passion. AIG student achievements are showcased by inviting community partners to various events and competitions which encourages further participation and funding/resource support of student programming. For example, in elementary school: Battle of the Books, Odyssey of the Mind, Chess Club, and Spelling Bees. Middle and high schools include: Odyssey of the Mind, Science Fair. AIG Fair, Spelling Bee, and Geography Bee.

Collaboration among families, institutions of higher education, local businesses, and other community resources assists the advanced learner and heightens the educational process.

North Carolina Virtual Public Schools, School of Science and Math, partnerships with the College of the Albemarle and with the Coastal Studies Institute, Carolina College Advising Corps, and assistance from community and business leaders contribute to the support of the AIG program and services for AIG students. The Carolina College Advising Corps provides guidance to high school students in the area of college readiness.

*** 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 district maintains and utilizes an AIG Advisory Committee that is representative of the diversity of our AIG population. The AIG Advisory Committee is comprised of a total of more than 30 parents and community members, 10 AIG Facilitators, 5 regular education, ESL, and EC representatives and other support staff.

The committee assists with the development, implementation, and monitoring of the AIG Plan. Efforts will be made to increase parent participation by, for example, scheduling meetings during early dismissals or evenings, meeting at least twice annually.

*** 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.

All AIG Facilitators host parent meetings for parents of AIG students to share information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

Schools utilize the automated parent notification system as a communication tool. A glossary of terms is published and shared to enhance parent and community understanding.

The local AIG plan is available on our daretolearn.org website for all stakeholders to access and view. Local AIG program services are not only included in the AIG plan but also in the parent AIG handbook, which is also available on our district website. AIG facilitators will meet with parents annually to review program services and opportunities available to students who have been identified as a gifted learner.

AIG Facilitators share information with students and families about partnerships with civic and local agencies, including CTE department opportunities. These opportunities may include for elementary school: Battle of the Books, Odyssey of the Mind, Chess Club, Genius Hour Fair, and Spelling Bees. Opportunities for middle and high schools may include: Odyssey of the Mind, AIG Fair, mentorships, community outreach/service learning opportunities, internships, and/or job shadowing and scholarships.

AIG Facilitators inform parents of upcoming opportunities through a variety of means. These include, but are not limited to AIG websites, fliers, e-mails, letters, newsletters, AIG-specific newsletters, and automated phone calls. Materials will be provided to non-English speaking families in their native language.

Interpreters are made available for meetings and events as needed. Any published information that is sent to families is/will be made available in native languages.

*** Ideas for Strengthening the Standard**

Utilize the list of community guest speakers and school partnerships that the CTE and Internship programs have developed.

Development of a district website specific to AIG services in the county.

Translate AIG forms into native languages.

Create invitations for parents and community members to serve on our AIG Advisory Board. Schedule meetings of the AIG Advisory Board at least twice annually.

Planned Sources of Evidence

* AIG District website

* Revised Parent Handbook AIG lead facilitator PLC discussions of community and parent partners Newly created native language documents

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

Standard 6: Program Accountability

Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

During the plan revision for 2022-2025, the district developed an AIG Plan in accordance with State Board of Education policy and the revised standards for AIG programs.

Given the circumstances of the past two years and the impacts of COVID-19, the original AIG plan developed for the 2019-2022 school years were not able to be fully executed. As a result, when the time came to create/revise our plan, our team of AIG facilitators met monthly to review the current plan, complete self- and needs assessments, survey all stakeholders (parents, students, teachers, administrative teams and parents), review feedback from the stakeholders and make necessary adjustments that were needed to meet the needs of students post COVID. The team reviewed current practices, developed strategies for improvement, and identified sources of evidence.

The district AIG advisor attended regional AIG meetings to discuss plan revisions and receive peer feedback on draft standard responses throughout the year.

The AIG Plan will be presented for approval by the local Board of Education and sent to the Department of Public Instruction for review and feedback.

The plan will be considered a "living document" and be reviewed by the team and Advisory Committee throughout the duration of the plan to refine and revise for improvement, as needed.

*** 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.

The AIG Coordinator and the District Team will monitor the implementation of the AIG Plan in accordance with current legislation and state policies.

The AIG Facilitators will ensure that the program components are implemented with fidelity by sharing data and evaluations through quarterly meetings at the district level where members of the team document progress at their respective schools and report at district meetings.

Data reports will be aggregated and analyzed in alignment with the district plan components for student identification.

*** Practice C**

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

The district effectively monitors and uses state funds allotted for the local AIG program in accordance with State of North Carolina laws, policies, and guidelines utilizing a local budget planning process.

The Director of Finance and District AIG Coordinator collaborate to ensure all funds are allocated according to established guidelines. Funds are efficiently utilized to meet the goals of the program by providing resources and professional development as needed.

The budget is currently divided into four areas:

Adequate staffing, based on an equitable caseload dependent upon a service delivery mode in order to achieve the high quality instructional goals listed in the AIG plan;
professional development to prepare all teachers who work with AIG students to deliver high quality instruction including those in talent development;
supplies and materials specific to identification and service delivery as requested by AIG facilitators and noted based on completed needs assessment;
additional resources, such as: field trips, academic competitions, contract services, needed to provide enrichment and instruction for AIG identified students and those in talent development and local certification through a Learning Management System.

*** 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.

The district maintains, analyzes, and shares all student achievement and growth data with its stakeholders. School reports cards are distributed to parents and are posted on the website. The Central Office AIG Coordinator will collaborate with Director of Testing throughout the year to review growth for AIG Students and plan ways to address the needs of AIG students. Data analysis can include CogAt, EOC (g), EOG (g), AP, ACT, PLAN, SAT, pSAT, EVAAS, etc.

The Central Office AIG Coordinator shall work with Middle and Elementary School AIG Consulting Teachers to collect and analyze state growth data for our AIG student population. Data will be disaggregated by subgroup to determine the needs of each student specific to AIG services. That information will then be shared with school administrators and classroom teachers when appropriate.

The Central Office AIG Coordinator shall work with High School AIG Consulting Teachers, administrators, and school counselors to collect and analyze state and local data as well as annual drop-out data for AIG students. School counselors will collect data on internships, college acceptances, and scholarships. The district has one of the highest graduation rates and one of the lowest dropout rates in the state.

The central office Director of School Performance and AIG Coordinator will develop a data dashboard that provides historical student profiles for AIG students. This information will inform discussions about the fidelity of the AIG program, strengths, needs, and future goals. These profiles will be shared with school administrators and AIG facilitators at each school within the district. A summary analysis will be shared with stakeholders.

*** Practice E**

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

Multiple sources of data are used to review and revise the AIG program. Dare County Schools is committed to reviewing data for program improvements more intentionally at regular intervals as part of the revised AIG plan and district's strategic plan goals.

As stated in Standard One, Dare County Schools provides multiple pathways to find students eligible, with a focus on subgroup identification.

A systematic program evaluation is conducted annually to prepare, review, and revise the AIG Plan. Program feedback from stakeholders, self-assessment of the AIG program, and student achievement results are analyzed at an annual meeting of AIG facilitators and AIG coordinator for the district to determine if changes to the AIG plan are needed.

The AIG Facilitators ensure that the program components are implemented with fidelity by sharing data and evaluations through quarterly meetings at the district level where members of the team document progress at their respective schools and report at district meetings.

Percent of Ethnicity Identified as AIG in Dare County Schools (based on the Spring headcount in 2022):

Asian - 4 students (3 male and 1 female)

Black - 1 Student (Male)

Hispanic - 27 students (16 males and 11 females)

Two or More - 13 students (5 males and 8 females)

White - 517 students (262 males and 255 females)

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

*** 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 staff maintains current data regarding the credentials of personnel serving AIG students. Professional development modules are being developed and will be offered to increase classrooms' teachers' knowledge of AIG students and their needs. The modules created will be based on criteria and topics within the "Booster Shots" modules provided by NCDPI and additional information needed in order to successfully take and pass the PRAXIS to add AIG certification to the teacher's license.

AIG certification program opportunities are shared and encouraged.

Data related to personnel credentials is an ongoing process and is updated quarterly. Professional credentials are verified before an approved transfer or hire to an AIG facilitator position is given.

Local certification will be made available through a learning management system. Upon completion of modules required, CEUs and a local certification will be issued. This data will be added to the ongoing report to maintain current information.

Incentives for teachers to take the PRAXIS and add AIG certification to their license will be developed by the district and supported through local AIG funding.

*** Practice G**

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

As part of Dare County Schools commitment to continuous improvement, regular focus group meetings are scheduled to solicit feedback from stakeholders on all aspects of the educational programs provided.

The AIG program staff will solicit regular feedback from parents, students, and staff regarding the implementation and effectiveness of the AIG program through surveys, Open House events, Advisory meetings, and newsletters.

The advisory committee membership will be updated to ensure representation across all stakeholder groups and meet at least twice annually to assist with the development, implementation, and monitoring of the AIG Plan.

In addition, AIG Facilitators, administrators, and other teachers of AIG students will seek feedback at conferences, meetings, and parent nights. This feedback will be brought to the district meetings and reviewed as part of our overall monitoring process.

*** 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.

A comprehensive evaluation of the local AIG program will use (but will not be limited to) the following sources of data to revise the local AIG plan every three years:

Power School AIG reports

CogAt test scores

EVAAS data

AP scores

Pre-ACT and PSAT scores

ACT scores

Google Classroom enrollment and completion

Local School Board Minutes

AIG Parent Handbook

Feedback Surveys from Parents, Teachers, Students, Administrative Teams and Community Partners

Policy and procedures state and district-wide regarding AIG services and support

*** Practice I**

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

Progress is monitored and evaluated during each year of the plan and results are shared at regular AIG meetings with AIG facilitators and the district coordinator.

These results will also be shared at AIG Advisory Committee meetings. The interim progress report for the plan will be shared with stakeholder groups and posted on the district website along with district report card results which includes AIG data.

A summary of the program evaluation will be shared with the Board of Education, Principals, School Improvement Teams, parents, and the community through annual parent meetings, newsletters, presentations, and school websites.

*** 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.

The district AIG plan is accessible via the district's AIG webpage. Written policies to safeguard the rights of AIG students and their families are available online, distributed and reviewed annually with parents, and are used as a reference tool by each AIG Facilitator.

Procedural safeguards for resolving disagreements are outlined, in alignment with procedures followed by the school system. The AIG Parent Guidebook includes an outline of AIG student rights, identification, and services, including informed consent, assessment and transfers from other LEA's.

An overview of Gifted Identification Process is outlined below:

Referral forms are completed by the student's teacher and/or parent. The AIG Facilitator reviews the referral forms and gathers additional information according to the listed identification criteria to create a needs assessment profile for each nominee. The school's AIG Identification Team members consider the results of the needs assessment and, based on an individual student's needs assessment profile and the district criteria, determines eligibility for the AIG Program. Multiple criteria may include the following: aptitude results, achievement results, classroom performance, and observational data. The AIG Facilitator notifies parents and invites them to an eligibility meeting where an appropriate Differentiated Education Plan (DEP) is created. AIG services begin after the DEP is signed by the parent.

Once a student is identified as AIG, an annual review is conducted to determine whether the services continue to be appropriately matched to the student's needs. If a change in the type of service is recommended, parents are notified of the type of change that is recommended.

If a student is determined to be ineligible for AIG identification, possible reassessment will be delivered during the next available testing session and the student will be reevaluated by the AIG Identification Team.


Transfer Students Students new to the district who have been previously identified as gifted in North Carolina will be matched with the appropriate service options in their new school in Dare County. Students new to the district who have been identified as gifted from another state will be considered for the Dare County Schools gifted program. Additional data consistent with the Dare County Schools identification process will be gathered.

The AIG facilitator at the student's school will ensure proper placement by reviewing program entrance requirements, test scores, observation of the student, and other criteria as deemed appropriate. All components of the Dare County Schools AIG Plan will be implemented and followed. Procedures to Resolve Disagreements regarding AIG Identification and Services If parents have a dispute with the application of the district's identification criteria, process or procedure, parents may take the following steps:

1. Meet with the school AIG Facilitator to seek further information and understanding.
2. Document their concern and perspective of the situation in a letter to the Coordinator of the AIG Program and request a review of the child's case.

If parents have a dispute with the AIG services within the classroom, the following steps may be taken:

1. Meet with the classroom teacher and AIG Facilitator to seek a resolution. A plan of action should be established.
2. If this meeting and plan does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the principal requesting a review.
3. According to the district Board of Education policy #1740 "Student and Parent Grievance Procedure", if a resolution is not reached at the school level, parents should contact district personnel in writing in the following succeeding order:
 - a. Coordinator of the AIG Program
 - b. Superintendent
 - c. Board of Education
4. If resolution is still not achieved, parents may seek mediation, a due process hearing, or legal resolution.
5. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

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

* Ideas for Strengthening the Standard

School based data meetings will include a focus on subgroup data.

Update parent handbook and include this resource on county website

Planned Sources of Evidence

* Power School AIG reports CogAt test scores EVAAS data AP scores Pre-ACT and PSAT scores ACT scores Google Classroom enrollment and completion
Local School Board Minutes

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

Local Board of Education Approval



Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* Approved by local Board of Education on:

06/14/2022 



Original Application Submission Date: 07/11/2022

Revision Submission Date: 03/21/2023

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

AIG Related Documents

Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1


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

Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Dare County Schools (280) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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