



DCS AIG PLAN

2022-2025

Board Approved: May 4, 2022

Name: Brent Davis

Title: Board Chair

Signature: [Signature]

VISION

In alignment with the Duplin County Schools Five Year Strategic Plan, 2017-2022, the Duplin County Academically or Intellectually Gifted Program (DCAIGP), "through a commitment to equity, all students will receive a personalized education through access to STEAMA, career, college and digital learning." The gifted education program strives to offer rigorous, relevant, and balanced curriculum and instruction designed to meet the needs of academically or intellectually gifted students, thus enabling them to "excel in a globally competitive society."

We envision a school system where the administration, faculty, students, parents, and community work collaboratively to provide a safe, well-structured environment where a broad instructional focus will allow for the highest standards for academic excellence, lifelong learning, continuous improvement, and personal integrity. Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of career, college, and life success.

Overview: Mission/Vision Statement and Funding

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Dr. Austin Obasohan

* LEA AIG Contact Name:

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Duplin 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 Duplin County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

In alignment with the Duplin County Schools Five Year Strategic Plan, 2022-2027, the Duplin County Academically or Intellectually Gifted Program (DCAIGP), "through a commitment to equity, all students will receive a personalized education through access to STEAMA, career, college and digital learning." The gifted education program strives to offer rigorous, relevant, and balanced curriculum and instruction designed to meet the needs of

academically or intellectually gifted students, thus enabling them to "excel in a globally competitive society."

We envision a school system where the administration, faculty, students, parents, and community work collaboratively to provide a safe, well-structured environment where a broad instructional focus will allow for the highest standards for academic excellence, lifelong learning, continuous improvement, and personal integrity. Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of career, college and life success.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 537,286.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

* Practice A

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

Duplin County school-based AIG Coordinators use a universal screening tool and/or referral process for AIG identification at all grade levels. School-based AIG Coordinators notify parent(s)/guardian(s) of student referral by sending home an AIG Referral and Procedure to Resolve Disagreement.

Grades K-2: Teachers and/or parents may refer students in grades K-2 who exhibit gifted behaviors. Those students will be evaluated using the K-BIT II. Student achievement scores at the end of the school year, resulting in two grade levels above or 96th percentile, respectively, for reading and math, are used as a screener for further testing or identification.

Universal Screening Process:

The universal screening process begins by assessing third grade students during the Spring semester. The Cognitive Abilities Test (CogAT) is given to third graders as a universal screener to determine potential candidates for identification. Formal AIG placement occurs when students are in fourth grade or higher after additional assessment data is evaluated (August - October). These students are evaluated using assessment measures listed in the Gifted Eligibility and Placement Record.

Grades 4-12: Student achievement End of Grade/End of Course (EOG/EOC) scores resulting in 90th percentile or higher are used as a screener for potential AIG candidates. These students are then evaluated using measures listed in the Gifted Eligibility and Placement Record (August - October).

Referral Process:

Grades K-12 Referral Process: Referrals are given to the school-based AIG Coordinators by school personnel, teachers, parents, and/or guardians to screen for AIG placement based on observable characteristics of high-achieving students. Referrals may be documented on:

*Referral form for parents/guardians stating the basis for the referral submitted to the school-based AIG Coordinators. Any students referred by parents/guardians after November 1st of the current school year are not evaluated for gifted services until the start of the following school year.

*Referral form for school personnel/teachers stating the basis for the referral with work samples included and submitted to the school-based AIG Coordinators.

Students referred are evaluated using measures listed in the Gifted Eligibility and Placement Record.

*** 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.

Duplin County reviews multiple data points to ensure student strengths remain at the forefront and develops a comprehensive learner profile for each student. The school-based AIG Coordinator reviews the criteria for Academically and Intellectually Gifted (AI), Intellectually Gifted (IG), Academically Gifted in Reading and Math (AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM) identification in grades K-12. Multiple measures of data are used at all grade levels to reveal student aptitude, achievement, or potential to achieve. The Gifted Identification Team (GIT), comprised of the school-based AIG Coordinator, school counselor, principal, and student's homeroom/classroom teacher(s), meet to discuss and determine appropriate placement and identification of the student.

Gifted Transfers: Gifted students currently identified in North Carolina public schools are identified as Gifted in Duplin County Schools. Students transferring into Duplin County from other states and/or private schools, who have already been identified as Gifted, maintain their Gifted identification as well.

Identification Grades K-3:

Students may be identified as AI, IG, AG, AR, or AM in grades K-3 in Duplin County utilizing the following pathways:

*Pathway I - Academically and Intellectually Gifted (AI)

*Students display a composite score of 96th percentile or higher on an aptitude test, using the Kaufman Brief Intelligence Test (K-BIT II)

AND

*Students display a composite score of 96th percentile or higher on a nationally normed achievement test, using the Kaufman Test of Educational Achievement Third Edition (K-TEA III) or Woodcock-Johnson IV (WJIV).

*Pathway II - Intellectually Gifted (IG)

*Students display a composite score at or above the 98th percentile on an aptitude test, using K-BIT II

*Pathway III - Academically Gifted in both Reading and Math (AG), Math (AM), or Reading (AR) *Students display a score of 96th percentile or higher in verbal or quantitative subtest on an aptitude test, using K-BIT II AND an average score of 40 or higher on three motivation surveys

OR

*Students display a composite score of 96th percentile or higher on a nationally normed achievement test in Reading or Math, using K-TEA III AND an average score of 40 or higher on three motivation surveys.

Duplin County Schools will accept documentation of assessments administered by a licensed psychologist for placement.

Identification Grades 4-12:

*Pathway I- Academically and Intellectually Gifted (AI)

*Students display a composite score of 90th percentile or higher on an aptitude test, such as CogAT and K-BIT II

AND

*Students display a composite score of 90th percentile or higher on a nationally normed achievement test, such as K-TEA III or WJIV in Reading and/or Math OR 90th percentile or higher in Reading or Math EOG/EOC

*Pathway II- Intellectually Gifted (IG)

*Students display a composite score at or above the 96th percentile on an aptitude test, such as CogAT and K-BIT II

OR

*Students display a composite score at or above the 90th percentile on an aptitude test, such as CogAT and K-BIT II AND a score at or above the 90th percentile on a non-verbal aptitude subtest, such as CogAT.

*Pathway III- Academically Gifted in both Reading and Math (AG), Math (AM), or Reading (AR) *Students display a score of 90th percentile or higher in verbal or quantitative subtest on an aptitude test, such as CogAT or K-BIT II AND either a yearly course average of 93 percent or higher in the matching subtest, such as verbal or quantitative OR an average score of 40 or higher on three motivation surveys.

OR

*Students display a composite score of 90th percentile or higher on a nationally normed achievement test in Reading or Math, such as K-TEA III OR 90th percentile or higher on EOG/EOC in Reading, Math, or both AND either a yearly course average of 93 percent or higher in the matching subtest, such as verbal or quantitative OR an average score of 40 or higher on three motivation surveys.

Duplin County Schools will accept documentation of assessments administered by a licensed psychologist for placement.

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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.

Duplin County is a rural, economically disadvantaged school district. As such, we recognize the need for identification of minorities, especially African American and Hispanic students, who have traditionally been underrepresented in the AIG identification process. The Gifted Collaboration Team, comprised of the school-based AIG Coordinator, classroom teachers, Exceptional Children, and English Learner teachers and administrators, will analyze data for each sub group to determine if underrepresentation exists. At the school level, if there is an underrepresented subgroup, the Gifted Collaboration Team will implement strategies to nurture high achieving students in the subgroup. During the school day, within the classroom or during the school-wide intervention/enrichment period, teachers will use strategies such as clustering, student contracts, problem solving activities, and differentiated instruction strategies to further develop the talent of students in grades Kindergarten through third grade. The intention of talent development is to decrease the number of students in underrepresented subgroups.

In response to underrepresented populations of the LEA, the District AIG Coordinator will analyze district data, as well as local CogAT norms for any necessary revisions to the identification and placement process.

To increase identification of students in underrepresented populations the following processes are in place:

*Annual formal mass screening is conducted in third grade, using the CogAT to establish a broad based pool of students who may need differentiated services.

*School-based AIG Coordinators screen data from EOG and EOC assessments.

*AIG Readiness Program includes professional development to expand the understanding of giftedness and address misconceptions.

*** Practice D**

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

Duplin County Schools has established processes and procedures to ensure each school is consistently using the same timeline for screening, assessment, and identification of students.

To monitor and maintain consistency, a district-wide AIG Documentation Procedures timeline and Gifted Eligibility and Placement Record flowchart has been developed that describes the implementation of all screening, referral and identification processes and outlines pathways (listed in Standard 1b) by which students may qualify for the Duplin County Schools' AIG program. Student referrals for AIG identification may be made by a teacher, parent, or counselor. Referrals are based on classroom performance, standardized test scores, and student observations. In addition, all third grade students are screened using the CogAT. Results from CogAt are reviewed by the school-based STEAMA Curriculum Facilitator and a document listing the current pool of candidates is created. Students who demonstrate strong performance, or potential, continue with the assessment process.

Teachers will receive professional development yearly on the screening, referral, and identification procedures for AIG students. This training will ensure consistent implementation across the school district. The District AIG Coordinator will share the AIG identification information with principals yearly.

Once assessment data is received and the Gifted Eligibility and Placement Record is disseminated, the Gifted Identification Team meets to finalize those students who qualify, as well as those who do not. Identification and differentiated services are recommended at that time.

*** Practice E**

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

Duplin County Schools emphasizes the need for all stakeholders to be continually informed regarding AIG processes. These processes are shared (and translated) through the following methods, but not limited to:

- *The Duplin County Schools AIG Webpage (AIG Plan and AIG Forms)

- *ConnectEd voice messages (computer generated phone call and/or email to parents regarding meeting and updates)

- *Annual AIG Parent/Guardian Night Presentation (open discussion of identification process and services offered)

- *An AIG FAQ document is available on the district AIG webpage (which includes FAQs for parents/guardians and community as well as screening, referral, and identification processes)

* **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.

The school-based STEAMA Curriculum Facilitator documents a student's AIG identification process, as well as evidence which leads to an identification decision. This documentation is reviewed with parents/guardians/families and maintained in student records.

School-based AIG Coordinators have created an individual file folder, for each student, which is housed in a secure location at each school site. These files include, but are not limited, to the following:

- *AIG Gifted Eligibility Placement Record Form (signed once by the Gifted Identification Team and parent/guardian)

- *Most recent AIG Differentiated Education Plan (DEP) (signed every year by the Gifted Identification Team and parent/guardian)

- *AIG Progress Report (current year)

In addition to these individual folders:

- *Student identification status is documented in PowerSchool.

- *AIG Status Card (pink) is kept in the student Cumulative Folder.

If a student meets criteria for eligibility, the school-based AIG Coordinator sends home a letter to inform the parent/guardian of the student's identification.

The Gifted Eligibility and Placement Record and DEP are reviewed with parents/guardians of newly identified students through a conference. A parent/guardian signature is obtained for both forms. At least three documented attempts must be made to obtain the parent/guardian signature.

If a student does not meet criteria for eligibility, the school-based AIG Coordinator sends home a Gifted Eligibility Placement Record to a parent/guardian. At least three documented attempts must be made to obtain a parent's/guardian's signature.

A DEP review is scheduled with parents of all current AIG students. DEPs are signed by the parent/guardian and the Gifted Identification Team. At least three documented attempts must be made to obtain a parent's/guardian's signature on the DEP.

Folders of referred students that did not qualify should be kept by the school-based AIG Coordinators. These folders are kept in the same secure location as the identified student folders.

*** Ideas for Strengthening the Standard**

- *Request Local Norms for the CogAT assessment

- *Evaluate data and determine the need for the use of Local Norms in identifying students

- *Create an AIG FAQ document and on the district AIG webpage (which includes FAQs for parents/guardians and community as well as screening, referral, and identification processes)

Planned Sources of Evidence

- * AIG Referral and Procedure to Resolve document

- * AIG Referral Form for parents/guardians

- * AIG Referral Form for school personnel/teachers


- * Annual Formal Mass Screening (CogAT)

- * CogAT Score Reports

- * Gifted Eligibility and Placement Record (K-3 and 4-12)

- * EOG/EOC score reports
- * AIG student folders
- * K-BIT II score reports
- * KTEA III score reports
- * Woodcock-Johnson IV score reports
- * Motivation surveys
- * AIG Readiness Program materials
- * AIG Documentation Procedures Timeline
- * Meeting agendas
- * AIG Webpage
- * ConnectEd message logs
- * AIG Parent/Guardian Night Presentation
- * AIG Progress Report
- * AIG Differentiated Education Plan
- * AIG Status Card
- * AIG Eligibility Parent/Guardian Letter

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 Standard 1 2022-2025

Standard 2: Comprehensive Programming within a Total School Community

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* Practice A

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

During this AIG plan cycle, Duplin County Schools' AIG programs and services reflect a mindset of providing comprehensive services that address talent development and gifted learners K-12. The school-based STEAMA Curriculum Facilitator serves as the school-based AIG Coordinator for grades K-8. The Digital Learning and Media Coordinator serves as the school-based AIG Coordinator for grades 9-12. A Gifted Collaboration Team, facilitated by the school-based AIG Coordinator, includes teachers, the Digital Learning and Media Coordinator, School Counselor, Social Worker, and other support staff. This team meets twice yearly to evaluate the effectiveness of and plan for comprehensive services delivered to the AIG students. Team members are provided access to all student Differentiated Education Plans (DEPs).

School-based STEAMA Curriculum Facilitators and other district-level staff work together to curate resources to be implemented as part of the Gifted Education Program in each school. Collaboration with the Exceptional Children's and English Learner's departments occurs in order to ensure appropriate resources are provided for twice-exceptional, English Learners, and students requiring accommodations.

Duplin County Schools will provide a Multi-Tiered System of Support for total school improvement. Professional development, coaching, research, and evaluation will be provided as schools work to disaggregate data and respond to the needs of all students including AIG students. The MTSS teams will use data-driven problem-solving to ensure growth for AIG students. Each school hosts monthly core meetings that include members of the Gifted Collaboration Team and the grade level teachers. In addition to the core meeting, a smaller problem-solving team that includes the school-

based AIG coordinator, school counselor, social worker, nurse, and administration also meet monthly. All schools have a designated intervention/enrichment time built into the daily master schedule.

Grades K-3: Services for K-3 students are supported through talent development within the classroom setting by the regular classroom teacher. Flexible clustering is utilized to further enhance their differentiated enrichment opportunities within the regular classroom. The Gifted Collaboration Team assists the K-3 classroom teachers with additional resources and strategies to nurture the needs of the gifted students and students who show potential for giftedness. Co-teaching/Classroom Consulting is provided for teachers in the classroom setting.

Grades 4-8: Students identified as gifted in grades 4-8 are served in cluster groups within the regular classroom setting with a highly qualified and/or AIG licensed teacher. The Gifted Collaboration Team works closely with the classroom teacher to implement accelerated units as needed. These units will be developed and available to teachers as a resource to guide the instruction of gifted learners. Teachers can adapt and add to these resources, as needed. AIG resources will be provided on the district AIG webpage. All K-8 schools have established STEM labs for use as an additional resource with gifted and high achieving students. Additionally, all schools K-12 are equipped with MakerSpaces in the school media center to further enhance the opportunities available to gifted and high achieving students. Co-teaching/Classroom Consulting is provided for teachers in the classroom setting. In addition, extracurricular activities, such as BETA Club, Duke TIP, FUSE labs, and Battle of the Books are offered, depending upon school staffing, funding, and student interest.

Additional opportunities for 7th & 8th grade AIG/high achieving students include advanced courses for high school credit through North Carolina Virtual Public Schools. These opportunities are outlined in the Duplin County Schools Advanced Course Offerings Guide for Middle School students, which is shared with parents annually and made available on the Duplin County Schools webpage.

Grades 9-12: Services for high school AIG students include opportunities to participate in Honors, Advanced Placement, North Carolina School of Science and Mathematics, North Carolina Virtual Public Schools, and college courses. Also, students have the opportunity to apply to one of several career academies, such as the Health Science Academy or Agribusiness Academy. Through the academy programs, students complete career-aligned coursework at the high school and college levels, participate in career and college readiness seminars, and attend field trips aligned to their courses and career pathways. Additionally, AIG students have access to extracurricular activities, such as National Beta Club, National Honor Society, college visitations, and other academic clubs. AIG students may apply to many accelerated leadership and academic opportunities such as career shadowing, internships, and volunteerism throughout the school year and summer. The school counselor(s) make students aware of and encourage participation in these opportunities. At the beginning of each school year, the school-based AIG Coordinator provides access to AIG students' Differentiated Education Plans (DEPs) to classroom teachers in grades K-12, as well as the Gifted Collaboration Team. These plans outline the gifted services provided throughout the school year.



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* Practice B

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

The Duplin County Schools District MTSS team meets monthly to problem solve issues that will address the social and emotional needs of our gifted learners. School level MTSS teams, along with the Gifted Collaboration Teams, meet monthly. These meetings provide the opportunity to analyze observations and quantitative data collected through resources such as Panorama. In addition, ideas discussed at the District MTSS meeting will be shared to address gifted students' Social and Emotional Learning (SEL) needs. In addition to these monthly meetings, school level MTSS Problem Solving Teams meet to further problem solve social and emotional cases that are in need of more intensive interventions.

The MTSS team's role is to research and vet resources that will address the social and emotional needs of gifted learners, such as the Harmony Program. This program is implemented with lessons taught by classroom teachers with the support of the Gifted Collaboration Team. These SEL needs are addressed individually, in small groups, and/or in the classroom setting. Specific school counseling services are provided to meet the unique social and emotional needs of underachieving gifted students from diverse populations, twice-exceptional students, and students who have been accelerated. Collaboration with the English Learners' staff and the Exceptional Children's staff serve as a link for gifted students from diverse populations. Student DEPs, developed by the Gifted Collaboration Team and teachers, outline the gifted services and strategies provided to meet the social and emotional needs throughout the school year. Students needing supplemental SEL support at each school are visited weekly by a local mental health agency. Telehealth sessions are offered to gifted learners who demonstrate a need for additional social and emotional support.

Grades K-3: Services for K-3 students are supported through classroom guidance lessons, small group sessions, and/or individual sessions based on data, conversations, and decisions made during monthly MTSS meetings. Flexible clustering is used to support students' social and emotional needs within the learning environment. The Gifted Collaboration Team assists the K-3 classroom teachers with additional resources and strategies to nurture the social and emotional needs of the gifted students and students who show potential for giftedness.

Grades 4-8: Members of the Gifted Collaboration Team work closely with the classroom teacher to implement lessons, available through resources such as Panorama and/or Harmony, that address specific social and emotional strategies as needed. These lessons are available to teachers as a resource to support the ongoing social and emotional needs of gifted learners. Teachers can adapt and add to these resources, as needed. AIG resources, dealing specifically with social and emotional needs, will be provided on the district AIG webpage. Guidance counselors along with classroom teachers complete an annual record of SEL lessons that have been delivered to gifted students.

Grades 9-12: Members of the Gifted Collaboration Team work closely with the classroom teacher to implement lessons, available through resources such as Panorama that address specific social and emotional strategies as needed. These lessons are available to teachers as a resource to support the ongoing social and emotional needs of gifted learners. Teachers can adapt and add to these resources, as needed. AIG resources, dealing specifically

with social and emotional needs, will be provided on the district AIG webpage. Guidance counselors along with classroom teachers complete an annual record of SEL lessons that have been delivered to gifted students.

*** Practice C**

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

The gifted education program collaborates with other departments within schools across the district to ensure AIG services are integrated and connected. Gifted curriculum resources, materials, and professional development are aligned with the NC Standard Course of Study and district initiatives. Duplin County Schools is committed to equity for all students by providing access to STEAMA, career, college, and digital learning. A locally developed Equity Plan ensures access to personalized instructional supports and resources to continuously improve outcomes for each student, which specifically includes gifted students.

The district AIG coordinator reviews and discusses board policies related to AIG with school-based AIG coordinators and suggests revisions as necessary. Revisions are made following the Duplin County Schools local protocol. The Gifted Collaboration Team partners with district departments, such as Curriculum Innovation, Exceptional Children, and Federal Programs, to ensure AIG inclusion in all initiatives, paying special attention to twice-exceptional and English Learner AIG students. School-based AIG coordinators communicate and collaborate regularly with professional learning communities within the school.

Duplin County Schools District MTSS and school-based MTSS teams meet monthly. The AIG district coordinator and AIG school-based coordinators are integral parts of each of these teams, which allows them to represent and advocate for gifted learners consistently through the course of each school year. All Duplin County Schools have access to the IABS Core Instruction, Intervention, and Enrichment Matrix as a resource to guide data conversations and decisions.

*** Practice D**

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

The Gifted Collaboration Team members are available to co-teach with classroom teachers to ensure AIG students are provided accelerated opportunities and extensions of the North Carolina Standard Course of Study (NCSCOS) therefore, connected to the total instructional program.

AIG students are specifically addressed in the Duplin County Schools Advanced Course Offerings Guide for Middle School students.

All Duplin County schools instructional staff has access to the AIG resources via the Duplin County Schools' AIG webpage and through the IABS Core Instruction, Intervention, and Enrichment Matrix .

In grades 9-12, gifted students have the opportunity to meet state and local graduation requirements by taking courses at the Honors, Advanced Placement, and college level. During registration for high school courses, options for gifted students are clearly communicated to students and parents by school counselors.

Duplin County Schools has a locally developed Equity Plan. This plan ensures a commitment to provide access to personalized instructional supports and resources to continuously improve outcomes for each student, which specifically includes gifted students.

Duplin County Schools addresses the needs of gifted and high achieving students through the following procedures: All identified gifted students, as well as high achieving students with advanced learning needs, are cluster grouped at the beginning of each physical school year, through communication with school-based STEAMA Curriculum Facilitators, administrative teams, and data managers within the schools. Groups are determined through AIG identification, as well as, monitoring of EOGs/EOCs, district benchmarks, and screening and achievement data. Flexible grouping will be utilized throughout the year when appropriate for intervention, acceleration, and extension activities based upon formative and summative assessments. The grouping decisions are discussed and decided upon during the grade level meetings, professional learning communities, and MTSS meetings. High school gifted students are grouped into Honors, Advanced Placement, and college courses based on their individual course selections to meet their advanced learning needs.

*** 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.

The Gifted Collaboration Team, led by the school-based AIG Coordinator, presents information about the AIG plan and the delivery of services directly to all teachers, school administrators, and support staff at school faculty meetings and administrative meetings. Pertinent information about the AIG plan, including the delivery of differentiated services and instruction, as well as legislation regarding gifted programming will be shared during these meetings. AIG professional development opportunities are readily available to all school and district personnel. Duplin County Schools MTSS teams meet monthly to discuss opportunities for differentiated services and instruction for AIG students.

The AIG plan, AIG digital presentation, and upcoming meetings/events, are available to all stakeholders on the Duplin County Schools' AIG webpage.

The student Differentiated Education Plans (DEPs) are shared with all teachers, including resource teachers. An electronic roster of gifted students and their identification is shared with all teachers by the school-based AIG Coordinator. Additionally, all gifted students are identified in the student information system and denoted with an AIG symbol.

* Practice F

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

Duplin County Schools communicates among and between teachers and schools to ensure an effective continuation of K-12 AIG services, at key transition points, such as elementary school to high school. The following practices are in place:

*The Gifted Collaboration Team meets with all AIG cluster teachers at the beginning of each year in K-8 schools and each semester in high schools to ensure all teachers are aware of AIG identified students, policies, and updates to programs. Teachers are given student documentation regarding the students' AIG identification and services. The Eligibility & Placement Record details the student identification process. The Differentiated Education Plan includes current services the student is receiving.

*K-8 school-based STEAMA Curriculum Facilitators meet at least monthly. These meetings provide the opportunity for STEAMA Curriculum Facilitators to develop and exchange curricula, as well as receive specialized training on related AIG topics. The STEAMA Curriculum Facilitator will share this information at their assigned schools to benefit gifted learners district-wide. Additionally, during the initial school-based MTSS meetings, DEPs are discussed and developed with teachers based on the differentiated instruction provided in their classrooms as well as other AIG related activities.

All schools in Duplin County serving K-8 students participate in a transition meeting with the receiving high school. The following staff members are invited to be a part of the transition meeting: school administration, school counselors, school-based AIG Coordinator, EC teachers, EL teachers, MTSS team members. A District-Level Curriculum team member is present for any non-traditional promotions. These transition meetings provide a time for record exchange (including AIG documentation), as well as a time for the discussion of the specific needs of EC, AIG, and at-risk students.

Information concerning AIG referral, testing, and placement history is documented on a colored (bright pink) AIG Status Card and placed in the testing folder in the student's cumulative file. This documentation will provide current and future personnel with evidence of AIG referral and/or identification history, as well as current AIG status. AIG records are housed in a designated, secure area in each school. These folders provide historical data regarding the current and previous school year's AIG services, student performance, and AIG service delivery options. These folders follow student transitions and are managed by a student's current school-based AIG Coordinator.

AIG folders of students transferring within the district are collected, reviewed for accuracy, and delivered to the student's new school by the school-based AIG Coordinator. Folders of gifted students transferring out of the district throughout the school year are handled by the school counselors and are sent with the student's cumulative records to the receiving school. When students are transferring out of the school system, their original AIG folders are kept on file with the school-based AIG Coordinator. The receiving school system is sent copies of the student's gifted identification paperwork. The records of students identified AIG transferring in from out-of-district are reviewed by the school-based AIG Coordinator to determine services.

* Practice G

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

The Gifted Collaboration Team disaggregates student data when deemed necessary to ensure services and programs are provided to match demonstrated student needs. Through the Differentiated Education Plans (DEPs), all gifted students have an educational plan in place that meets their individual academic needs. Various opportunities for acceleration are offered by Duplin County Schools to meet the needs of K-12 individual gifted and high achieving students through:

Kindergarten Early Entry

Duplin County Board of Education Policy 4100 allows for early entry to Kindergarten for gifted children, following the guidelines established by the State Board of Education.

Grade K-3 Talent Development

Duplin County school-based Curriculum Specialists collaborate with K-3 teachers to develop a pool of students who show potential, need, or interest in gifted services. Nurturing potential in primary grades consists of K-3 flexible groups based on reading and math academic levels and/or interests, and data points from Universal Screeners. Additionally, Duplin County Board of Education Policy 4100 allows for early entry to Kindergarten for gifted children, following the guidelines established by the State Board of Education.

Subject/Grade Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal evaluates formative and summative assessments given to the student to determine a possible reassignment to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options.

Credit by Demonstrated Mastery (CDM)

Duplin County Board of Education Policy 3420 allows for Credit by Demonstrated Mastery. Credit by Demonstrated Mastery provides the opportunity for students in Duplin County to personalize and accelerate their learning by earning course credit through a demonstration of mastery of course material without the requirement of specific seat-time. This policy provides the opportunity for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6

through 8 may earn credit by demonstrated mastery for High School courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education.

Dual Enrollment

In order to provide a rigorous expanded curriculum which adequately prepares students for future educational and workplace endeavors, the Duplin County Board of Education Policy 3101 regarding dual enrollment supports high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.

Career and College Promise

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

Other College Courses

Duplin County Policy 3101 contains procedures for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school district and State Board requirements.

Cooperative Innovative High School

The Board of Education, in partnership with James Sprunt Community College, provides the opportunity for students to earn a high school diploma and complete an associate degree program or earn up to two years of college credit within five years at Duplin Early College High School, located on the campus of James Sprunt Community College. College credits earned are tuition-free.

*** 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.

The Duplin County Schools' AIG program has revised identification procedures to better support qualification of students from the following under-represented populations: culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, and twice-exceptional. To ensure

equity, Duplin County Schools' AIG program administers an initial screener (CogAT) to all third grade students. CogAT instructions are interpreted for non-English speaking students. School-based STEAMA Curriculum Facilitators collaborate with the Exceptional Children's (EC) and English Learner (EL) teachers to provide insights into the students' abilities, advancements, and talents, in order to identify the potential in learning disabled and EL students who may need a twice-exceptional identification. Services for all students are supported through talent development within the classroom setting by the regular classroom teacher. The Gifted Collaboration Team assists all classroom teachers with additional resources and strategies to nurture the needs of gifted students and students who show potential for giftedness.

- *Advanced math learning opportunities for 3rd-5th grades

- *Compacted math 6th and 7th

- *Advanced math opportunity in 8th

- *Enrichment, book clubs (Battle of the Books)

- *Job Shadowing 9th-12th

*** Practice I**

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

The Duplin County Schools' AIG Program encourages and supports extra curricular clubs/programs. Information about these opportunities are shared with students and families via newsletters, school communication, school webpages and during AIG parent presentations. Duplin County Schools has STEM Labs, STEM Missions Labs and Makerspaces in all K-8 schools, which support the diverse needs and interests of gifted learners. Duplin County Schools partners with local businesses in an effort to provide extra-curricular opportunities to students. Producers, Pigs, and Pork is a curricular unit designed by Smithfield Foods for fourth grade students across the county to learn about food production, agriculture, and STEM related fields. Teachers deliver the lessons in the classroom setting and the unit culminates with a “Pig Party”. Smithfield Foods also funds FUSE. FUSE is a fresh approach to STEAM education that is hands-on, choice-based learning, backed by research. FUSE is also driven by our students' interests. Through FUSE, students discover new interests, learn from and with each other, and develop autonomy as learners. Additionally, the Duplin County Cooperative Extension and James Sprunt Community College partner with Duplin County Schools to help teach second graders across the county about agriculture. Duplin Grows is an agricultural exhibit designed to help students learn about farm animals, gardening, healthy eating, and a variety of other agricultural topics.

Also, Duplin County Schools supports the following clubs/programs which may be offered at all school levels:

Grades K-3:

*Community Service Projects

*School competitions

*Writing competitions

*Field trips

*FUSE

Grades 4-8:

*Community Service Projects

*Career Fairs

*Science Fairs

*NC Battle of the Books

*School competitions

*Duke TIP

*Writing competitions

*Math competitions

*Field trips

*BETA

*FUSE

Grades 9-12

*Community Service Projects

*Career Fairs

*Science Fairs

*School competitions

*Writing competitions

*Math competitions

*Field trips

*BETA

*Summer Ventures

*Governor's School

*Academic/Honors Clubs

*CTE Clubs

*** Ideas for Strengthening the Standard**

*Develop a pool of students and compile a list of resources and strategies for K-3 talent development

*Complete Accelerated Units

*Create an annual record of accelerated activities

*Gifted Collaboration Team collaborates with district departments

- *Present the AIG plan during staff and administrative meetings
- *Gifted Collaboration Team will meet with AIG cluster teachers at the beginning of each school year or per semester
- *Discussions between the Gifted Collaboration Team, teachers, and administration will take place
- *School-based AIG Coordinators meet with EC and EL teachers
- *Create a newsletter
- *Add an acceleration tab to the IABS Core Instruction, Intervention, and Enrichment Matrix
- *Add an outline of the gifted services and strategies provided to meet the social and emotional needs throughout the school year to the Student DEPs.

Planned Sources of Evidence

- * Gifted Collaboration Team agendas/meetings
- * List of AIG certified teachers
- * AIG and Class rosters for clustered grouping
- * Social and emotional resources
- * STEM lab schedule
- * MakerSpace schedule
- * AIG webpage
- * Panorama
- * IABS Core Instruction, Intervention, and Enrichment Matrix
- * Accelerated Units and additional resources and strategies

- * Annual record of accelerated activities
- * Extracurricular activities rosters
- * Honors, Advanced Placement courses rosters
- * Career academies participation logs
- * Panorama
- * Harmony Program
- * Telehealth sessions with the local mental health agency
- * MTSS Problem Solving Teams agenda/minutes
- * Differentiated Education Plans
- * Duplin County Board of Education Policy 4100
- * North Carolina Standard Course of Study
- * Duplin County Schools webpage
- * Gifted Collaboration Team and district department collaboration notes
- * Duplin County Board of Education Policy 3420
- * Equity Plan
- * Assessment data
- * Flexible grouping rosters for intervention, acceleration, and extension activities
- * Faculty and administrative meeting notes
- * Electronic roster of gifted students
- * PowerSchool roster of identified gifted students


- * AIG cluster teacher meeting attendance sheet
- * Monthly K-8 school-based AIG Coordinator meeting notes
- * Transition meeting notes
- * AIG Status Card
- * AIG record folder
- * MTSS meeting notes
- * Gifted Collaboration Team, administration, and regular education teacher social and emotional meeting notes
- * Universal screening data
- * Duplin County Board of Education Policy 3101
- * Duplin County Board of Education Policy 3120
- * Duplin County Board of Education Policy 3100
- * Student college credit records
- * School-based AIG Coordinator, Exceptional Children's and English Learner teachers agenda/meeting notes
- * Newsletters
- * AIG parent presentation
- * STEM lab schedule
- * STEM missions lab schedule
- * Partners with local businesses (provides extracurricular opportunities)
- * Clubs and programs attendance documentation
- * IABS Core Instruction, Intervention, and Enrichment Matrix

* AIG Eligibility and Placement Record

* Duplin Early College High School (rostered students)

* Cognitive Abilities Test (Initial Screener)

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>Standard 2 2022-2025</u>

Standard 3: Differentiated Curriculum and Instruction

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

School-based AIG Coordinators and other instructional staff with Duplin County Schools use the NC Standard Course of Study (SCOS) K-12 as a guide for instruction and adapt it to meet the varied interests and abilities of AIG students. Differentiated instruction is used to enrich, extend, and accelerate learning for the gifted and high-achieving students with the goal of maximizing student achievement.

Duplin County Schools has a structured intervention/acceleration block in all schools, K-12. Flexible grouping is used during this time based on each student's similar needs, abilities, and interests. This time provides the opportunity for students to receive any necessary intervention, as well as acceleration and enrichment opportunities for AIG students, high-achieving students, and K-3 talent development. In accordance with North Carolina HB986, this time is also used to provide advanced mathematics opportunities for AIG math students, as well as other high-achieving math students.

Teachers, along with the Gifted Collaboration Team, provide accelerated student-centered instructional practices and materials that are standards-based and grounded in research. The delivered accelerated instruction has clear objectives with focused activities to reach the objectives. Some of these specific opportunities are as follows: classroom centers or workstations, one-to-one differentiated curriculum via digital learning, online courses, honors courses, advanced placement courses, NCVPS, dual enrollment, college and career pathways, admission to Duplin Early College High School, and Credit by Demonstrated Mastery.

Teachers determine the types of differentiation needed via pre-and post-assessments, formative assessments, benchmarks, interest surveys, etc., and are used to inform instruction. There are multiple ways for students to demonstrate mastery.

*** 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.

Duplin County Schools implements tiers of services to address a range of learning needs at each level based on abilities, achievement, readiness, interests, and learning profiles. The school-based AIG Coordinator administers a learning styles survey and an interest survey to all students with a Differentiated Education Plan (DEP). Data from these surveys are shared with classroom teachers and the Gifted Collaboration Team for planning purposes and support in diverse and effective instructional practices. Differentiated strategies may include, but are not limited to, the following:

- *tiered lessons/assignments

- *problem-based learning

- *interest-based units

- *independent study projects/investigations

- *various skills (research, higher-level thinking, creative thinking, problem-solving, communication) to allow gifted children ownership of learning as they access, process, approach, generate, and share information

- *flexible grouping

*** Practice C**

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

The Gifted Collaboration Team assists classroom teachers and school staff in exploring new and innovative evidence-based resources which enhance the North Carolina Standard Course of Study. Duplin County Schools currently have the following evidence-based resources which provide students with meaningful, challenging opportunities for learning content that connects with and builds upon the North Carolina Standard Course of Study:

- *Into Math - Emphasizes the importance of establishing conceptual understanding and reinforces that understanding with procedural practice. The learning model asks students to first develop their reasoning before connecting their understanding to concepts and skills.

*Illustrative Math - A problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.

*Discovery - Techbook provides exciting multimedia, virtual activities and hands-on labs with model lessons, STEM project starters, and standard-aligned assessments. This digital textbook is a one-stop K-12 science, social studies, and math resource offering everything students want and teachers need.

*Literacy Rich Instruction - A curricular methodology that integrates various modalities of literacy instruction, which are aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and by the use of authentic texts.

*Open Court - Open Court Reading is an evidence-based reading program that is designed to teach decoding, comprehension, inquiry, and writing in a three-part logical progression.

*Social Studies Weekly - Studies Weekly is a customized, standards-based curriculum that applies deep learning strategies which increase student knowledge and skills. The combination of printed weekly units and web-based primary source media, audio reader and other features creates a high level of student engagement. Teacher-created lesson plans include rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided, and independent) and much more. These units foster critical thinking skills that help develop a new generation of responsible decision makers.

The Gifted Collaboration Team utilizes the Integrated Academic and Behavior System (IABS) to ensure classroom teachers and other instructional support staff have the necessary resources to accommodate the range of academic, intellectual, social and emotional needs of learners.

Evidence-based accelerated units are offered through online courses and individualized pathways in CANVAS. These units, along with pacing guides, are available to teachers as a resource for implementation of appropriate instruction of gifted and high-achieving learners. Teachers can adapt and add to these resources as needed.

The school-based AIG Coordinator, in consultation with the Gifted Collaboration Team, will investigate the creation of a gifted education resource library for the district and each school site. This resource library will include books and program manuals which support current research in gifted education. Through the implementation of co-teaching/classroom consulting, these research-based materials will help ensure best practices for gifted and high-achieving learners are consistently implemented throughout the county.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity,

curiosity, and leadership.

Duplin County Schools makes available a variety of resources to foster the development of future ready skills, including critical thinking, communication, collaboration, creativity, curiosity, and leadership. Duplin County Schools has adopted an innovative approach providing personalized career pathways for all students by connecting curriculum and communities with STEAMA (Science, Technology, Engineering, Arts, Math, Agriculture). Experiences to enhance these skills may include, but are not limited to:

- *Opportunities to apply learning in real life contexts

- *Future ready skills through partnerships with community organizations, by using real world scenarios, community service projects, mentoring, job shadowing, internships, or apprenticeships with local businesses.

- *Critical discussions and dialogue with like-minded peers, using student seminars for specific grade levels to foster the development of future ready skills and/or book club discussions.

- *Positive Behavioral Interventions and Supports - PBIS

- *Career and Technical Education - CTE courses and clubs

- *Canvas, Google Docs, and Google Meets for digital collaboration

- *Virtual field trips

- *Art and Music classes

- *Grades 6th - 8th STEM Lab

- *Grades 3rd-5th STEM Missions Lab lessons

- *Grades 9-12 STEAMA Symposium

- *Summer STEAMA Camps

- *STEAMA Spirit Day and STEAMA Career and College Day monthly

- *Makerspace in all schools

*DUKE Science Night

*Family CODE Night

*BETA Club opportunities

*Duplin Career Academies

*FUSE Labs

* **Practice E**

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

Duplin County Schools uses a variety of assessments to monitor students' progress and drive instructional decisions. Pre-assessments, formative assessments, and summative assessments are part of the learning cycle. Pre-assessments are used to determine what students already know and provide information about forming groups for instruction. Formative assessments provide evidence of progress, can signal misconceptions, are useful for making instructional adjustments, provide regular feedback, and align with instructional outcomes. Summative assessments determine students' mastery and understanding of skills, concepts, and/or processes. Examples of assessments used in Duplin County Schools include, but are not limited to:

*Pre-Assessments: Pre-tests, Graphic organizers such as KWL charts, Observation, Questioning

*Formative Assessments: Observation with anecdotal documentation, Exit cards, Portfolio checks, Journal entries, Quizzes, District Benchmark Tests

*Summative Assessments: Unit tests, district common assessment bank, Performance tasks, EOGs, EOCs

*Duplin County Schools uses a universal screener, mClass, and district-wide benchmarks via Schoolnet, along with student interest profiles and readiness, to form flexible groups. During collaborative planning conversations with teachers, school-based AIG Coordinators, and school administrators, student growth will be analyzed to determine how to flexibly group students for positive academic outcomes.

*** Practice F**

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

Duplin County Schools implements a multi-tiered system of supports (MTSS) to support the student holistically. As part of the Gifted Collaboration Team, school counselors will implement a social and emotional learning program such as Harmony that helps cultivate strong classroom relationships between all students in grades K-8. Through our District Wide Equity Plan, social and emotional needs of students (K-12) are addressed, as teachers are sensitive and alert to a student's social and emotional needs and communicate with the parent(s) when they suspect a student may need some guidance. If any signs of difficulty continue over a period of time without being resolved, the school social worker, counselors, and the Gifted Collaboration Team are all resources to support families and students. Through constant collaboration, the advocates for the student use the following steps to support the student and parent(s)/guardian(s):

- *Guidance groups to address specific issues

- *Formal/informal check-ins

- *Re-evaluate the strategy or services being offered if the need arises

- *AIG Enrichment Canvas Course

The Gifted Collaboration Team will work closely with the classroom teacher, as needed, to implement accelerated units in the area of social and emotional support. An AIG resource library to include literature on social and emotional needs will be provided. The Duplin County Schools' AIG webpage will provide informational links on the topics of social and emotional needs of 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.

The Gifted Collaboration Team, along with classroom teachers, analyze data from statewide reading assessments and math benchmark scores to flexibly group K-3 students. The classroom teacher routinely adjusts instructional practices through the use of formative assessments. The learning stations at these grade levels are differentiated for all levels in the classroom. The Gifted Collaboration Team researches other differentiated curriculum and instruction tools, such as Jacob's Ladder Programs, Renzulli's gifted forms, Makers-Space, Vertical Question Stems, Noetic Problem-Solving Word Problems, etc.

During school-wide intervention/acceleration times, all students (K-3), are given opportunities for collaboration, communication, critical thinking, and

creativity through ventures such as STEAMA and Makerspace products, projects, and activities. These opportunities are provided by the classroom and/or resource teacher, as well as the Digital Learning & Media Coordinator.

*** 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.

Duplin County Schools has established a Gifted Collaboration Team comprised of the school-based Curriculum Specialist, School Counselor, School Social Worker, Digital Learning & Media Coordinator and classroom teachers. This collaborative team works closely with the classroom teacher to implement accelerated units, as well as social and emotional support, as needed. These units, found within the AIG Enrichment Canvas Course, are available to teachers as a resource to guide the instruction of gifted learners. Teachers can adapt and add to these resources, as needed.

During grade level planning meetings, grade level PLC meetings, and MTSS meetings, AIG student needs are a part of the agenda. Guiding questions are utilized and reflected upon in determining classroom differentiation for the gifted learner based upon the contexts of their own classrooms. Upon the determination of the needs discussed in the above mentioned meetings, the Gifted Collaboration Team supports teachers in teaching the curriculum.

*** 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.

Each student identified as AIG in grades K-12 has a Differentiated Education Plan (DEP) that is developed by the Gifted Identification Team. The DEP is developed when initial placement occurs and is amended as necessary after each annual review. The DEP is reviewed annually with parents/guardians of newly identified students through a conference. A DEP review is shared annually with parents/guardians of all current gifted students. DEPs are signed by the parent/guardians and the Gifted Education Team. At least three documented attempts must be made to obtain parent/guardian signatures.

Along with the regular classroom report card, a Duplin County Schools AIG progress report will be given to all identified K-8 students yearly. This progress report provides additional communication to parents/guardians regarding the student's progress. The Duplin County Schools AIG Progress Report reflects the student's participation progress and is a tool to monitor content differentiation strategies used to meet the gifted learner's needs.

*** Ideas for Strengthening the Standard**

- *Investigate the creation of a gifted education resource library for the district and each school site
- *Develop accelerated student-centered instruction practices and materials
- *Create differentiation professional development
- *Acquire a learning style and interest survey
- *Continuous improvements to AIG webpage resources
- *Monthly MTSS school-based meetings
- *Monthly MTSS District meetings
- *Monthly school-based problem solving meetings

Planned Sources of Evidence

- | |
|--|
| * North Carolina Standard Course of Study |
| * Intervention/Acceleration block schedule |
| * Standards-based and student-centered instructional practices and materials |
| * Assessments and interest surveys |
| * Professional Development presentations and attendance rosters |
| * Gifted Education Team co-teaching/co-planning documentation |
| * Learning styles and interest survey results |

- * Differentiated Education Plan (DEP)
- * Lesson plans from all teachers who serve gifted students
- * Academic and Behavior Support meeting notes and data
- * Gifted education resource library
- * CANVAS and on-line accelerated units
- * PBIS documentation
- * Personalized Curriculum pathways documentation
- * Universal screeners
- * Social and emotional instructional strategies
- * Equity plan
- * Panorama resources
- * Harmony resources
- * STEAMA and Career Day sign-in/sign-up sheets
- * AIG webpage
- * Gifted Collaboration Team meeting notes
- * Duplin County Schools AIG progress report
- * MTSS Meeting Notes
- * AIG Parent Meeting Agenda and sign-in sheet

Documents

Type	Document Template	Document/Link
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Standard 4: Personnel and Professional Development

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

* Practice A

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

Duplin County Schools employs a Director for AIG, who serves as the District AIG Coordinator, to lead the implementation of the local AIG plan. It is the expectation that this position has or obtains K-12 AIG licensure. These responsibilities include:

- *Overseeing the screening, referral, and identification processes at the district level

- *Facilitating annual state AIG reporting requirements

- *Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs

- *Developing, monitoring, and evaluating the local AIG plan with support from the school-based AIG Coordinators

- *Sharing and supporting professional development and resources to engage school-based AIG Coordinators in continued adult learning regarding gifted and advanced students through the following opportunities:

- Providing the school-based AIG Coordinators with opportunities to attend AIG Conferences (state and regional)

- Developing partnerships with and communication strategies for families and the community to support the AIG program.

- Overseeing Duplin County Schools' AIG Program and analyzing yearly surveys of students, parents, teachers and other stakeholders to elicit feedback regarding the quality and effectiveness of the local AIG Program. School-based STEAMA Curriculum Facilitators will develop surveys that align with

state standards. Also, these surveys will seek to gain information on the success of the AIG program. Surveys will be available in multiple languages and formats to reach the maximum number of stakeholders.

*Working closely with school-based STEAMA Curriculum Facilitators to continually assess and make programming recommendations as the data reveals a need for change. Data includes district benchmarks, academic checks, classroom grades, AIG progress report and end of grade scores.

STEAMA Curriculum Facilitators (K-8) and school-based Media and Digital Learning Coordinator (9-12) work closely with the District AIG Coordinator to ensure equity among schools in the district. Their responsibilities include:

*Overseeing the screening, referral, and identification processes at the school level

*Maintaining documentation of student services provided identification evidence

*Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs

*Developing, monitoring, and evaluating the local AIG plan with guidance from the District AIG Coordinator

*Attending professional development to continue adult learning regarding gifted and advanced students

*Supporting the District AIG Coordinator to continually assess and make programming recommendations as the data reveals a need for change. Data includes district benchmarks, academic checks, classroom grades, AIG progress reports, and end of grade scores and survey results.

*** Practice B**

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

Each school in the district has a Gifted Collaboration Team which is responsible for ensuring co-teaching and collaboration opportunities are available to best meet the academic, social, and emotional needs of gifted learners. The opportunities by which this is accomplished are listed below:

Grades K-3:

*The Gifted Collaboration Team meets twice yearly to plan for school-wide gifted services and programs. This team specifically addresses the academic, intellectual, social, and emotional needs of gifted learners.

*School-based STEAMA Curriculum Facilitators attend grade level planning/data meetings to provide teachers with necessary resources to meet the academic needs of students who show potential for giftedness.

*School-based STEAMA Curriculum Facilitators and the School Counselors attend monthly Academic & Behavior Support meetings to provide teachers with necessary resources to meet the academic, intellectual, social, and emotional needs of students who show potential for giftedness.

*School-based STEAMA Curriculum Facilitators will promote a variety of professional development opportunities, including county and statewide initiatives to support gifted programs and advanced learners.

Grades 4-8:

*The Gifted Collaboration Team meets twice yearly to plan for school-wide gifted services and programs. This team specifically addresses the academic, intellectual, social, and emotional needs of gifted learners.

*School-based STEAMA Curriculum Facilitators attend department planning/data meetings to provide teachers with necessary academic resources to meet the needs of AIG and advanced learners.

*School-based STEAMA Curriculum Facilitators and the School Counselors attend monthly Academic & Behavior Support meetings to provide teachers with necessary resources to meet the academic, intellectual, social, and emotional needs of AIG and advanced learners.

*The Gifted Collaboration Team will work closely with the classroom teacher to implement accelerated units, as well as social and emotional support, as needed. These units are developed and available to teachers as a resource to guide the instruction of gifted learners. Teachers can adapt and add to these resources as needed. Co-Teaching/Classroom Consulting is provided for teachers in the classroom setting.

*AIG Resources and professional articles will be collected through collaboration among the Gifted Collaboration Team. These resources will be available on the Duplin County Schools' AIG Webpage.

*Accelerated and extension activities for families will be available on the Duplin County Schools' AIG Webpage.

*School-based STEAMA Curriculum Facilitators will promote a variety of professional development opportunities, including county and statewide initiatives to support gifted programs and advanced learners.

Grades 9-12:

*The Gifted Collaboration Team meets twice yearly to plan for school-wide gifted services and programs. This team specifically addresses the academic, intellectual, social, and emotional needs of gifted learners.

*School-based Digital Learning and Media Coordinators attends department planning/data meetings to provide teachers with necessary academic resources to meet the needs of AIG and advanced learners.

*School Counselors attend monthly Academic & Behavior Support meetings to provide teachers with necessary resources to meet the social and emotional needs of AIG and advanced learners.

*AIG Resources and professional articles will be collected and linked to the Duplin County Schools AIG Webpage.

*Accelerated and extension activities for families will be linked to the Duplin County Schools' AIG Webpage

*** 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.

Duplin County Schools will survey all certified staff and school administrators once during a three year cycle, using an annual needs assessment survey to determine professional development needed to support the county's AIG program. Data collected from this survey will be used to plan for the upcoming school year professional development. These professional development opportunities are provided through gifted conferences, workshops, online modules and school-based meetings. In addition to these opportunities, the following support is provided to the groups below:

Regular Classroom Teachers and the Gifted Collaboration Team:

*The development/adoption of an AIG Readiness Program will be offered to classroom teachers. This program will allow teachers to earn an AIG Readiness micro-credential. Those who want to pursue the AIG add-on licensure may do so by taking the PRAXIS exam upon completion of the local course.

School Counselors:

*As part of school counselor meetings, professional development will be provided that will target social and emotional needs of AIG students.

*The Gifted Collaboration Team will meet with each of these groups to establish knowledge and understanding of the local AIG program and the needs of gifted learners.

*School-based STEAMA Curriculum Facilitators collaborate with school administrators around instructional coaching.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

AIG students are cluster grouped in general education classrooms and placed with a locally endorsed or AIG licensed teacher when practicable. The school-based AIG Coordinator may assist schools with cluster grouping by sharing current AIG data. Through monthly grade-level and MTSS meetings, school-based AIG Coordinators, school counselors, and administrators monitor AIG identified student data throughout the school year. This data includes district benchmarks, common assessments, classroom grades, an accessible universal screener, mClass, and STAR reports at intervals throughout the year. These statistics are shared and discussed through school level staff meetings and individual teacher conferences, as needed.

*** Practice E**

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

Duplin County Schools' school-based STEAMA Curriculum Facilitators collaborate with other local school districts to develop and implement an AIG Readiness Program. In an effort to build capacity and leadership among AIG staff, professional development and/or the AIG Readiness Program, consisting of a Gifted Education Praxis Cohort/Canvas AIG Licensure Course, will be provided to teachers wishing to seek AIG certification and licensure. This program affords certified personnel from diverse backgrounds the opportunity to earn a local micro-credential in AIG Readiness, as well as, prepares them for the Gifted Education Praxis. A two year commitment of employment in Duplin County Schools is required once teachers pass the Gifted Education Praxis and obtain a K-12 AIG certification, if a request for reimbursement of the Gifted Education Praxis fee is granted. The AIG Readiness Program course work will be available through an online CANVAS course to all certified staff of diverse backgrounds. This plan provides the opportunity for other employees, including school-based Digital Learning and Media Coordinators, to earn a local AIG micro-credential by participating in the AIG Readiness Program and possibly receive state certification by taking the Gifted Education Praxis for K-12 AIG licensure. Questions regarding differentiated instruction for meeting the needs of gifted and advanced learners in the classroom are embedded in the interview process.

*** Practice F**

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

Duplin County Schools aligns professional learning experiences with school and district-wide improvement plans and goals to aid in addressing equity and excellence in education by:

- *Providing professional development based upon the North Carolina Department of Public Instruction AIG Booster Shots, which is embedded in the DCS STEAMA Curriculum Facilitators' webpage
- *Utilizing DCS's Educational Equity webpage to provide professional development that aligns with equity and excellence
- *Encouraging the completion of NCDPI Professional Development Differentiation in the Classroom course
- *Offering annual county-wide professional learning opportunities, such as Social and Emotional Development of gifted learners, Accelerating Student Learning, and Using Choice Boards for Differentiated Instruction, etc.

* **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.

Over the next three years, professional development will be provided for regular classroom teachers to further develop their ability to differentiate for advanced learners.

As part of the district initiative, Powerful Teaching and Learning, along with our Common Instructional Framework and STEAMA proclamation, strategies will be utilized in planning future professional development. To keep abreast of current trends in gifted education, Duplin County Schools Curriculum Innovation Team will promote a variety of professional development opportunities including statewide initiatives to support gifted programs and advanced learners. Information will be shared with all Duplin County Schools' certified staff through Duplin Schools' email.

The District AIG coordinator and school-based AIG Coordinators attend and participate in Duplin County Schools' Strategic Planning process. As part of this process, district goals are created and analyzed yearly.

As part of the monthly school-based STEAMA Curriculum Facilitator and Digital Learning and Media Coordinator meetings, there are opportunities to share ideas and best practices, increase pedagogical training, and participate in open discussions of successes and challenges within AIG programming.

School-based STEAMA Curriculum Facilitator attend departmental and grade level meetings in the school to facilitate discussion of student data and collaborative planning, as well as, help make decisions about next steps for instructional practices and enhancing classroom experience for AIG students.

*** Ideas for Strengthening the Standard**


- *Build a complete AIG Readiness Micro-Credential
- *Increase NC AIG Conference attendance
- *Conduct PD Survey

Planned Sources of Evidence

- * Annual state AIG reporting
- * Professional development attendance roster
- * Local AIG plan
- * AIG conference attendance
- * Survey results
- * Assessment data
- * Academic checks, classroom grades, AIG progress reports, and end-of-grade scores
- * AIG Documentation Procedures
- * Documentation of student identification evidence and services provided
- * PLC meeting notes
- * IABS meeting notes
- * Accelerated units
- * Co-teaching/classroom consulting documentation
- * AIG webpage
- * Annual needs assessment results

- * Gifted Collaboration Team and Special Education teachers, EL personnel, administration, and other specialists' meeting notes
- * AIG Readiness Program completion
- * Gifted Education Praxis Cohort/Canvas AIG Licensure Course
- * K-12 AIG certification
- * AIG Booster Shots professional development
- * Equity Plan
- * NCDPI Professional Development Differentiation in the Classroom course
- * Annual county-wide professional learning opportunities

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 Standard 4 2022-2025

Standard 5: Partnerships

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

School-based AIG Coordinators collaborate with parents and guardians to make sure the needs of AIG students are met. In response to evidenced needs (academic, intellectual, social and emotional) throughout the LEA, AIG Coordinators gather curriculum resources, consider student concerns, aid transition meetings, and host AIG parent/guardian meetings. Also, AIG Coordinators provide necessary recommendations of student abilities for extra-curricular activities and high school placements.

The District AIG Coordinator collaborates with other district departments to share successes and seek further strategies to strengthen opportunities for parent/guardian/family engagement.

The School-based AIG Coordinators and classroom teachers are using many avenues of communication such as, the Academically or Intellectually Gifted/AIG Program web page on the DCS website, ConnectEd voice messages, Remind, Class Dojo, e-mail exchanges, notes and forms, conferences, and other meetings to share information.

The Gifted Collaboration Team shares with other teachers at their school sites about available opportunities for AIG, AP, and Honors students. These opportunities include Duke TIP, Governor's School, Summer Enrichment Camps, Battle of the Books, conferences, workshops, and webinars of special

interests. Gifted students and their parents/guardians receive these announcements through email, form letters, links to various sites, or other methods as needed.

Parents of newly identified AIG students will receive a copy of the SENG (Supporting Emotional Needs of the Gifted) booklet entitled "The Joy and the Challenge: Parenting Gifted Children Readings and Resources," from the school-based AIG Coordinator. This booklet addresses the challenges of parenting a gifted child and the social/emotional issues of gifted children through short written descriptions of gifted situations. Within this booklet, informative resource links, as well as a bibliography of additional resources, are provided.

The school-based AIG Coordinators invite gifted parents/guardians and others to participate on the AIG Strategic Task Force Committee. The committee meets and reviews to share concerns, ideas, and suggestions regarding the current AIG plan. The goal of the committee is to ensure the new AIG plan is as equitable and consistent as possible districtwide. The AIG Strategic Task Force Committee also reviews proposals for the new AIG plan, with consideration in the equitability of serving the gifted student.

The school-based AIG Coordinator, along with the classroom teachers, encourage parents/guardians of AIG students to volunteer through means, such as a speaker, presenter, artist-in-residence, a chaperone, etc. to develop that partnership in a meaningful way.

The District AIG Coordinator reminds all school administrators their respective Parent Advisory must include at least one AIG and/or Advanced Studies parent/guardian, who serves as an advocate for the gifted program to make sure gifted programming is equitably addressed in the overall district plan to safeguard the educational rights of all gifted learners.

*** 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.

*James Sprunt Community College offers a Dual Enrollment for high school juniors and seniors to receive high school and college credits simultaneously.

*Duplin Early College High School (housed on the campus of James Sprunt Community College, our local community college) offers college level courses.

*Duplin County Rotary honors high school students each month for outstanding academics and involvement in the community, and local Rotary Clubs donate dictionaries to elementary schools across our county.

*North Carolina Virtual Public Schools (NCVPS) classes are offered to AIG middle and high school students.

- *Through partnerships with Duplin County 4-H, Smithfield Foods, and Farm Bureau Duplin County Schools implements 'Producers, Pigs, and Pork' curriculum in all 4th grade classrooms and Duplin Grows, an agricultural and food awareness event for second graders across the county. Students learn about the "farm to table" agricultural process and gain awareness of agricultural career opportunities.
- *College and Career Readiness activities organized at the elementary, middle, and high school levels to promote success in college, careers, and life. These activities include, but are not limited to, career fairs, career projects, lessons designed to discover work skills, and job shadowing.
- *Battle of the Books, sponsored by the North Carolina Association of School Librarians, is held each year at Duplin Commons for elementary and middle school students.
- *The Duplin County 4-H department offers interest-based activities including summer camps, talents shows, and school-based clubs.
- *Jr. and Sr. Beta Clubs from schools across the county are involved in their local community through service projects, statewide and national competitions.
- *Partnerships with Duplin County Arts Council, the Cowan Museum of History and Science, Liberty Hall, the NC Arts Council, continue to promote and further the arts and arts education for our students.
- *The Duplin County Public Library offers summer reading programs.
- *Duke Tip offers above-grade-level testing, enrichment resources, year-round learning options, residential summer programs, online courses, and original research to supplement what students receive in school (4th - 12th grades).
- *Summer STEAMA Camp opportunities are available for students in grades 8-12
- *Through a partnership with UNC-W 7th grade students have the opportunity to participate in a two year weekend/summer STEM curriculum
- *Career and Technical Education for grade 9-12: Diesel Tech Academy, Duplin Agribusiness Academy, Duplin Health Science Academy, Duplin Leadership and Teacher Academies, JROTC

*** 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.

Duplin County utilizes an AIG Advisory Council. Members include representatives from: Gifted Collaboration Team, students, parents/guardians, administrators, district personnel, and community members representative of the diverse population of Duplin County Schools. This group will be involved in evaluating the AIG program. Council members provide feedback concerning the AIG program which is utilized each year for program evaluation and revision.

Council Membership:

The membership of the Council is comprised of members who are representative of the gender, race and geography of the county.

The Council:

*Advises and makes recommendations yearly, with respect to the development and improvement of the Gifted Education Plan; recommendations will be used to create specific goals, along with action steps, to support the implementation of the plan.

*Provides feedback, related to the data collected regarding the implementation of the Gifted Education Plan and AIG services provided at schools across the county.

*** 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.

Yearly parent information nights are scheduled (by school district or individual schools) to communicate and share topics of interest for AIG students, the current AIG Plan, the DEP, the Duplin County AIG Progress Report, as well as, an awareness of supportive interactions is offered throughout the year to foster social and emotional needs. Parent/guardian night is coordinated by the Gifted Collaboration Team and AIG cluster teachers. Parents/guardians are informed yearly of individual student progress through the use of the Duplin County Schools' AIG progress reports. The parent/guardian night presentation, as well as the progress report, are offered digitally, in various languages, on the Duplin County AIG webpage.

An AIG webpage will contain K-3 Talent Development and 4-12 AIG resources, AIG plan, programs/policies, and upcoming events. The Duplin County AIG webpage clearly conveys the district's K-12 AIG screening process/steps, referral, identification process, and advanced course offerings. It also provides the current Duplin County AIG Plan. The accomplishments of gifted and high achieving students are celebrated through the use of local newspapers and media to improve perception and community relations.

Duplin County AIG program strives to effectively communicate with AIG families and the community. The district employs translators for the purpose of translating documents and interpreting verbal communication. Parents, guardians, families, and community members will utilize available information and tools, such as:

- *Annual DEP review
- *Duplin County Schools' AIG progress report
- *Annual AIG informational meetings
- *Brochure, emails, and AIG school-based webpage
- *ConnectEd automated phone calls

*** Ideas for Strengthening the Standard**

- *Provide parent/guardian presentations, forms, and the DCS AIG plan in English and Spanish
- *Create a Strategic Task Force Committee


Planned Sources of Evidence

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- * AIG Advisory Council agendas/minutes
- * Guest Speaker presentations
- * Strategic Task Force Committee agendas/minutes
- * Differentiated Education Plan (DEP)
- * Annual DEP review
- * District AIG Parent Night presentation
- * AIG Progress Report
- * Duplin County Schools AIG webpage
- * Supporting Emotional Needs of the Gifted booklet entitled "The Joy and the Challenge: Parenting Gifted Children Readings and Resources"
- * AIG plan
- * Record of gifted and high achieving students' accomplishments celebrated in the local newspaper and media
- * Duplin County Board of Education recommendations and minutes
- * AIG Brochure and emails
- * ConnectEd message logs
- * CANVAS courses
- * James Sprunt Community College dual enrollment classes rosters
- * Duplin Early College High School college course rosters
- * Duplin County Rotary agenda/minutes
- * NCVPS class rosters
- * Producers, Pigs, and Pork curriculum

- * Duplin Grows permission forms
- * Duplin County 4-H activities
- * College and Career readiness activities
- * Gifted/AIG Program web page on the DCS website
- * Battle of the Books program
- * Jr. and Sr. Beta Clubs service projects and competitions
- * Duplin County Arts Council permission forms/dates
- * Cowan Museum of History and Science permission forms/dates
- * Liberty Hall permission forms/dates
- * NC Arts Council permission forms/dates
- * Duplin County Public Library summer reading programs schedule
- * Summer STEAMA Camp opportunities
- * Duke Tip student rosters
- * Career and Technical Education for grade 9-12
- * 2nd Grade Duplin Grows and 4th Grade Pig Party communication
- * UNC-W 7th Grade STEM communications
- * AIG Advisory Council agenda/minutes
- * Governor's School student roster
- * NCVPS classes/student rosters

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <u>Standard 5 2022-2025</u>

Standard 6: Program Accountability

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

* Practice A

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

The Duplin County Schools AIG plan was developed with input from a variety of stakeholders including school-based STEAMA Curriculum Facilitator, teachers, administrators, and district personnel. In the development of this local plan, the implementation of practices with the following six standards are described as:

*Student Identification

*Comprehensive Programming within Total School Community

*Differentiated Curriculum & Instruction

*Personnel and Professional Development

*Partnerships

*Program Accountability

Our plan includes a process for yearly evaluation and continual monitoring for effectiveness by the District AIG Coordinator along with the Gifted Collaboration Team. This evaluation survey of students, parents, teachers, and administrators will be given annually, and the results will be shared on

the district website. This information is used to assist in the evaluation of the effectiveness of gifted programming. The identification criteria addressed in Standard 1 is determined by the following measures: Cognitive Abilities Test (CogAT), End of Grade /End of Course (EOG/EOC), Kaufman Brief Intelligence Test Second Edition (K-BIT II), Kaufman Test of Educational Achievement Third Edition (KTEA III), Woodcock-Johnson IV (WJIV), motivation surveys, and yearly average data. The data from these measures are analyzed to establish local norms, which may be used in the identification criteria. The District AIG Coordinator, along with the STEAMA Curriculum Facilitator, attend Regional AIG Coordinator Institutes to receive guidance and support of the AIG Plan development and improvement, as well as participate in other NC Department of Public Instruction professional development opportunities.

Once developed, the District AIG Coordinator presents the written AIG plan to the Local Board of Education for approval. After the Board of Education approves the AIG Plan, the plan is submitted to the Department of Public Instruction for comment.

*** Practice B**

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

Duplin County Schools monitors the implementation of the AIG program in accordance with current state policies. The District AIG Coordinator, with support from the school-based AIG coordinators, supervises the implementation of the AIG plan to ensure fidelity at all school sites. School principals convey AIG questions and/or concerns to the District AIG Coordinator and/or the school-based AIG coordinator. In an effort to keep school principals updated on current issues and trends that impact the local AIG plan, the District AIG Coordinator will share the ongoing implementation of the AIG program's progress as needed during principal's meetings. The Duplin County Schools' Strategic Plan is a guiding document that is referenced in meetings and discussions to ensure compliance and growth for all students. School-based AIG Coordinators and the Gifted Collaboration Team are available on a regular basis to guide services for the gifted and high achieving students, as well as advise school based decisions made regarding the gifted education program.

*** Practice C**

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

State allocated budget funds must be used for AIG programming purposes. According to state policy, Duplin County Schools has consistently used state funds appropriately. The Chief Officer for School Finance, District AIG Coordinator and Chief of Staff for Innovation develop the budget for PRC 034 state funds. These individuals collaboratively monitor the funds for the AIG program and develop a budget to ensure proper use of state allotted funds. State AIG funds are allotted in the following manner:

*AIG screening and identification materials and resources

*AIG local certification completed through local AIG Readiness Program

*AIG PRAXIS examination fee is provided annually based on availability of state and local funding

* **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.

Duplin County Schools Curriculum Innovation, Accountability/Improvement Systems, Federal Programs and Exceptional Children departments conduct a yearly analysis of student performance data. This data includes, but is not limited to the following: EOG, EOC, SAT, AP, ACT, Pre-ACT, WorkKeys, ACCESS and annual dropout and graduation data for gifted students. This data is analyzed annually by the District AIG Coordinator, principals and the Gifted Collaboration Team to support the continuous improvement of AIG student achievement and growth. The district Dropout Prevention Coordinator continually tracks data for the purpose of dropout prevention. Duplin County Schools has developed an Equity Plan which includes strategies for decreasing the annual dropout rate. Dropout data is analyzed and noted disparities are utilized to guide future program planning. Performance Matters, the district's data hub, is utilized monthly during MTSS meetings to help determine whether or not AIG student needs are being met. Data from Performance Matters is disaggregated to identify trends in academic performance, student attendance, and social and emotional needs. Gifted students' data, in all subgroups, are analyzed to determine if there are discrepancies in growth. The collected data leads to equitable practices, informed instruction, college acceptances, and scholarships. The following evidences are indicative of AIG student success and program effectiveness:

*EOG, EOC and NC Final Exam scores

*Enrollment for Advanced math opportunities (grades 3-5), Compacted Math, NC Math 1 for 8th grade

*Enrollment in NCVPS courses (grades 7-8)

*Governor's School attendance

*AP class completion rates

*SAT/AP Exam scores

*ACT scores

*Scholarships awarded

*College course enrollment

*College acceptance information

*Internships and mentorships information

*Number of AIG students graduating with more than a high school diploma (dual enrollment)

* 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.

Duplin County Schools AIG services seeks to provide excellent services to all gifted and potentially gifted students. Data can be analyzed from various assessments to ensure that the percentage of students referred reflects the overall school and district demographics. The Gifted Collaboration Team works with schools to identify strategies that address the areas where gaps exist.

Duplin County Schools completes an AIG headcount report twice per year, in November and April. The data from this AIG headcount is disaggregated and provides insight into the representation of various subgroups in the AIG program. Using the AIG headcount, data from underrepresented AIG student groups is analyzed to determine discrepancies in our identification process. This is presented to district stakeholders, school administrators, and school-based AIG Coordinators to further evaluate procedures.

In an effort to identify students from underrepresented populations, these students are assessed during the yearly testing window from the start of the school year through the month of October. The CogAT screening test is given to all third grade students. The CogAT gives us an additional tool to identify students from underrepresented populations; however, other measurements and indicators are utilized when the CogAT does not show the full potential of these students, such as K-BIT II and KTEA III, Woodcock-Johnson IV as well as EOG/EOC percentiles. The Gifted Eligibility Placement Record form allows multiple criteria to be analyzed cumulatively.

Monitoring performance of these subgroups is necessary, not only for AIG placement and service decisions, but also to ensure that the potential of these underrepresented populations are recognized and their needs are addressed. Performance Matters is a data analysis tool that converges all local

norms collected from the following evidences:

- District Benchmarks
- District AIG Progress Report
- State Diagnostic and Progress Monitoring Tool - Amplify mClass DIBELS 8
- Aptitude Test
- Achievement Test (EOGs and EOCs)

The Gifted Collaboration team, along with Exceptional Children's (EC) teachers and English Learner (EL) teachers, highly encourages the retention of these subgroups for AIG programs and consultative services.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	<5%	---	---	---	14.03%
Male	---	<5%	<5%	---	---	---	10.62%
Total	---	<5%	<5%	---	5.60%	---	12.25%

Percent of Total AIG Students Identified as Dual Exceptionality

*** 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.

Duplin County Schools requires school-based STEAMA Curriculum Facilitators to have AIG certification or be enrolled in current coursework with completion of the program expected within two years. A list of AIG state licensed teachers is documented and maintained by the Human Resources Department. This information is reviewed and shared with school principals for strategic planning purposes, at the beginning of the physical school year. Teachers serving AIG cluster groups are encouraged and supported to pursue add-on licensure in this area. A local AIG Readiness Program is developed in collaboration with school-based STEAMA Curriculum Facilitators to prepare teachers to successfully complete a local AIG Readiness micro-credential and ultimately, AIG endorsement with the readiness to apply for AIG Gifted Education Praxis and certification.

*** Practice G**

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

Duplin County Schools' AIG Program conducts yearly surveys of students, parents/guardians, teachers and other stakeholders to elicit feedback regarding the quality and effectiveness of the local AIG Program. The school-based AIG Coordinators develop surveys that align with state standards. Surveys are available in multiple formats and in Spanish to reach the maximum number of stakeholders.

The District AIG Coordinator, along with the support of the school-based AIG Coordinators, analyze the data collected. Survey data is utilized to update and revise the AIG plan.

Survey results are shared as part of the schools' District AIG Parent/Guardian Nights. The survey results are also shared yearly, during a principal's meeting. During this meeting, these stakeholders are given the opportunity to provide feedback.

*** 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.

Duplin County Schools' AIG Plan is reviewed with representatives from all stakeholders annually. Data is collected by the school-based AIG Coordinator from each school and shared with the District AIG Coordinator. This data is then presented to the principals. Data sources include, but are not limited to:

*Surveys of administrators, Gifted Collaboration Teams, parents, teachers, and students

*North Carolina Department Public Instruction feedback on previous AIG plan evaluation

*Summative assessment data (EOGs, EOCs, etc.)

*AIG Identification assessment data

*AIG headcount data

*Education Value Added Assessment System (EVAAS) scores to study the growth of the AIG subgroup

During each plan cycle, a meeting with the District AIG Coordinator, school-based AIG Coordinators, and school administration is held to review accomplishments, as well as make suggestions for possible revisions to the local AIG plan. Based upon these recommendations, goals for revisions are established and implemented for the current local AIG plan.

*** Practice I**

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

The school-based AIG Coordinators gather all data from surveys and disseminate it with administrators, the Gifted Collaboration Team, Duplin County AIG advisory group, parent(s)/guardian(s), students, and teachers. This data is then made available to the public through:

*Duplin County Schools AIG webpage

*Yearly district AIG teacher/parent/guardian meetings

*Principal's meeting

*** 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.

Through established policies and procedures, Duplin County Schools protects the rights of AIG students and their parent(s)/guardian(s). These policies and procedures address identification and placement, reassessment, transfer procedures, and grievance procedures. Once an initial referral is made, parent(s)/guardian(s) must grant permission for additional testing to be completed by signing the AIG Referral and Permission to Test form. If a student is referred and identified by the AIG Coordinator as needing AIG services, the Gifted Eligibility Placement Record form serves to inform the parent(s)/guardian(s) of this decision. Gifted students currently identified in North Carolina public schools are identified as Gifted in Duplin County Schools. Students transferring into Duplin County from other states and/or private schools, who have already been identified as Gifted, maintain their Gifted identification as well. If a reassessment is deemed necessary for a student, the Duplin County Schools Psychologist will determine and administer the necessary assessments. The following procedures outline the steps parents/guardians must take if they have a concern or disagreement with the screening, identification, or placement. Procedures for Resolving Disagreements are outlined using the following Levels:

Level I: A school-based meeting is held if a parent(s)/guardian(s) has a concern or disagreement concerning screening, identification, placement, or appropriateness of the Gifted Education Plan. The parent(s)/guardian(s) shall first submit a written request for a meeting with the principal, school-based AIG Coordinator, school counselor, and regular education teacher. If necessary, other appropriate personnel may be required to attend this meeting.


Level II: An administrative-based meeting is held if the disagreement between the parent and the school cannot be resolved. A Level II procedure can be requested in writing. This meeting would involve the District AIG Coordinator, the Superintendent, and/or their designees. Any other appropriate persons requested by the parent or the District AIG Coordinator may attend this meeting. Should the disagreement not be settled through discussion at this meeting, the parent may submit a written request for a school board review.

Level III: School Board reviews the disagreement. The case will be presented in closed session to the Duplin County Board of Education at the next available meeting. If an agreement cannot be reached, the parent(s)/guardian(s) or the school board may request mediation.

Level IV: If the disagreement moves to the mediation level, the District AIG Coordinator files a written request for mediation between the parent(s)/guardian(s) and the school individuals involved in the disagreement. The District AIG Coordinator will be responsible for obtaining a certified educational mediator and arranging the time and place for the mediation to occur.

Level V: Administrative Law Hearing In the event that the procedure developed under G.S. 115C-150.7 (b) (7) fails to resolve a disagreement, the parent/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 (1) whether Duplin County Schools improperly failed to identify the child as an academically gifted student, or (2) 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 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. (Guidelines Governing Local Plans for Gifted Education, Spring 2004)

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* Ideas for Strengthening the Standard

- *Develop yearly online surveys for staff, parents/guardians, and students to monitor the effectiveness of gifted programming
- *Completion of the NCDPI Interim Report
- *Survey analysis will allow updates and revisions for the implementation and effectiveness of the local AIG program
- *Surveys available in multiple formats, in English and Spanish, to determine the implementation and effectiveness of the local AIG program


Planned Sources of Evidence

- | |
|---|
| * Duplin County Schools AIG Plan |
| * AIG Forms |
| * Gifted Eligibility and Placement Record |
| * Cognitive Abilities Test (CogAT) |
| * End of Grade Assessments (EOG) |
| * End of Course Assessments (EOC) |
| * NC Final Exams |

- * Kaufman Brief Intelligence Test Second Edition (K-BIT II)
- * Kaufman Test of Educational Achievement Third Edition (KTEA III)
- * Woodcock-Johnson IV (WJIV)
- * Motivation Surveys
- * Yearly Average Data
- * Regional AIG Coordinator Institutes
- * Duplin County Schools Strategic Plan
- * Duplin County Schools AIG Readiness Program
- * AIG Praxis Certification
- * Duplin County Schools AIG budget document
- * Duplin County Schools Equity Plan
- * Gifted students' data from all subgroups
- * Yearly analysis of student performance data
- * AIG Headcount Report (Fall and Spring)
- * Duplin County AIG Progress Report
- * List of AIG state licensed teachers
- * AIG Identification Assessment Data
- * Data from survey to determine the implementation and effectiveness of the local AIG program
- * Education Value Added Assessment System (EVAAS) scores to study the growth of the AIG subgroup
- * North Carolina Department Public Instruction feedback on previous AIG plan evaluation

- * Evaluation data and updates on the Duplin County Schools AIG webpage
- * Yearly district AIG teacher/parent/guardian meetings
- * Principal's Meeting Agenda/Minutes
- * District data fact sheet
- * Performance Matters School Data
- * Enrollment for Advanced math opportunities (grades 3-5), Compacted Math, NC Math 1 for 8th grade
- * Enrollment in NCVPS courses (grades 7-8)
- * Governor's School attendance
- * AP class completion rates
- * SAT/AP Exam scores
- * ACT scores
- * Scholarships awarded
- * College course enrollment
- * College acceptance information
- * Internships and mentorships information
- * Number of AIG students graduating with more than a high school diploma (dual enrollment)


Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Standard 6 2022-2025

Local Board of Education Approval



Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/03/2022 









Original Application Submission Date: 07/12/2022

Documents

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

AIG Related Documents

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 AIG Plan Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 Standard 1 2022-2025
AIG Standard 2 Additional Resources	N/A	 Standard 2 2022-2025
AIG Standard 3 Additional Resources	N/A	 Standard 3 2022-2025
AIG Standard 4 Additional Resources	N/A	 Standard 4 2022-2025
AIG Standard 5 Additional Resources	N/A	 Standard 5 2022-2025
AIG Standard 6 Additional Resources	N/A	 Standard 6 2022-2025

Glossary

Duplin County Schools (310) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
Academic and Behavior Support Team (ABS)	A collective group of school professionals who ensure universal supports and instruction are provided to all students within the school building to promote successful student outcomes and prevent school failure.
Academically Gifted in Math (AM) or Reading (AR)	Students which exhibit high performance capability in the intellectual areas of reading or math, using universal screeners, test data, performance/observations, and questionnaires/surveys.
Academically Gifted in Reading and Math (AG)	Students which exhibit high performance capability in the intellectual areas of reading and math, using universal screeners, test data, performance/observations, and questionnaires/surveys.
Academically and Intellectually Gifted (AI)	Students display a composite score of 90th percentile or higher on an aptitude test, such as CogAT and K-BIT II, and Students display a composite score of 90th percentile or higher on a nationally normed achievement test, such as K-TEA III or WJIV in Reading and/or Math OR 90th percentile or higher in Reading or Math EOG/EOC.
Academically Intellectually and/or Gifted (AIG)	Students which exhibit high performance capability in intellectual areas, specific academic fields or in both intellectual areas and specific academic areas.
AIG Readiness Program	A program which affords certified personnel from diverse backgrounds the opportunity to earn a local micro-credential in AIG Readiness, as well as, prepares them for the Gifted Education Praxis.

Achievement Test	A test that measures what students have learned or have been taught in a specific content area relative to the expected achievement of average students. It does not gauge potential.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
American College Testing (ACT)	An entrance exam used by most colleges and universities to make admissions decisions.
Aptitude Test	A test that attempts to determine and measure a person's ability to acquire some specific set of skills (intellectual, motor, and so on). The tests assume that people differ in their special abilities and that these differences can be useful in predicting future achievements.
CANVAS	A cloud-based learning management system ready to support in-person, online, and blended learning; which includes course materials, participation, grades, and communication tools.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments.
Cognitive Abilities Test (CogAT)	A nationally-normed, group-administered ability test administered as a screener to aid in determining the eligibility academically and gifted students.
Compacted Math	A course which compacts four years of math into three by increasing the pace of instruction and allowing students to leave middle school with one high school math credit.
ConnectEd	A telephone communications system that allows schools and district offices to send important messages to students and staff quickly and efficiently.
Co-Teaching/Classroom Consulting	A collaborative approach in which two teachers work together to plan and implement instruction.
Credit by Demonstrated Mastery (CDM)	Process by which schools will award a student credit in a particular course, without the student being required to complete seat time in the classroom.

Differentiation	The act of modifying curriculum and instruction, based upon content, pacing, and/or product to meet unique student needs within the classroom.
Differentiated Education Plan (DEP)	A document used for setting and reviewing the annual learning environments, strategies, and goals of a gifted learner. Students, parents, and teachers participate in the development and review of the DEP. This document outlines how a gifted child's education will be different from his/her non-gifted peers.
Dual Enrollment	The process of providing middle and high school students a wide range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention to college.
Duplin County Board of Education Policy 3101	Policy regarding dual enrollment which supports high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.
Duplin County Board of Education Policy 3410	Policy which allows for Credit by Demonstrated Mastery, the opportunity for students in Duplin County to personalize and accelerate their learning by earning course credit through a demonstration of mastery of course material without the requirement of specific seat-time.
Duplin County Board of Education Policy 4100	A policy regarding age requirements for initial entry during the first 110 days of a school year.
Duplin County Schools' Strategic Plan	A document which clarifies the vision, goal, priorities and action plan of Duplin County Schools.
Duplin County's AIG Readiness Micro-credential	A course provided to classroom teachers in preparation for Academically Gifted Education licensure.
Duke University Talent Identification Program (Duk	A program which identifies gifted children and provides resources to nurture the development of these students to parents and teachers.


Duplin Grows	An agricultural and food awareness event provided to second graders across the county.
Early Graduation	The process by which a student who graduates from high school during the current school year and not at the end of the instructional school year.
Education Value Added Assessment System (EVAAS)	A customized K-11 software system available to all North Carolina school districts which provides their educators with tools to improve student learning and to reflect and improve on their own effectiveness.
Eligibility & Placement Record	An individual student record of documentation which states the multiple indicators required to qualify for AIG services at the various tiers.
End-of-Course Tests (EOC)	Criterion-referenced comprehensive tests required of students in North Carolina high schools to measure proficiency in various subject areas.
End-of-Grade Tests (EOG)	Criterion-referenced comprehensive tests required of all North Carolina students, grades three through eight to measure proficiency in reading and math as well as science in grades five and eight.
English Learners (EL)	Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.
Enrichment	Activities which allow students to design, create, and learn without limits, and may occur in the regular classroom or in a separate setting.
Equity Plan	A living document, created by the Duplin County Board of Education and various school professionals, which provides a framework to ensure every student is given the opportunity to continuously improve their outcomes through a personalized environment.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction, and allows students to move in and out of various grouping patterns, depending on the course content or skill.
Formative Assessment	An assessment used to monitor student learning and provide ongoing feedback which can be used by instructors to improve their teaching and by students to improve their learning.

Gifted Collaboration Team	A team facilitated by the school-based AIG Coordinator, including teachers, the Digital Learning and Media Coordinator, School Counselor, Social Worker, and other support staff.
Gifted Identification Team (GIT)	A team, consisting of teachers and administrators, responsible for identifying students, based on the local Academically Intellectually Gifted (AIG) Plan criteria and individual student indicators.
Harmony Social and Emotional Program	A social-emotional teaching program that cultivates strong classroom relationships between all students and teachers.
Honors Classes	Exclusive, higher-level classes that proceed at a faster pace and cover more material than regular classes which are reserved for talented middle and high school students who excel in certain subjects.
Intellectually Gifted (IG)	Students display a composite score at or above the 96th percentile on an aptitude test, such as CogAT and K-BIT II or students display a composite score at or above the 90th percentile on an aptitude test, such as CogAT and K-BIT II AND a score at or above the 90th percentile on a non-verbal aptitude subtest, such as CogAT.
Kaufman Brief Intelligence Test Second Edition (K)	An assessment individually administered to measure verbal and non-verbal intelligence.
Kaufman Test of Educational Achievement	An assessment individually administered to measure academic achievement for individuals from ages 4.5 through 15.
Local Education Agencies (LEA)	A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
Maker Space	A destination where students-sometimes alongside staff, parents, and mentors-can create, problem solve, and develop skills, talents, thinking, and mental rigor.

mClass	A universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.
Multi-Tiered System of Support (MTSS)	A framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every student's needs.
North Carolina House Bill 986	A House Bill, approved by North Carolina lawmakers, requiring annual reporting from LEAs to ensure that schools are still teaching the multiplication table and cursive writing.
North Carolina Battle of the Books	A reading incentive program in grades fourth through eighth used to encourage the reading of quality literature representing a variety of literary styles and viewpoints by prominent authors in the area of young adult literature. Through a local, state, and regional game format competition, students improve reading skills, mature in their choices of reading materials, and acquire a broader knowledge base.
North Carolina Virtual Public School (NCVPS)	A virtual program used to provide courses that students are unable to take at their local schools at no cost to the local school or student's family.
Panorama	A data platform which provides powerful analytics to tell administrators and educator's how loved, challenged, and prepared students are feeling, and it equips our schools with tailored strategies to meet students' social and emotional needs.
Performance Matters	An integrated platform that empowers educators to analyze student performance data to inform personalized instruction and identify, address, and eliminate unfinished learning.
Positive Behavioral Interventions and Supports	A framework implemented for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.
Pre-ACT	A test comprising multiple-choice sections for English, Math, Reading, and Science which contains information designed to aid in discussions about college majors and career paths.

'Producers, Pigs, and Pork'	A curriculum, in all fourth grade classrooms, which provides an agricultural and food awareness in which students learn about the "farm to table" agricultural process and gain awareness of agricultural career opportunities.
Scholastic Assessment Test (SAT)	A standardized test administered to high school juniors and seniors is to measure literacy, numeracy and writing skills that are needed for academic success in college.
School-based AIG Coordinators	Personnel who support AIG classroom teachers and coordinate all aspects of the AIG program in an effort to address the academic, intellectual, social, and emotional needs of all gifted learners.
Schoolnet	An application provided by Pearson that allows educators to build lesson plans, create instructional materials and supplement their teaching with digital resources.
Science Technology Engineering Math Labs -STEM Lab	Labs which have been developed around science, technology, engineering and math that allow students in grades sixth through eighth to explore, build and create.
Science Technology Engineering Math Mission Labs	Labs which have been developed around science, technology, engineering and math that allow students in grades third through fifth to explore, build and create.
Social and Emotional Learning (SEL)	The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
STAR	Computer-adaptive tests for pre-K-11 students that measure reading, math, and early literacy skills.
STEAMA	An engaging hands-on science, technology, engineering, arts, math, and agriculture curriculum, which encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning to ensure students are competitive in today's high-tech, high-skill global economy.

Summative Assessment	An assessment used to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
Talent Development Programs	Curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
Test of Nonverbal Intelligence	A language-free measure of cognitive ability which is administered and intended for ages 6 through 90, and includes subtests items requiring problem solving for sequencing, analogies, and categorization.
Twice Exceptional Student	A term used to identify a student having dual exceptionalities, that is both gifted and disabled.
Universal Screening Tool	Universal screening is the systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important.
Woodcock-Johnson IV Tests of Cognitive Abilities	An assessment individually administered, norm-referenced instrument that measures general intellectual ability and specific cognitive abilities in persons aged two to ninety plus years old.
WorkKeys	A job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.

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