

Vance County School Academically Intellectually Gifted Program Plan 2022-2025



Vance County Schools Local Academically or Intellectually Gifted Plan!

Vision Statement

The vision of the Vance County Schools Academically Intellectually Gifted Program is to discover, nurture, develop, and empower the potential in all AIG students.

Mission Statement

The mission of the Vance County Schools Academically Intellectually Gifted Program is to maximize the potential of gifted and talented learners by providing services and programs that match their unique social/emotional, academic, and intellectual needs.

Funding for Local AIG Program

State Funds: \$285,618

Local Funds: \$0

Grants Funds: \$0

Other Funds: \$0

Standard 1

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. Provide opportunities for every student to show their strengths and talents

Screening Process

Grades K-2 Nurturing Educational Thinking Skills (NETS) Program Screening Process

1. AIG Specialist observes each K-2 classroom at least 2 separate times during the first marking period.
2. AIG Specialist teaches 2 whole group lessons in each K-2 classroom during the first marking period.
3. AIG Specialist meets with each K-2 teacher to go over observations and lessons to discuss students showing potential. Additional data is collected, e.g, i-ready data, mclass data to identify students for possible placement for K-2 NETS programs..

Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or special populations.

Grades 2-12 General Screening Process

1. A universal screener is administered to all 2nd graders in the February each academic year. Students who score 80% or higher on the screener or score in the top 20% in *local norms are placed in the screening pool.
2. 3rd -12th grade EOG/EOC scores are also reviewed in the spring each academic year, along with Beginning of Grade assessment for 3rd graders, and Beginning and Middle of Year Assessments (i.e., K-5 iReady, mClass), benchmark quarterly assessments (i.e, NC Check-in) in reading and mathematics, *Gifted Behavior Scale, Parent Nomination Form, Student Interest Inventory, or Student Portfolios*. Students scoring 80% or higher on Criterion-Referenced or Nationally Normed assessment will be placed in the screening pool.
3. Each school site will include a listing of students from diverse cultural and economic groups who demonstrate a high interest or performance potential in any academic area.

*Local Norms= Scores based on comparative analysis of other students (same age or grade level) in their local district or school. (CogAT, Riverside Insight, 2017)

Practice A (Continued)- Develops both screening and referral processes that lead to AIG identification at all grade levels. Provide opportunities for every student to show their strengths and talents

Referral Process

Students are referred one of three ways: screening pool, teacher referral, or parent/guardian referral.

1. Screening Pool

- a. All data collected during the screening process will be used to support AIG identification process.
- b. The referral for differentiated services in the gifted education program is submitted to the Gifted Identification Team (GIT) at each individual school site.
- c. The GIT reviews all available data and uses the Parental Notice for AIG Evaluation (Permission to Test Form, AIG 2) to communicate to parents the next phase of testing.
- d. The Parents' Rights Handbook is provided to parents of students who are formally referred after achievement testing..

2. Teacher Referral (Can be submitted between August 1 and March 31 each academic school year.)

- a. Teachers complete AIG Teacher Referral Form (AIG1a) and submits to the Gifted Identification Team (GIT) at the individual school site.
- b. The GIT reviews teacher referral and uses the Parental Notice for AIG Evaluation (Permission to Test Form, AIG 2) to communicate to parents the next phase of testing.
- c. The Parents' Rights Handbook is provided to parents of students who are formally referred after achievement testing.

3. Parent Referral (Can be submitted between August 1 and March 31 each academic school year.)

- a. Parents complete AIG Parent Referral Form (AIG1B) and submits to the Gifted Identification Team (GIT) at the individual school site.
- b. The GIT reviews parent referral. Parental Notice for testing is included in the Referral form.
- C. The Parents' Rights Handbook is provided to parents of students who are formally referred after achievement testing.

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

By providing individually appropriate differentiated services, Vance County seeks to address the needs of underrepresented populations.

*However, within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.

*Information from any indicators in the identification process may be used in matching students with appropriate service options.

*Information used from each process indicator is directly related to the service option considered.

*Information from indicators may be given priority for specific service options.

K-2 Nurturing Educational Thinking Skill Program (NETS) Identification Process

1. Data collected from AIG Specialist and K-2 teachers is used to identify referred students.
2. Parents/Guardians are notified of student eligibility to participate in the NETS programs using NETS 3 Parental Notice
3. Parents/Guardians consent or decline student's participation in the NETS program using NETS 3 Parental Notice

2-12 Identification Process

1. Data collected from Referral Process is reviewed by the Gifted Identification Team (GIT) at each school site to identify AIG students.
2. Referral Process data from the GIT at each school site is submitted to the district Compliance Review Team (CRT) for evaluation and final approval.
3. Summary of Evaluation is returned to the GIT at each school site.
4. Parents/Guardians are notified of student eligibility to participate in the AIG Program AIG 6 invite to conference
5. Parents/Guardians consent or decline student's participation in the AIG Program AIG 6 invite to conference

Practice B (continued)- 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.

Pathway of Entry

Pathway 1- Intellectually Gifted (IG). A student with a composite score on the Aptitude Test (e.g. Cogat, KBit) is at the 98th percentile or higher.

Pathway 2a- Academically Gifted Reading (AR)- A student whose achievement and/or aptitude scores meet or exceed criteria in Reading.

- A single score of 94% or higher, on EITHER of the Reading portions of the achievement OR the aptitude test,
- OR scores of 85% or higher, ON BOTH of the Reading portions of the achievement and the aptitude tests,
- OR scores of 80% or higher ON BOTH of the Reading portions of the achievement and the aptitude tests AND Grades, Gifted Behavior Scale, Portfolio are 85% or higher.

Pathway 2b- Academically Gifted Math (AM)- A student whose achievement and/or aptitude scores meet or exceed criteria in Math.

- A single score of 94% or higher, on EITHER of the Math portions of the achievement OR the aptitude test,
- OR scores of 85% or higher, ON BOTH of the Math portions of the achievement and the aptitude tests,
- OR scores of 80% or higher ON BOTH of the Math portions of the achievement and the aptitude tests AND Grades, Gifted Behavior Scale, Portfolio are 85% or higher

Practice B (continued)- 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.

Pathway 3- Academically Gifted Math and Reading (AG)- A student whose achievement and/or aptitude scores meet or exceed criteria in Math AND Reading.

- A single score of 94% or higher, on EITHER of the Math/Reading portions of the achievement OR the aptitude test,
- OR scores of 85% or higher, ON BOTH of the Math/Reading portions of the achievement and the aptitude tests,
- OR scores of 80% or higher ON BOTH of the Math/Reading portions of the achievement and the aptitude tests AND Grades, Gifted Behavior Scale, Portfolio are 85% or higher

Pathway 4 Academically Intellectually Gifted (AI)- A student whose achievement and composite aptitude scores meet or exceed criteria to be Academically and Intellectually identified.

- Students whose achievement and/or aptitude scores meet or exceed criteria in all areas and are identified AG.
- AND have a composite aptitude score of 98%

Pathway 5 Academically Gifted Math (AM), Academic Gifted Reading (AR), or Academically Gifted Math and Reading (AG) Alternative Pathway for Placement (Special Cases EC, EL, 504)

- 85% or higher on any Aptitude or Achievement in Math and/or Reading
- AND Grades, Gifted Behavior Scale, Portfolio are 85% or higher

Pathway 6 Transfer student- Vance County School accepts all transfer students. Students are matched to our identifications.

Practice C- Ensures that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language barriers, do not reduce their likelihood of access to and participation in gifted education.

The majority underrepresented population across the district is African American; however, Hispanics also make up a large portion of underrepresented students in AIG. VCS has a large exceptional children's population, but a low twice exceptional population, this too is recognized as an underrepresented population.

- Vance County's NETS program provides opportunities for K-3 students to demonstrate gifted behaviors.
- Nomination by any school personnel, parents, and other stakeholders is used to increase the screening pool.
- Utilize culturally responsive learning strategies in the regular classroom that meet individual and cultural learning needs
- Use of Gifted Rating Scales for additional evidence for underrepresented populations
- Portfolios of work samples, projects, videos, higher order thinking, and problem solving
- Interventions to support unique learning styles, multiple intelligences, and differentiated content and instruction
- Use of portfolio and Pathway 5 to provide an alternate identification pathway for students who have a 504, or IEP or are EL to qualify.
- Use of Individual Differentiated Education Plans (IDEPs) to provide an alternate educational plan to incorporate other additional education needs due to 504s, EL plans, or IEPs.
- Professional development is provided for AIG Specialists and other teachers to support the learning characteristics and gifted behaviors of students from underrepresented populations.
- Encouragement of parent participation in annual course selection
- Continuous monitoring and review of nominations and referrals for AIG services
- The AIG Program uses individual assessment instruments (standardized tests) for referral and identification of underrepresented populations does may include non-verbal intelligence tests.
- Modifications are allowed on assessments (e.g., EOG, EOC, etc) for any student with a 504, EL, or IEP for Aptitude and Achievement testing.

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

Vance County Schools maintains procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for rigorous differentiation. Clear guidelines lead all areas of the process. Screening includes all activities designed to review the general population of students to see which students may need further assessment and/or eventual placement in the differentiated service continuum of gifted education. Screening procedures should be comprehensive and easy to accomplish. The information sought at the screening level should be readily available for all students. Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations, many of whom are included in the nurture program.

- The AIG Coordinator will refer to the NCDPI State Standards and District AIG Plan for consistent adherence to the referral, screening, and identification process.
- The AIG Coordinator monitors the effective and efficient flow of students through the screening, referral, and identification process throughout the district.
- Flowchart will be used to assist GIT and teachers of the screening, referral, and identification processes.

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

School Personnel

- Beginning of the year teachers and school staff are informed during a staff meeting about the AIG program and the screening, referral, and identification process.
- Each school will hold a parent meeting to discuss the AIG program.

Parent/Guardians/Students

- Information will be disseminated to parent/guardians through the use of Parent/Guardian Consent for Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms.
- Conferences are held to inform parents/guardians of their child's eligibility.
- Parents are provided copies of all documents.
- Parents of identified children will be invited to attend a group meeting each year to develop a DEP/IDEP. Parents are provided a copy of the DEP/IDEP.
- The Parents' Rights Handbook is provided for those students who are formally referred.
- All communication is provided in Spanish as well as English.

Community-at-Large

- VCS AIG Website contains up-to-date information about the AIG program. Parent AIG Webinar recordings are housed on the District AIG website.
- The AIG Informational Brochure is available on the website.
- Twitter- We invite school personnel, parents/guardians, students, and the community-at-large to follow us on Twitter at @VCS_AIG

Practice F- Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

- During the identification process, all data gathered for the student is placed in the file. Data includes but is not limited to classroom observations, behavior scales, achievement and aptitude testing records and any evidence provided by the classroom teacher and/or parents.
- All data is recorded on the AIG 3 form, which is placed in the file.
- If the student meets identification criteria, they are assigned a colored folder.
- If the student meets criteria for Nurture, the sleeve is placed in the NURTURE folder for the specified school.
- If No Services are needed, the sleeve is placed in the DNQ (Does Not Qualify) folder for the specified school
- Folders are maintained at each school. Each folder contains:
 - AIG1 Referral
 - AIG 1C Behavioral scales completed by teachers/parents
 - AIG 4 Portfolio (as needed)
 - Classroom evidence provided by the teacher
 - Observation data gathered by the AIG Specialist
 - Work samples
 - AIG 2 Permission to Test
 - Test/Scores
 - AIG 3 Summary
 - AIG 5 Data Card [Green form Includes name and date of birth labels, labels with all scores from (CogAt, ITBS, Kbit) placement (AR, AM, AG, IG, or AI), and updated EOG scores.]
 - DEP

Areas to Strength

-Work with ESL and Twice Exceptional Populations that demonstrate potential for identification.

Sources of Evidence

-AIG Headcounts

-NETS Headcounts

-Increasing numbers of students identified from under-represented populations

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides of K-12 AIG programs 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' 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 match each student’s demonstrated educational needs.

The Vance County Schools operate on the belief that we must develop the maximum potential in all of our students. The Gifted Education Program is part of a continuum of services that promotes and supports the academic achievement of all students and that provides appropriate educational opportunities for the academically and/or intellectually gifted child. The learning needs of students who exhibit gifted behaviors are different from other students of their age, experience, or environment. Students exhibiting exceptional abilities exist in all cultural and socioeconomic groups. We believe that giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students through an array of service options. These service options teach, challenge, and expand students knowledge, while emphasizing the development of independent and self-directed learners. Programs and services for all grade levels are in place in Vance County Schools. Differentiated Education Plans (DEP) or Individual Differentiated Education Plans (IDEP) are created for each identified student with the teacher, AIG specialist, parent, and student to ensure the educational and intellectual needs of the students are being met. In the case of students who have special considerations, an IDEP may be created with the assistance of EL, EC teachers, or school counselors.

K-2

While students are not formally identified until the end of 2nd grade, the needs of students in K-2 are addressed through the NETS programs.

3-5

Cluster grouping, Co Teaching/Team teaching with AIG /Regular Education Teachers, Differentiated instruction/modified curriculum by regular education teacher

6-8

Accelerated Classes, High School courses, Differentiated instruction/modified curriculum by regular education teacher

9-13

Honors, Advance Placement (AP) courses, online and College & Career Promise (CCP) courses, Credit By Demonstrated Mastery (CDM), School of Math and Science, Early College High School

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.

AIG students need to have available and accessible highly skilled and specially trained school counselors who understand, are motivated, and enjoy working with students whose personalities, intellects, and behaviors are unique, unconventional, and often not "age specific" in their development. Nurturing and meeting the social and emotional needs of these students is just as crucial to their overall well-being and success as meeting and challenging their intellectual acuity and academic needs. Students in grades K-12 that are identified as academically and intellectually gifted require counseling services for the socio-emotional needs of diverse learners. In order to meet these needs, school counselors should plan to include group and/or individual counseling sessions and peer support groups on a regular basis with identified students to assist them in dealing with their giftedness. Individual sessions, scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations and accelerated students are highly recommended to provide these students with educational encouragement and direction as well as support. School counselors should work in conjunction with the AIG coordinator to keep students informed concerning after-school programs and/or summer enrichment programs that foster effective growth.

School counselors should serve on the Gifted Identification Team to provide expertise concerning the social and emotional ramifications of acceleration options such as grade skipping, subject acceleration, early entrance to kindergarten, and concurrent enrollment. In the middle and high schools, career counseling, which provides families and students with information regarding changing career paradigms, academic planning, and sessions on personal/social awareness should be provided as needed to foster academic and emotional support for gifted students. Assistance in applying for scholarships, internships, and educational enrichment activities should be provided through counseling services to gifted students. Opportunities for participation in mentor-mentee relationships should also be emphasized.

The goal of counseling services in regards to the academically and intellectually gifted students is to ensure that each identified student fully maximizes his/her potential for academic success and develops as a contributing member of our global economy. Every effort will be made to provide counseling services to our identified students.

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

High expectations are a priority and differentiation is a necessity; as such, integrating AIG programs and services into the total instructional program of the PSU benefits not only gifted learners, but all students as well. Goals and services are aligned to the NCSCOS and provide rigor, which aligns programs and services with the areas of identification. At the elementary level, programs and services are provided based on identified areas of Reading and Math. Curriculum is modified and differentiated based on students needs within the regular classroom with AIG Specialists assisting or co teaching. At the middle or high school level, differentiated curriculum, and instructional opportunities are delivered through advanced classes such as Advanced Placement, Honors, Credit by Demonstrated Mastery, College and Career Promise (Dual Enrollment) courses through the local community college, Distance Education, and the opportunity to apply to attend Early College or the NC School of Math and Science. High school students will be allowed to self-select their courses based on their academic needs. Students are encouraged to take a minimum of 1 advanced class a semester.

The AIG program is woven throughout all programs and services offered by Vance County Schools. Students who are identified as gifted will receive instruction in their identified area(s) through placement in cluster groups or advanced content classes. Service options will be included on the student's DEP and reviewed as needed with classroom teachers and parents to ensure services are appropriate for each student. Collaboration among AIG Specialists, classroom teachers, and other personnel will be ongoing to ensure the needs of gifted students are met. Ongoing collaboration among classroom teachers, AIG Specialists, counseling services, and other personnel involved with gifted education connect and enhance curriculum at all levels through PLCs and district wide initiatives.

The AIG Coordinator will attend district leadership meetings when appropriate. All common resources are stored with the AIG Coordinator so that they are available to every AIG specialist, or other educators who wish to use. Professional Development is provided for all teachers on strategies to address the needs of all levels of learners. To ensure integration of AIG services with the total school program, the AIG Coordinator collaborates with the Superintendent of Schools, Assistant Superintendent of Curriculum and Instruction and School Administrators. AIG students are scheduled in classes with like-ability learners. Clustering is highly recommended for reading and math from grades 3-8, based on student area(s) of identification in groups of 5 to 10.

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

Clustering is highly recommended for reading and math from grades 3-8, based on student area(s) of identification in groups of 5 to 10. Students identified as AIG or as Nurture should be grouped together.

In grades 3-8, identified students are clustered together. Cluster grouping allows gifted students to work together throughout the day, yet they are never totally separated from the other students. The AIG Specialist is responsible for providing the Principal and School Counselor a list of identified AIG students prior to the placement of students in classes. This information is also available in PowerSchool. The purpose of the list is to intentionally serve as a tool to ensure students are placed with an AIG certified teacher or a teacher that has a good understanding and willingness to develop and implement service options for gifted learners. It is also recommended that the comprehensive needs of AIG students be considered when grouping for instruction. The review of testing and other data should be used to determine effective grouping practices.

In grades 6-8, identified students are placed in advance math and language arts classes. Student achievement data should be reviewed and considered for the placement of students in advanced courses.

In grades 9-12, students are encouraged to take honors and/or advanced placement classes. They also have the opportunity to participate in Career and College Promise (CCP) or apply to attend Early College.

To ensure the needs of gifted learners are being met, school counselors, principals, regular education teachers and AIG specialists analyze collected data to support placement and/or provide appropriate services for students.

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.

AIG Coordinator and AIG Advisory Board will work together to decide what information is pertinent to share with internal stakeholder groups for successful implementation of the AIG plan. Presentations will be created and presented to each group of stakeholders (Regular Education teachers, Administration, Resource/Counselors/ESL Teachers). The Presentation and Information Sheet based on the presentation will also be made available on AIG website. Presentation and Information Sheet will include screening and referral process, how students are identified, services offered, general information about the program and plan.

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

The needs of the advanced learner are best met when teachers maintain communication between schools to ensure effective continuation of AIG services. The AIG Specialists meet with parents and students of all AIG students at least one time per year to complete the annual review and complete DEPs and/or IDEPs. When a student approaches a key transition time (i.e. 5th, 8th, or 12th grade), a transition meeting will occur during the early spring (e.g., February or March).

Transitioning from 5th to 6th

AIG specialist/leads will work with principal and schools counselor to ensure that the AIG students transitioning to middle school are placed into advanced learning classes.

Transitioning from 8th to 9th

AIG specialist/leads will work with students, parents, principal, and school counselors to ensure students transitioning to high school are placed into Honors, or AP classes. Students transitioning from 8th grade to high school work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study with consideration given to Advanced Placement, Honors, and Career and College Promise (CCP) courses. Differentiated Education Plans (DEP) and/or Individual Differentiated Education Plans (IDEP) for secondary students allow for self-selected courses based on student's strengths.

Transitioning from 12th to Life Beyond High School

AIG specialist/leads will work with students, parents, principals, and school counselors to support decisions about college, career, and/or military options.

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.

Compacted Content

Compacting Content is a technique used to identify skills students have already mastered. Students are given a pretest to identify mastery of skills for a unit of study. Once mastered skills are identified, the teacher can differentiate instruction by making adjustments to the curriculum by replacing content students know with new content, enrichment options, or other activities.

[Credit by Demonstrated Mastery](#)

Credit by Demonstrated Mastery (CDM) is a process that employs a body of evidence to award a student credit in a particular course without requiring the student to complete classroom instruction. The process is open to all students in grades 9-12 for high school courses and students in grades 6-8 for any high school course offered in middle school. VCS follows the state procedural guidelines for implementing CDM.

Dual Enrollment

Career and College Promise (CCP)- Students are allowed to enroll and take college classes at Vance Granville Community College. These classes will count toward high school and college credits.

Practice G (Cont'd)- Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Subject and/or Grade Acceleration

Subject acceleration moves students ahead in one or two specific content areas, whereas grade acceleration moves students ahead a whole grade level. Subject and/or Grade acceleration is considered upon request of the parent or teacher of a student. This process is taken very seriously, as it may have an impact on the social and emotional well-being of students.

An Aptitude and Achievement test must be given; scores of 98% or higher must be made. If grade/ subject acceleration is approved, school staff will meet with the student on a regular basis throughout the year to make sure the student is comfortable in the environment and to make sure the workload is appropriate. The AIG Specialist, School Principal, and School Counselor meet annually with the student and parent of any grade accelerated student to determine scheduling needs for the next school year.

Early Admission to Kindergarten

VCS follow the state requirements- Age 4 by April 16th, Testing cannot take place until after April 16th, Aptitude & Achievement Test scores of 98% by Licensed Psychologist, 2 Non-Family Recommendations, and Interview with School Principal.

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.

Vance County Schools has developed a nurturing program to identify and nurture high potential in students of all grade levels. Through the nurture programs as described below, the representation, participation, and performance of special populations in academically and/or intellectually gifted programs will increase.

K-2

Vance County Schools will nurture and develop the academic and/or intellectual potential of all k-2 students through Nurturing Elementary Thinking Skills (NETS) program. The AIG Specialist presents inclusion activities, giving an entire class exposure to higher order thinking skills.

2-8

EOG/EOC scores are reviewed yearly to screen all students. In the spring the Cognitive Abilities Test (CogAT), which is a universal screener, is given to all 2nd grade students.

Students can be referred by parents, teachers, or administration. Students who are tested and do not qualify yet display advanced skills and abilities are identified as nurtured. These students are clustered with AIG students to receive services, and are retested the following year with parental approval.

9-12

High school students are encouraged to take advanced course offerings such as Honors Classes, Advanced Placement, Dual Enrollment/ Career and College Promise, and/or apply to attend the NC School of Science and Mathematics

Practice I- Enhance and further develop the needs,talents, and interests of AIG students through extra-curricular programming.

Extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways are developed through the district, as well as at individual schools. AIG students are encouraged to participate in the following events.

- Battle of the Books
- EV3 Lego Robotics
- ZSpace Labs
- NC Governor's School
- Academic Clubs
- Beta Club/ National Honor Society
- Outreach Programs from regional colleges and universities, museums and other educational foundations

Areas to Strength

- Collaborate with the Director of the Center for Innovation to ensure AIG students participate in student experiences, e.g., RoboVance, SLICE Lab, Mindsphere Lab, etc..
- Collaborate with principals to strengthen scheduling of AIG students.
- Collaborate with external partners to seek extra and/or co curricular opportunities.

Sources of Evidence

- Increase number of AIG student experiences at the Center for Innovation
- Master schedules that demonstrate increased AIG student enrollment in honors, AP, or CCP courses
- AIG Advisory Board
- Professional development to support elementary and secondary principals with AIG scheduling and clustering
- Budget

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.

As a minimum standard, all regular education teachers are required to provide differentiated instruction within their classroom in the area of reading, and mathematics to align with the North Carolina's Standard Course of Study. Regular education teachers provide opportunities for students to work together with students of similar needs, abilities, and interests with the support of specific strategies to differentiate curriculum and instruction.

Curriculum and instruction is differentiated with a focus on enrichment, extension, and/or acceleration. Teachers and schools provide opportunities that enrich, extend, and accelerate the NCSCOS and address student needs throughout the day, which may include cluster grouping, advance courses, compacting, credit by demonstrated mastery, dual enrollment, CTE, mentoring, blended learning, online courses.

AIG Specialists are expected to collaborate, plan, assist, advise, or co-teach with regular education teachers to ensure students needs are being met.

Professional development is provided to assist regular education teachers with differentiated instruction and co-teaching.

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.

VCS uses the following content modifications and learning environment options to differentiate instruction for advanced learners

Content Modification Options:

Reading and Math Incentive programs
Computer-based instruction
Curriculum compacting
Differentiated Units/Projects
Socratic Seminar
Thematic units
Independent contracts
Learning Centers
Student-led conferencing/Student Portfolios
Tiered Assignments
Cooperative Learning
Research Projects

Learning Environment Options:

Co-Teaching/Team Teaching-
Consultative Services
Whole Class Instruction
Enrichment Grouping
Cluster Grouping of Gifted Students
Cluster Grouping of Gifted Students Across Teams
Acceleration by Subject (in regular classroom)
Honors Courses
Advanced Placement Courses
Dual Enrollment
Early Graduation
Flexible Grouping within the regular classroom
Cross Grade Level Instruction/Subject Acceleration (IDEP Required)
Grade Skipping (IDEP Required)

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

Primary Education Thinking Skills (Nichols, Thompson, Wolfe, Merritt, 2012) supports the k-2 nurture program by building and developing critical thinking skills.

Jacob's Ladder K-8 Comprehension Units, Nonfiction Units, Affective Units support k-2 nurture with critical thinking and metacognition. This curriculum also supports grades 3-8 with critical thinking, metacognition, and social/emotional skills.

Project 3M supports grades 3-6 with critical thinking and math units.

STEM (Science Technology Engineering Mathematics) Middle School Grades 4-12 - integrated lessons

Advanced Common Core Math Explorations (Burkhart, 2015) - Math projects that extend on the math standards in grades 5-8.

Multiple Intelligences (Gardner, 1993) - lessons, ideas, strategies on how to incorporate Multiple Intelligences into instruction

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

Vance County Schools is a 1:1 school system; every student has a device. The county is working hard to ensure students have access to broadband internet. Schools use technology to enhance and enrich the curriculum. As we nurture students through the ongoing development of 21st century content and skills, we are able to encourage, stimulate, cultivate, strengthen, and equip our AIG students to compete globally.

Through technology we give students access to 21st century curriculum content to develop advanced skills that may include collaboration, problem solving, innovation, leadership and critical thinking.

Students have access to virtual learning through 3D labs such as ZSpace Labs. Teachers are trained to use the labs and schedule student interactive experiences in the labs.

Each elementary and middle school along with VCHS have robotics lego leagues.

Each elementary and middle school have active BETA clubs who are participating in community service projects.

All teachers in the county have access to training that incorporates and integrates blended learning into instruction.

Practice E- Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Regular education teachers use multiple assessments and evaluation tools for monitoring students' understanding and achievement. Strategies such as do nows and exit tickets, along with tools such as i-ready diagnostics, m-class assessments, performance -based assessments, projects, pre/post assessments (both local and state), and many other resources are used to differentiate curriculum and instruction to inform best practices for flexible grouping. The frequency of assessments include daily, weekly, biweekly, monthly, or nine weeks, allowing grouping of students to change as the needs arise.

Lesson plans are expected to reflect the multiple assessments and evaluation tools used for monitoring gifted students' understanding and achievement. Student assessments should be matched to expected learner outcomes. In doing so, teachers of gifted students may use these outcomes for continued instructional planning.

Assessments measure student progress and future needs, and are tools for curriculum evaluation effective (Curriculum Planning and Instructional Design, VanTassel-Baska, 2003).

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

AIG students have different social and emotional needs and thus require access to highly skilled school counselors who understand, are motivated, and enjoy working with students whose personalities, intellects, and behaviors are unique, unconventional, and often not "age specific" in their development.

School counselors need to work with students individually, and in small groups as needed to address any unique social and emotional needs. Jacob's Ladder Affective Curriculum for grades 3-8 is used by AIG Specialists, Regular Education Teachers, and School Counselors to enrich individual and small group sessions with students.

Practice G- Cultivates and develops the potential of young (K-3) students with early intervention and development opportunities through purposeful and intentional differentiated curriculum and instruction.

The Nurturing Educational Thinking Skills (NETS) program is used to cultivate and develop the potential of young K-2 students. This program is a whole class talent development effort.

- During the first nine weeks AIG Specialists begin observing students in K-2 classrooms (minimum of 2 visits).
- Starting the 2nd nine weeks to the end of school, AIG specialists complete whole group lessons using the Primary Education Thinking Skills (PETS), (Nicholas, et. al., 2012) and Jacob Ladders Curriculums.
- Through whole group lessons AIG Specialists work with and observe all students working on higher level, problem-solving, and critical thinking skills.
- The PETS curriculum addresses four types of thinking: convergent, divergent, visual-spatial, and evaluative through hands-on, interactive lessons in math and reading.

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.

Once a student is determined to be eligible for academically and/or intellectually gifted services, a Differentiated Education Plan (DEP) is developed by the AIG Specialist, Regular Education Teacher(s), and Parent/Guardians. This plan outlines the program service option(s) appropriate for the student. The DEP also indicates the appropriate learning environment, content modifications, and special programs available to the student.

The AIG Specialist, Regular Education Teacher(s), and Parent/Guardians will address individual needs and best practices in the field of gifted education to determine the learning environment, content modifications, and special program needs of students.

A DEP will be completed annually and should be implemented throughout the school day for AIG students as necessary to meet unique learning needs. In the case of students who are identified intellectually gifted, twice exceptional, EL, or 504, an Individualized Differentiated Education Plan (IDEP) is created to ensure additional needs are met.

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.

All AIG students have Differentiated Education Plan (DEP) plans in place throughout the district. At the beginning of each academic school year, the DEP is written to address appropriate differentiation and services for each gifted student. The Classroom Teacher, the AIG Specialist, and School Counselor collaborate to match services with needs based on student data prior to the formal DEP meeting. A formal DEP meeting is then scheduled with parents/guardians to collaborate about the options recommended by school personnel. If more specific needs other than those listed on the DEP are needed, an IDEP is developed.

DEPs/IDEPs are written and reviewed each fall with parents/guardians. Once students reach grades 5, 8, and 12 plans are revisited in a transition meeting.

Areas to Strengthen

- Investigate and purchase quality supplemental curriculum resources for Intellectually Gifted
- Professional Development in Co-Teaching and/or Blended Learning to support high-quality instruction

Sources of Evidence

- Classroom visits that demonstrate the use of Co-Teaching or Blended Learning
- Budget

Standard 4: Personnel and Professional Development

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

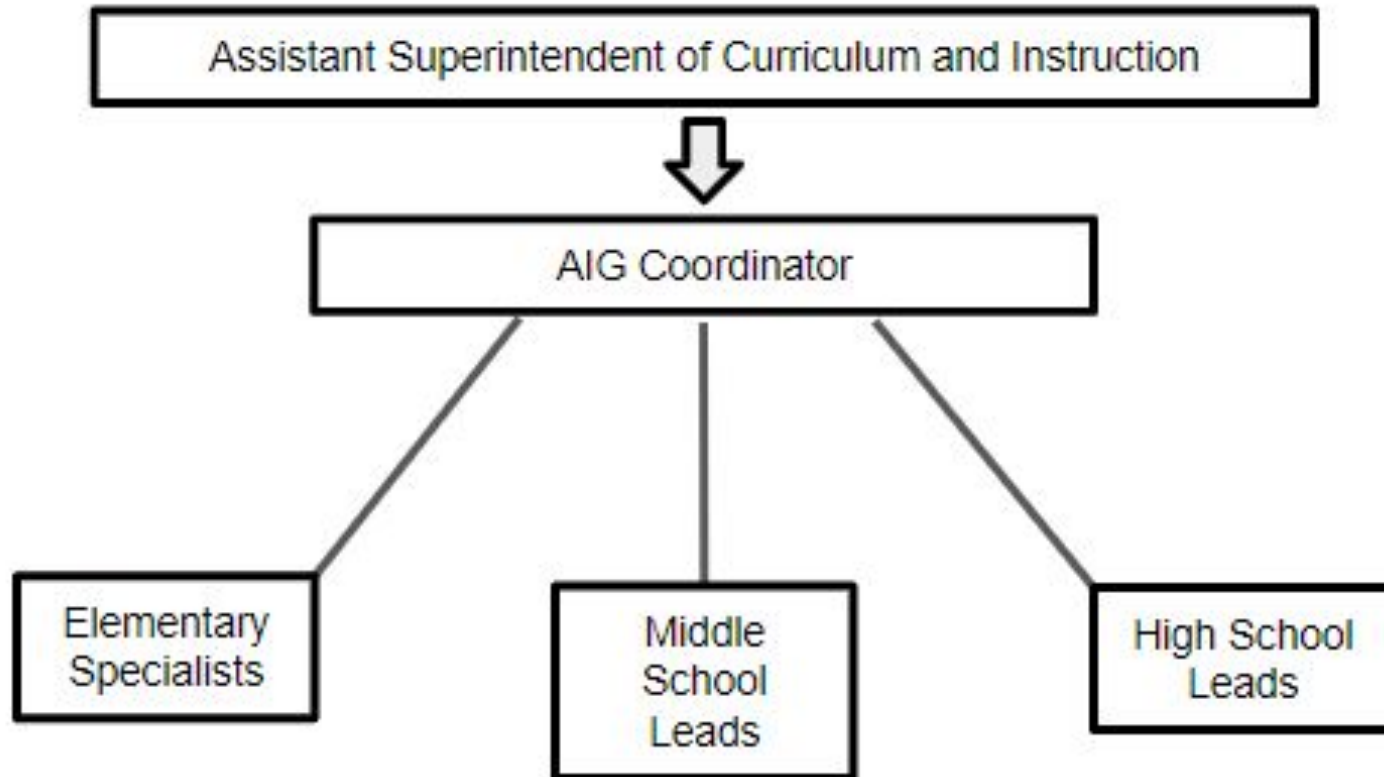
Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The AIG-licensed coordinator, with the help of AIG-licensed specialists plans, implements, revises, monitors, and sustains the principles of the local AIG program.

Gifted Coordinator

1. Will coordinate Gifted Program for Vance County Part Time and teach Elementary Students Part Time.
2. Oversees actual implementation of program.
3. Establishes procedures to provide equitable access for students from diverse cultural and economic backgrounds.
4. Coordinates AIG plan revisions as directed by North Carolina Department of Public Instruction and VCS.
5. Coordinates/administers testing at various levels.
6. Oversees material selection.
7. Serves as a consultant to teachers/administrators.
8. Models appropriate AIG instructional strategies.
9. Develops parent/community communication.
10. Evaluates effectiveness and appropriateness of comprehensive county program.
11. Directs countywide assessment of students for identification of gifted.
12. Coordinates AIG program staff development.
13. Coordinates Governor's School application process.
14. Manages the AIG budget in conjunction with Assistant Superintendent of Curriculum and Instruction
15. Serves on the Compliance Review Team.
16. Works with high school administrators and staff to provide appropriate mentorships, internships, or acceleration for selected AIG students.
17. Meets monthly with AIG Specialists.
18. Attends required regional and statewide meetings for AIG Coordinators.
19. Oversees AIG headcount.
20. Creates AIG Plan
21. Collaborates with the Department of Public Instruction.

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



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

AIG Elementary Specialist will

1. Assist with planning, developing, coordinating and monitoring the school level AIG Program.
2. Assess eligibility regarding potential of nominated students.
3. Coordinate and administer assessments for AIG placement.
4. Interpret norm referenced test results to administrators, teachers, parents, and guardians.
5. Follow procedures for identification and service requirements.
6. Evaluate the performance of students attending AIG classes.
7. Conduct reviews of DEPs/IDEPs for Annual Performance Review process.
8. Monitor the performance of students identified in regular education classrooms.
9. Participate, and chair the Gifted Identification Team.
10. Serve as a liaison between the AIG Program and school staff.
11. Analyze, interpret, and assist staff in using test data.
12. Communicate AIG curricular and instructional programs and information to school staff, parents, and school community members.
13. Implement the NETS K-2 through push in/ pull out on a regular basis.
14. Co teach/Team Teach in 3-5 Math and ELA where AIG/ Nurture students are clustered.
15. Teach and assist intellectually gifted students in areas of need.
16. Attend regular AIG Specialists meeting.
17. Conference with professional staff and parents/guardians of AIG students as needed.
18. Provide essential AIG identification documents in Spanish /Arabic as needed.
19. Provide gifted coordinator with appropriate AIG information, including headcount data.
20. Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.
21. Develop DEP/IDEP in consultation with parents and cluster teachers.
22. Hold transition meetings with 5th graders in Feb/March.

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

Middle School AIG Site Leads will

1. Hold at least 2 school-wide parent meetings a year.
2. Complete Differentiated Education Plans (DEP) for each student.
3. Assist with planning, developing, coordinating and monitoring the school level AIG Program.
4. Maintain student files for AIG students.
5. Conduct reviews of DEPs/IDEPs for Annual Performance Review process
6. End of the year Transfers
 - 9th grade files will be transferred to their high school.
 - 6th grade files will be transferred to their middle school.
7. Check-In with AIG Students periodically.
 - Check with students about social and emotional needs.
 - Check with 8th graders about Honors Classes in preparation for high school.
8. Conference with professional staff and parents/guardians of AIG students as needed.
9. Provide essential AIG identification documents in Spanish /Arabic as needed.
10. Provide gifted coordinator with appropriate AIG information, including headcount data.
11. Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.
12. Develop DEP/IDEP in consultation with parents and cluster teachers.
13. Hold transition meetings with 8th grade students and parents in Feb/March.

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

High School AIG Site Leads will

1. Hold at least 2 school-wide parent meetings a year.
2. Complete Differentiated Education Plans (DEP) for each student.
3. Assist with planning, developing, coordinating and monitoring the school level AIG Program.
4. Maintain student files for AIG students.
5. Conduct reviews of DEPs/IDEPs for Annual Performance Review process
6. End of the year Transfers
 - 9th grade files will be transferred to their high school.
7. Check-In with AIG Students periodically.
 - Check with students about social and emotional needs.
 - Meet with students about potential Honors Classes and AP Classes.
9. Provide essential AIG identification documents in Spanish /Arabic as needed.
10. Provide gifted coordinator with appropriate AIG information, including headcount data.
11. Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.
12. Develop DEP/IDEP in consultation with parents and cluster teachers.
13. End of the year Transfers- Graduating Seniors files will be sent to AIG Coordinator to file.
14. Hold Transition meeting with 12th graders in Feb/March.

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.

Focused AIG Professional Development (PD) is necessary to meet the unique needs of AIG students.

Recommended PD for Classroom Teachers

Elementary: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping

Middle School: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping, compacting

High School: Differentiated Instruction/Best Practices, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping, Honors/ Advanced Placement (AP)/ International Baccalaureate (IB) certifications

Recommended PD for Instructional Specialist

Recommended PD: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Characteristics, Social/Emotional Needs of Gifted Students

Recommended PD for Student Services

Recommended PD: Social/Emotional Needs of Gifted Students, Characteristics, Identification/Pathways, Cluster/Flex grouping practices, Supporting gifted students needs

Recommended PD for School Administration

Recommended PD: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Characteristics, Social/Emotional Needs of Gifted Students, Identification/Pathways, Cluster/Flex grouping practices

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 placed in general education classrooms. When possible students are clustered in classrooms with a certified teacher.

- Grades 3-5: Our AIG students are served through a co-teacher/team-teaching approach in math and reading.
- Grades 6-8: One AIG Certified teacher is provided at each grade level (math/reading). These teachers are expected to collaborate with team member to ensure AIG students' needs are met.
- Grades 9-13: AIG students are encouraged to enroll in Honors and AP classes. With assistance from AIG Coordinator and School Counselors at each school, an AIG teacher checks in with students and other teachers to ensure needs are being met.
- Self directed PD sessions for 3-8 teachers for the following topics, Differentiated Instruction/Best Practices, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping are located on Canvas.

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

Vance County has partnered with an Institution of Higher Education to provide coursework for teachers and support staff to earn an AIG add-on license. In return, teachers are expected to serve 5 years in the district after earning the AIG certification..

A professional development/ study group will prepare teachers and other support staff to take the AIG Praxis exam. District will reimburse teachers or support staff that pass the Praxis who commit to serve at least 2 years in the district after earning their AIG add-on license.

In order to retain teachers who are AIG licensed, VCS will provide the following opportunities.

- Leading, creating, staff developments or PLCs at the school or district level on topics dealing with gifted students and pedagogy.
- Attending State or National Conferences, Workshops, and Professional Development pertaining to gifted education
- Continued follow-up, support and opportunities to refine instructional planning and the implementation of gifted strategies.

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

To ensure the professional development needs are met, in reference to equity and excellence in gifted education, data collected from teacher and administrator surveys will be analyzed. In addition, data collected from informal and formal discussions with classroom teachers and administrators will be used to inform best practices for the overall AIG program.

Mini PD sessions will be created for use through in a variety of methods such as self-direct on canvas, PLC, or face to face sessions. In addition, system-wide professional learning communities (PLC) will convene for teachers of the gifted.

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.

Goal 1- Ethnicity, gender, cultural background, socio-economic status, disability or educational background can not prevent a student from being identified. We want to increase the number of underrepresented populations in the AIG program this includes twice-exceptional students, Asian (Arabic), Hispanics, and African American males.

- PD in culture bias, strategies for underrepresented populations, and gifted characteristics found in different populations
- Social/Emotional Learning and Culturally Responsive instruction is provided to AIG teachers.

Goal 2- Move to a co teaching model.

- PD in co teaching/ team teaching for 3-5 reading and math teachers
- Ongoing collaboration between the AIG, Exceptional Children and the ESL Departments will yield decisions relevant to training in Co-teaching to all 3-5 math and reading teachers along with AIG, EC, and ESL specialists.

Areas to Strength

- Ensure Teacher of Record are AIG certified
- Partner with an IHE to support teachers in obtaining AIG certification or work towards creating a local certification module for teachers to earn certification through a self- paced alternative process

Sources of Evidence

- Targeted recruitment efforts for AIG certified teachers
- Memorandum of Agreement with interested IHE
- Canvas Module for self-paced AIG Certification

Standard 5: Partnerships

The LEA ensures on-going 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 parent/guardians to support the following needs of AIG students: • academic and intellectual • social and emotional.

In order to communicate effectively with parents and the community, various strategies are employed. They include, but are not limited to

- Participation in PTA meetings, Curriculum Nights, Open Houses at schools
- Parent involvement in Parent-Teacher Conferences, Student-Led Conferences, Gifted Identification Team Referral/Eligibility Process, Development of the Annual DEP/IDEP
- Appropriate communication through the use of Prior Notice and Parent/Guardian Consent for Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms will communicate to parents their child's eligibility.
- Parents are invited to attend the conference during which their child's eligibility is explained.
- The Parents' Rights Handbook is provided for those students who are formally referred. Parents are provided copies of all documents.
- All communication is provided in Spanish as well as English.*
- AIG Advisory Board has been created made up of administrator, educators, and parents in order to regularly educate and provide updates about AIG programming.
- AIG Webpage and Twitter account to spread information to parents and the community.

*Arabic is forthcoming.

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.

Current partnerships include: Vance Granville Community College; we are striving to reestablish meaningful partnerships that will aid in the enrichment of our AIG students.

Our county also partners with businesses such as Mako Medical to offer grants, and Institutions of Higher Education such as High Point University to offer cohorts for teacher certifications.

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, and families, AIG teachers, and other instructional and support staff.

The Vance County AIG Advisory Board is made up of the AIG Coordinator, an AIG certified teacher from each grade band (K-5, 6-8, 9-12), administrators, Central Office Staff, representatives from School Counseling Department, Exceptional Children's Department and the English Language Learners Department, and a parent from each grade band. Local area churches and businesses are asked to participate on the Advisory Board.

The Advisory Board reviews EOG/EOC data, and staff surveys to determine the strengths and needs of the AIG plan and program. During the revision-year of the plan, the Advisory Board meets monthly to ensure the plan reflects changes that meet the demands of current and/or updated standards of practice. During formative years the Advisory Board meets quarterly to discuss the implementation and monitoring of the AIG plan and program.

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

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

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

The local AIG Plan can be found on the VCS website on the AIG webpage. The Parent Handbook can be view and printed from the webpage.

Opportunities available for AIG students will be posted on the website and sent out to school counselors/AIG Leads/ AIG specialists that serve each school. Information will also be posted on AIG twitter account.

The AIG Department has formed a partnership with the English as a Second Language Department to have necessary materials translated in the native languages of our district stakeholders, ie parents.

*All necessary information is available in the native languages of our district stakeholders *Translators are used when needed.

Areas to Strength

- Engage the AIG Advisory Board in monthly and/or quarterly meetings to support the ongoing internal efforts of the program
- Coordinator participates in School Open Houses, Family Forums, etc
- Parent Conferences

Sources of Evidence

- Open House Agendas
- Increased number of DEPs signed
- Parent/Teacher Survey Data
- Focus Group Data
- District Parent Night Agendas
- Curriculum Night Agendas

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.

In compliance with state legislation, Vance County Schools develops/revises the AIG plan every three years. The AIG Coordinator oversees the process of developing/revising the AIG plan with the assistance of the AIG Advisory Board and Assistant Superintendent of Curriculum and Instruction. The plan is submitted to the local Board of Education for approval, then sent to DPI for final approval.

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.

To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies [Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8] and North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012)], The AIG Coordinator meets with other members of the Curriculum & Instruction team. In addition, the AIG Coordinator and Advisory Board will prepare an annual report detailing progress toward successful implementation of the AIG Plan for review by the Board of Education, the Superintendent, Assistant Superintendents, Members of the Curriculum and Instruction Department and all other stakeholders. The report articulates the status of current programming and assessment data.

The Academically or Intellectually Gifted Department will conduct ongoing program evaluation in the following ways:

- Monitoring of student referrals and identification to ensure equity
- Collaboration with other AIG Coordinators across the state
- Opportunities for professional development in the area of differentiated curriculum and instruction for AIG Facilitators and classroom teachers of AIG students
- Monitoring of service delivery options at each school to ensure that the academic and instructional needs of AIG learners are being met
- Placement of students in classrooms of AIG licensed teachers
- Data reflecting growth of AIG students
- Disbursement report of AIG funds
- Department of Public Instruction headcount
- AIG Stakeholder Surveys

*Referrals, identifications and placement decisions are made by the Gifted Identification Team and Compliance Review Team to ensure access and equity.

*Implementation of the NETS, kindergarten through second grade

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

The AIG budget is developed based upon the goals and needs of the program. Funds are allotted by the state based upon the annual headcounts. The AIG program funds are used to pay for the salaries for AIG Coordinator, AIG specialists, Stipends for other certified AIG teachers who serve as school leads, testing materials, instructional, curricular, and technological needs for AIG students and teachers, professional developments needs, AIG conference (state/national), travel expenses, and any other need that is aligned and deemed needed for the betterment of the AIG program.

A purchase request is to be turned into AIG Coordinator with evidence of how it aligns to the goals and/or needs of the AIG program, student or stakeholder needs, or plan implementation. Once approved it will be forwarded to Assistant Superintendent of Curriculum and Instruction for final approval.

Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG Coordinator along with assistance from the LEA Testing Coordinator analyze and monitor EOG and EOC data of AIG students annually. Reports are then presented to the AIG Advisory Board, Senior Staff and School Administration.

Dropout data is monitored and analyzed annually with the assistance of the LEA Data Manager.

Data is entered into a spreadsheet to identify trends and inform instruction and service delivery. This is done in the spring and fall at the county level to identify where the biggest need is for service.

As trends in data appear over time, the AIG policies, instructional practices, and mindsets involved will be adjusted to improve the support of AIG students.

Practice E Maintains and analyzes multiple data sources focused on the representation 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 barriers, do not reduce their likelihood of access to and participation in gifted education.

		County		AIG		Dual
All Together	Total	5492		348		
	Male	2801	51.00%	171	49.14%	
	Female	2691	49.00%	177	50.86%	
Asian	Total	51	0.93%	7	2.01%	
	Male	21	0.38%	2	0.57%	
	Female	30	0.55%	5	1.44%	
Black	Total	3626	66.02%	165	47.41%	
	Male	1850	33.69%	78	22.41%	4
	Female	1776	32.34%	87	25.00%	1
Hispanic	Total	916	16.68%	89	25.57%	
	Male	470	8.56%	45	12.93%	1
	Female	446	8.12%	44	12.64%	

		County		AIG		Dual
2 or More	Total	231	4.21%	17	4.89%	
	Male	124	2.26%	9	2.59%	
	Female	107	2.95%	8	2.30%	
White	Total	661	12.04%	70	20.11%	
	Male	331	6.03%	37	10.63%	
	Female	330	6.01%	33	9.48%	
Native American	Total	3	0.05%	0	0.00%	
	Male	2	0.04%	0	0.00%	
	Female	1	0.02%	0	0.00%	
Pacific Islander	Total	4	0.07%	0	0.00%	
	Male	3	0.05%	0	0.00%	
	Female	1	0.02%	0	0.00%	

Practice E (continued) Maintains and analyzes multiple data sources focused on the representation 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 barriers, do not reduce their likelihood of access to and participation in gifted education.

Students exhibiting exceptional abilities exist in all cultural and socioeconomic groups. We believe that giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students through an array of service options that teach, challenge, and expand their knowledge, while emphasizing the development of independent and self-directed learners.

AIG personnel analyze data of students from all populations, including underrepresented populations, in order to better address specific needs in services that lead to more effective programming. Teachers and AIG Specialists collaborate to define strategies that aid in uncovering potential in these special populations.

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

The AIG Department maintains a database of all teachers licensed and/or credentialed in gifted education through district-approved professional development. Additionally, a secondary database maintains records of teachers who have completed the Honors Credentialing coursework and Advanced Placement certified teachers.

The AIG Coordinator works with principals to ensure students in grades 3-5 who are identified are clustered, as much as possible, in classes and are served by a teacher who is AIG Certified.

The AIG Coordinator works with principals and counselors to ensure students in grade 6-8 who are identified are clustered, as much as possible, in classes and are served by, a teacher who is AIG Certified. Students are also placed in compacted or advanced classes.

The AIG Coordinator works with principals and counselors to ensure students in grades 9-13, who are identified as AIG are strongly encouraged to enroll in honors and advanced placement classes.

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

The following list includes opportunities for parents/families, teachers, and stakeholders to provide feedback on the local AIG program:

- *Conferences with parents as needed regarding placement decisions
- *Initial placement meeting of AIG students with parents/families and the AIG specialist.
- *Annual group DEP/IDEP family meeting, elementary and middle school
- *Annual surveys addressing program strengths and areas for improvement
- *Advisory Board meetings
- *Leadership Meetings
- *District Parent Meeting

Practice H Facilitate a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

In evaluating the AIG program yearly, AIG Coordinator, and AIG Advisory Board collects and analyzes

- Enrollment data with demographics for all schools
- Surveys from parents, teachers, students, and administrators
- Evaluation of results from End-of-Grade, End-of-Course, Advanced Placement assessments
- Summary of screening and identification of AIG students with special emphasis on diverse populations
- Data from NETS to assist nomination, referral and identification process
- Results from Department of Public Instruction review of AIG plan

After analyzing the data, the AIG Advisory board will evaluate the effectiveness of the local AIG program and offer suggestions to improve programming.

AIG Coordinator will bring suggestions to the Assistant Superintendent of Curriculum and Instruction, and School Board. Once approved AIG plan may then be changed or updated.

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

The AIG Coordinator annually reviews all aspects of the AIG program with the Assistant Superintendent of Curriculum, the AIG Advisory Board, and School Administrators. The AIG Advisory Board determines stakeholder audiences and considers what information is relevant to each group when sharing program evaluation data.

Data will be published on AIG webpage; fact sheets will be provided in English, Spanish, and Arabic as needed.

Parent meetings at each school will involve an outline of the AIG Plan.

AIG Coordinator and/or AIG Specialist will share the AIG Plan at each school at a staff meeting at the beginning of each school year.

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

- *Informed consent for assessment leading to identification*

For the universal screener given to 2nd grade, an opt out form is sent home to parents in both English and Spanish. Students who will move on to further testing after the screener will receive an AIG 2 Permission to Test form, which is sent home to be signed by parents for permission to provide additional testing. Students in grades 3 and up who are referred for testing will receive an AIG 2 Permission to Test form, which is sent home to to be signed by parents for permission to complete testing.

- *Informed consent for placement (services)*

Parents/guardians are contacted. Results from all data collected is shared and discussed with parents/guardians. Parents/Guardians are then informed of the decision for placement. Depending upon time of year, the student may begin receiving service right away or beginning the next school year.

- *Reassessment*

Parents/guardians/teachers may request to have a student reassessed. A student may be reassessed after a calendar year has passed since the last aptitude test. Informed consent for assessment is sent to parent/guardian to begin the testing process again. Once permission is received, reassessment will begin.

- *Transfer from other LEAs*

Once we receive documentation from the previous school system, we will begin the process to transfer the student into the AIG program.

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

● *Procedures to Resolve Disagreements -*

The following procedures should be followed to resolve disagreements.

1. Appeal to the School Level Gifted Identification Team (GIT)
 - a. The parent/guardian may request a conference with the GIT at the child's school. The request should be made in writing. The GIT should be given ample opportunity(10 school days) to convene all members together for the conference.
 - b. The individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement to the GIT.
 - c. All information is shared with the parent/guardian and the minutes are recorded on the GIT minutes form. Team minutes forms and signatures are obtained from those attending.
 - d. The GIT will respond to the parent's concerns in writing within 10 school days after the conference.
2. Appeal to the Building Level Principal
 - a. The parent/guardian may appeal the decision of the GIT to principal within 10 days of the decision. The principal shall schedule the conference within 10 school days of the receipt of the written request.
 - b. The principal shall review the concern. During the conference he/she may request further information from the child's teacher, the GIT, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.
 - c. The principal will respond to the concern in writing within 10 school days of the conference.

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

3. Appeal to the AIG Coordinator

- a. The parent/guardian may appeal the decision of the building principal to the AIG Coordinator, in writing within 10 school days of the decision
- b. A conference will be scheduled within 10 days. The AIG Coordinator will review the concern. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.
- c. The AIG Coordinator shall respond to the concern in writing within 10 school days of the conference.

4. Appeal to the Superintendent

- b. The parent/guardian may appeal the decision of the AIG Coordinator to the Superintendent in writing within 10 school days of the decision.
- c. The conference shall be scheduled within 10 school days of the receipt of the request for appeal. The Superintendent will review the concern. Minutes will be recorded and signatures obtained from those present.
- d. The Superintendent shall respond to the concern in writing within 10 school days of the conference.
- e. At this point the Superintendent may request mediation in order to resolve the concern. An impartial mediator will conduct the mediation process

.5. Appeal to the Local Board of Education

- a. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 school days of the decision in writing.
- b. The request to be placed on the agenda for the next meeting of the Vance County Board of Education as prescribed by their rules. The Board will review the concern. The Board may request further information from the child's teacher, the Gifted identification Team, the parent/guardian, the principal, the AIG Coordinator, and/or the Superintendent. During the meeting minutes will be recorded and signatures obtained from those present.
- c. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

Areas to Strength

- Share the plan with stakeholders
- Keep the vision and mission at the forefront of all decisions
- Refer to standards during monthly Advisory Board Meetings

Sources of Evidence

- Headcounts/Cluster list
- AIG Plan Review/Approval
- Survey Results
- Data
- Budget
- Due Process
- Annual Program Evaluation

AIG Glossary