

**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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Caswell County Schools' AIG program identifies K-12 students for gifted services based on the strengths of the students. Program service options are designed by grade spans, offer services based on best pedagogical practices in content areas, and provide enrichment opportunities. Each AIG student receives a new Differentiated Education Plan (DEP) at the beginning of each year, written with the appropriate service options: learning environments, content area modifications, and enrichment options. The DEP matches the student's identification, achievement, performance, motivation, and needs.

Students who are identified Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), and Academically Gifted (AG) are eligible for all services listed on the DEP. Students who are identified as Academically Gifted in Reading (AR) or Math (AM) are eligible for all environment and enrichment options. Content services are specific to the subject of identification.

In cases where appropriate service options are not available to meet a student's need on the DEP, the Needs Determination Team has the responsibility of designing an Individualized Differentiated Education Plan (IDEP) based on the student's identified needs with the support of the AIG Coordinator. Underachieving gifted students, students with disabilities, students with high potential from culturally diverse or economically disadvantaged families, and highly gifted students are some of the students who may need an IDEP. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component.

***Elementary School***

***Learning Environments K-5***

***Cluster Grouping of AIG Students***-ALL AIG students are placed in a cluster group. A cluster group of AIG students is assigned to a regular education classroom. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group. If a school has fewer than eight identified students in a grade, these students are clustered in one classroom.

***Flexible Grouping Within the Classroom***-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

***Subject Grouping Within a Team***-Students are grouped within a heterogeneous homeroom, but are clustered grouped for reading and/or math classes.

***Subject Acceleration***-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

### Content Modifications K-5

*Curriculum Compacting*-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. *Themed or Integrated Units*-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level. *Computer-Based Instruction*-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

*Choice Boards/Menus/Tic Tac Toes*-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

*Differentiated Units/Projects*-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

*Tiered Assignments*-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

*Research Paper*-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

*Learning Contracts*-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

*Independent Study*-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

*Differentiated Learning Stations/Centers*-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.

*Jigsaw Discussions*-Students become experts on a topic and teach their peers about the subject in small groups.

### Enrichment K-5

*WordMasters*-WordMasters is a national competition in which students work with vocabulary and word analogies.

*Math Olympiad*-Math Olympiad is a national competition in which students solve math problems in an allotted time to earn points.

*Battle of the Books*-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

*Science Buddies Engineering Challenge*-This low-stakes engineering challenge has students partake in an engineering lesson where they are required to build something for a specific purpose.

*Scripps National Spelling Bee*-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.

*Multiplication Madness*-Multiplication Madness is a competition between classes in which students remain in the competition by answering multiplication facts quickly and correctly.

*Super Saturday*-Super Saturdays are weekend events in which AIG students from all of the elementary schools are invited to participate in STEM activities in one location.

*Field Trips*-AIG students prepare and partake in field trips related to their grade level curriculum with students from the other elementary schools.

*Junior Beta Club-Junior Beta* is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

### **Middle School**

#### **Learning Environments 6-8**

*Flexible Grouping Within the Classroom*-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

*Subject Grouping Within a Team*-All AIG students are placed in a cohort within a team. The cohort teachers are trained in gifted education and receive consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group.

*Subject Acceleration*-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

*NC Virtual Public School-NCVPS* allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

#### **Content Modifications 6-8**

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*Computer-Based Instruction*-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

*Choice Boards/Menus/Tic Tac Toes*-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

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*Tiered Assignments*-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

*Research Paper*-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

*Learning Contracts*-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

*Independent Study*-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

*Differentiated Learning Stations/Centers*-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.

*Socratic Seminar*-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

*Jigsaw Discussions*-Students become experts on a topic and teach their peers about the subject in small groups.

### Enrichment 6-8

*WordMasters-WordMasters* is a national competition in which students work with vocabulary and word analogies.

*Continental Math League-Continental Math League* is a national competition in which students solve math problems in an allotted time to earn points.

*Battle of the Books-Battle of the Books* is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

*Scripps National Spelling Bee-The Scripps National Spelling Bee* is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.

*Field Trips-AIG* students prepare and partake in field trips related to their grade level curriculum.

*Junior Beta Club-Junior Beta* is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

### **High School**

#### Learning Environment 9-12

*Honors Courses-Honors* courses are advanced content courses that cover traditional content with added rigor, complexity, challenge, and creativity. *Advanced Placement (AP) Courses-The AP* program offers college level courses and examinations. AP course descriptions are carefully followed and are taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas through different platforms. College credit is available at some colleges and universities for passing AP examinations.

*Credit by Demonstrated Mastery-CDM* allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the district uses a body of evidence to grant credit to a student for a particular course without requiring the student to complete the class instruction.

*NC Virtual Public School-NCVPS* allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

*Dual Enrollment/College Career Promise-Students* may be enrolled in high school classes and Piedmont Community College (PCC) courses at the same time. Students have a wider variety of classes available to them and the opportunity to receive college credits while in high school.

*Early Graduation-Students* can create schedules that enable them to graduate early. This allows them to begin job training or enter a higher institute of learning earlier.

*Associate's Degree Pathway-Students* can apply to be part of the Associate's Degree program at PCC. As a member of this program, students complete an accelerated course of study in 9th and 10th grade to be eligible to enroll in college courses at PCC during their junior and senior years.

#### Content Modifications 9-12

*Computer-Based Instruction-Computer-based* instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

*Socratic Seminar-During a Socratic Seminar*, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.


*Differentiated Units/Projects-Differentiated units/projects* are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

*Choice Boards/Menus/TicTacToes-These tools* offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. TicTacToes list options on a traditional TicTacToe board. Students complete options based on the criteria established by the teacher.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.  
*Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.*  
*Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.*

#### Enrichment 9-12

Beta Club-Beta Club is a national honor organization that recognizes high academic achievement and encourages civic responsibility.  
Governor's School-Governor's School is a multi-week summer program that offers students an opportunity to delve into a specific content area.  
After School Clubs-The high school can list clubs that are specific to that school that may be of interest to the students. Examples include 4H Club, Chess Club, and Future Farmers of America Club.

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#### **\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Caswell County Schools strives to ensure AIG students' social emotional needs are recognized and addressed. Professional development is offered during the fall semester every year for any K-12 teacher, counselor, or administrator. It is a requirement that all K-8 teachers that teach AIG students and all high school honors teachers complete this course. This professional development addresses the social emotional needs of gifted students. Participants are trained to identify and address the special needs of these students. The Needs Determination Team (NDT) chairpersons are required to have this training since they lead the team that determines placement and service needs of each student at their schools.


The NDT at each school, which includes the chairperson, the principal, the counselor, and selected teachers collaborates to recognize any social emotional needs students may have. The NDT also works with the parents/guardians, as they offer a different perspective. Parents/Guardians have opportunities to share and receive information at conferences, AIG parent/guardian meetings, and during the identification and placement process. Additionally, resources concerning the social emotional needs of gifted students are shared in AIG newsletters and on the AIG website.

Because research shows that gifted students grow and learn better when placed with other gifted students, AIG students are placed in clusters or cohorts in elementary and middle school. These clusters and cohorts allow gifted students to be with peers that are similar either academically, socially, and/or emotionally throughout the school day. This helps with the peer pressure and isolation gifted students may feel, particularly during adolescence.

AIG students need to have accessibility to highly skilled and specially trained counselors who understand the unique development and needs of gifted students. Nurturing and meeting the social emotional needs of these students is crucial to their overall well-being and success. Students may require counseling services in the areas of peer relationships, social emotional adjustment, transition periods, perfectionism, and/or stress management. School counselors include group and/or individual counseling sessions and peer support groups. Individual sessions, scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations, dually enrolled students, and accelerated students (early entrance into kindergarten, subject acceleration, grade acceleration, early graduation), are highly recommended to

provide these students with direction and support. An Individualized Differentiated Education Plan is provided to any AIG student who needs an individual program to meet his/her social emotional needs.

Furthermore, counselors offer support to teachers of AIG clusters or cohorts, collaborate with EL staff to assist students from diverse populations, and cooperate with Exceptional Children staff to assist students who are twice-exceptional. They utilize programs and activities that follow a scope and sequence for an affective curriculum: NC Professional School Counselor Standards, Guidance Essential Standards, Character Education, and bibliotherapy.

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**\* Practice C**

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

AIG students benefit from an AIG program that is integrated with the district's priorities and resources. It is critical that the AIG program be an integral part of other system-wide efforts in the school district. Caswell County Schools' mission is to provide all students with a solid foundation in knowledge and skills in order to ensure that the students meet the competency set of North Carolina's Portrait of a Graduate by the end of their senior year. District initiatives that support this mission include the application of a Multi-Tiered System of Support for students of all ability levels, the implementation of the Science of Reading, and the strengthening of the core curriculum. AIG goals and objectives correlate with and support the district initiatives to meet the academic and intellectual needs of students, increase their performance in all content areas through differentiation, and enhance their critical and creative thinking ability. The interconnectedness of the district as a whole can be seen through its strategic goal of improving school and district performance by having units of instruction and activities that are aligned with AIG goals, EL student progress, IEP goals, and objectives for all students.

The AIG program extends and enriches the NC Standard Course of Study, therefore, it is imperative that the AIG department collaborates with the Elementary and Secondary Curriculum departments to align services, address instructional needs, and to provide differentiation. The curriculum directors, the district's Early Literacy Specialist, the principals, the instructional coaches, and the AIG coordinator support teachers in data analysis, help plan differentiated learning sequences, and locate instructional resources. The AIG coordinator participates in curriculum training in order to better understand the core curriculum and to offer appropriate suggestions for differentiating it. District walkthroughs allow the curriculum departments, the AIG department, and district-level administrators to monitor the policies and practices that are happening at each school to determine alignment with the district's mission and initiatives. Finally, AIG funds are combined with curriculum and federal funds to ensure that the common mission and its initiatives come to fruition.

Because social emotional learning and well-being is critical to students' overall success, the AIG department finds it imperative to coordinate its efforts with the counselors at every school. Counselors are invited to attend professional development that addresses the social emotional needs of gifted students. This knowledge is applied when working with gifted students individually or in small groups, when offering guidance regarding class selection, and when providing specialized intervention services for gifted students who are underachieving.

The Human Resources department works in conjunction with the AIG department to support the recruiting, hiring, and retaining of highly qualified staff in order to provide the best educators available for the AIG population. Beginning teachers receive an overview of AIG programming and introductory professional development at Beginning Teacher Orientation and/or required meetings.

**\* Practice D**

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

Caswell County Schools strives to utilize best practices for intentional, flexible grouping practices in order to facilitate the achievement and growth of AIG students and others with advanced learning needs.

Students in grades K-5 are cluster grouped and students in grades 6-8 are placed in cohorts that are subject based for identified core classes to ensure that their academic and social emotional needs are being met. The AIG director and AIG coordinator work with administrators to implement best practices in grouping as they create class rosters. Students are grouped according to AIG identification with consideration of assessment data, reading levels, student readiness, and teacher observations. High school students are encouraged to take advanced courses: honors, Advanced Placement, and/or college.

Additionally, Caswell County Schools emphasizes the importance of formative, diagnostic, and summative assessments to inform instructional decisions. Flexible grouping is essential for differentiated instruction that meets the needs of AIG students and others with advanced learning needs. It is highly recommended that Professional Learning Communities analyze data from the LETRS Basic and Advanced Spelling Screeners, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), i-Ready diagnostics, and NC Check-Ins to determine flexible groups for intervention, remediation, and extension/enrichment. Groups should not remain stagnant, but should be fluid, changing as new data indicates a difference in the students' needs.

Additionally, pacing guides and curriculum units include performance tasks and assessment suggestions. Teachers may use pre-tests, daily formative assessment techniques, such as ticket-out-the-door, and observations to monitor student learning and adjust instruction accordingly within their classrooms.

**\* 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.

To ensure that the AIG program runs smoothly and the AIG plan is carried out with fidelity, stakeholders must be informed. Each board member, school administrator, and school Needs Determination Team (NDT) chairperson receives a hard copy of the AIG plan. The AIG plan is accompanied by handouts, flowcharts, and required forms. The flowcharts condense information about identification, placement, and services in the AIG plan and make it user-friendly. The plan, flowcharts, and forms are posted on the district AIG website for all other stakeholders, such as students and parents/guardians, to view. Additionally, the AIG Director and the AIG Coordinator meet with multiple stakeholder groups to discuss appropriate plan components. This includes meetings with the following groups: district leadership, school administrators, and AIG chairpersons. The AIG Coordinator meets with individual teachers to support differentiation efforts.

It is advisable that administrators at each school report findings, lead professional development, and inform their staff of practices, procedures, and strategies in the AIG plan. The AIG Director and AIG Coordinator are available to support these efforts. Additionally, administrators receive AIG updates about legislation and policies as they are released during leadership meetings and in individual meetings.

**\* Practice F**

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

The AIG Director, AIG Coordinator, the Needs Determination Teams (NDT), administrators, school counselors, data managers, and teachers work collaboratively to ensure the continuity of services for gifted students throughout the year, in the case of student transfers, and at key transition times. The NDT, in conjunction with the classroom teachers and administrator at each school, ensures that every AIG student has an appropriately developed Differentiated Education Plan (DEP) each year and that the services listed on the DEP are carried out with fidelity. During grade level transitions within a building, the AIG chairperson, with help from the AIG coordinator, supports the continuation of services by communicating with the administrator to ensure the appropriate placement of gifted students. Communication between former and future teachers of AIG students also occurs.

Students who transfer into the district with an AIG identification are placed in an AIG cluster group (K-5), cohort (6-8), or in appropriate advanced courses (9-12). Once the student's identification is determined, a DEP is created in conjunction with the NDT, teacher(s), and parent/guardian. Since the counselor is usually involved with new students and/or scheduling, he/she has knowledge if the student may need additional supports and can provide them if necessary.

The annual transfer of files, from elementary to middle and middle to high, is completed by the data managers at each school. A middle school administrator is responsible for collecting placement information from all of the elementary schools on each incoming student. Placement spreadsheets help to develop learner profiles that include social emotional and academic needs to be considered during cohort creation. Administrators and teachers discuss individual cases when applicable.

Because four elementary schools feed into one middle school, the AIG department offers an enrichment experience called Transition Saturday for identified fifth graders district-wide to come together for enrichment in STEAM activities. The experience allows students to meet and interact with each other on the middle school campus for a fun event prior to transitioning to sixth grade. The AIG students also visit the middle school with their classes for a school tour and to learn about the elective courses available in middle school.

Middle school and high school counselors work closely with the AIG students as they transition to high school. Multiple meetings with the students and their parents/guardians occur prior to the transition. These include information meetings, freshman orientation, and building tours. Information about classes and course work, clubs, sports, and programs, such as the Associate's Pathway or Work Place Ready credentials, is shared.

**\* 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.

Policies and procedures for acceleration opportunities are in place to ensure appropriate differentiation for students that take into account academic data, the social emotional well-being of the child, and parent/guardian participation. Teachers, parents/guardians, and students themselves can request to have a student participate in acceleration.

**Early Admission to Kindergarten**

Early admission to kindergarten is provided to a child reaching his/her fourth birthday by April 16th if the child demonstrates extraordinary academic ability and maturity. Caswell County School Board Policy 4101 states that the principal of a child must confer with a district committee to evaluate and consider early admission to kindergarten. Parents/Guardians must submit a score of the 98th percentile on an individual test of intelligence and a

score of the 98th percentile on a standardized reading or math test given by a licensed psychologist. Additionally, work samples, letters of recommendation by non-family members, along with interview data must be presented to the committee for review in order to determine if early admission to kindergarten is appropriate.

### **Compacted Content in Grades K-12**

Compacted content, the process of condensing curriculum by removing what is already known, in order to include enrichment or extension activities, can be provided by teachers in any subject area when a student is showing mastery. This is typically done by a topic or unit within a course/class. Additionally, students taking advanced math courses in middle school participate in a compacted curriculum, allowing 6th-8th grade math to be taught in conjunction with each other in advanced math courses in order for students to be prepared for Math 1 in eighth grade. Students are placed in these advanced math courses based on their 5th grade math EOG score, grades, and teacher recommendations. Parents/guardians may request that a student's information be reviewed if they want their child in the advanced math courses.

### **Dual Enrollment in Grades 9-12**

Through NC's College Career Promise, eligible students can take college-level courses while in high school to earn college credits. College transfer courses are ideal for students who are planning on attending a college or university upon high school graduation. These courses can be taken individually or as part of the Associate's Pathway. Career & Technical Education courses allow students to start working on a certification or diploma program in a technical field. Dual enrollment is explained at parent nights by both Caswell County Schools staff and Piedmont Community College staff. Students must meet the following criteria to participate: be a junior or senior, have an unweighted GPA of 2.8, and demonstrate college readiness in English, reading, and mathematics on an assessment or placement test or meet provisional status.

### **Credit by Demonstrated Mastery in Grades 9-12**

In high school, Credit by Demonstrated Mastery allows students to demonstrate command of course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. A body of evidence is used to award a student credit for a particular course without requiring the student to complete the instruction.

### **Grade and Subject Acceleration in Grades K-12**

In kindergarten through twelfth grade, students are allowed to place out of a grade or specific subject based on a portfolio of evidence. Teachers, parents/guardians, and/or students themselves may request to grade accelerate. Students may be completely accelerated and be placed in the next grade level. Or, students may receive a higher level of instruction with a higher grade level for one subject, but remain with their peers for the rest of their instruction. For example, a student who is accelerated in math, may participate in a fourth grade math class for ninety minus a day and receive the rest of his/her instruction in a third grade classroom.

The Central Review Team (CRT), in compliance with School Board policy 34.6L, evaluates the portfolio of evidence using the following factors. The principal will consult with the CRT before making a final decision.

#### Acceleration Criteria

1. 95th percentile or higher on a nationally normed aptitude assessment
2. 99th percentile on most recent EOG/EOC
3. Teacher observation and recommendation

4. Social emotional development

5. Motivation

6. Recommendation from the school's Needs Determination Team and parent/guardian approval

**\* Practice H**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Kindergarten through third grade offers an opportunity to develop every students' talent and to close gaps that are based on a plethora of factors such as pre-school experience, exposure to literacy and numeracy, socio-economic status, and/or family dynamics. Therefore, Caswell County Schools' nurturing program is offered to every K-3 student to enhance and cultivate the potential in every child.

Teachers use data to create differentiated flexible groups in core subjects. Flexible small group reading and math lessons are used to work on missing skills, to continue work on grade-level standards for proficiency, or to work on enhancing and differentiating the curriculum by digging deeper and increasing the rigor. Progress monitoring allows teachers to monitor each student's growth, differentiate appropriately, and move to the next concept in a timely manner. The AIG coordinator is available to assist with planning, differentiation, and/or data analysis.

The nurturing program focuses on exposure to critical thinking, creativity, and curiosity. K-3 teachers are expected to integrate these skills into lessons throughout the day. In addition, the Primary Education Thinking Skills curriculum is provided as a supplement to teach students how to solve problems and puzzles by thinking convergently and divergently. Teachers are encouraged to use the resources such as the Office of Advanced Learning and Gifted Education's learning labs, the University of Cambridge's NRICH program/resources, and the University of Waterloo's problem of the week program.

Students are offered enrichment opportunities during their enhancement time in the media center. Materials, such as Legos, Lego Spike Essential kits, marble runs, circuit boards, and Spheros, have been purchased to promote spatial awareness, creativity, and curiosity. Challenges using these materials require students to think critically as they plan their solutions. Additionally, students are exposed to content in K-3 that leads to enrichment opportunities in the upper grades. For example, a curriculum has been developed called "Introduction to Flight" that exposes students to the forces used while flying an airplane or helicopter. Lessons include hands-on activities, video clips, discussions, and kinesthetic movement. "Introduction to Flight" gives students background knowledge and builds schema that students will utilize when they work with drones later in elementary school.

K-3 students are observed for gifted characteristics throughout the year. Teachers complete the Screening Observation Form (Form AIG-2) to note behaviors that may indicate giftedness. This form is used to determine class rosters, placement in the talent pool, or for an AIG referral.

**\* Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

It is critical that the mindsets, policies, and practices of the AIG program promote access to advanced learning opportunities for students. The AIG professional development course, "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners", is offered during the fall

semester of every school year and deals with topics related to the screening referral, and identification processes. Also, participants take a deep dive into misconceptions and stereotypes of gifted learners, examine factors that may mute giftedness, and discuss opportunities for changing their own, as well as others' mindsets. Participants learn about the policies outlined in the local AIG plan to ensure that they are advocating for and following the protocols to safeguard ALL potentially gifted and identified students' opportunities. In the course, "Differentiation & Instructional Strategies for AIG Students", which is offered during the spring semester of every school year, participants examine the best practices that benefit potentially gifted and identified students and how to modify instruction and assignments to meet the needs of EVERY student.

To nurture talent, students in all grades can be placed in a talent development pool. Students who are placed in this talent pool show high ability, demonstrate mastery of grade-level material, and/or are identified for early entry to kindergarten.

Data from universal screeners, achievement data, diagnostic data, common formative assessment data, work samples if applicable, surveys/interviews if applicable, and observation/anecdotal notes are analyzed and maintained for students. Because this data includes multiple types of evidences there is a greater opportunity to scout talent. This information may assist in identifying students for the talent pool who may not perform well on tests, but show gifted characteristics. Professional Learning Communities (PLC) and Needs Determination Teams (NDT) review learner profiles throughout the year when new data or evidence is available. Students may be placed in the talent development pool if there is a consideration that the child may be gifted. In addition, teachers, parents/guardians, students themselves, or others who have academic knowledge of a student, may nominate a candidate for the talent development pool. These students should be nurtured, observed, and formally referred at any time during the year when appropriate. The student's data determines how a student should be nurtured. For example, a student showing potential in math may be placed in a flexible math group that works on multi-step problem solving and may participate in an enrichment math competition. Students who are in the talent development pool may be included in classes and/or flexible groups with an AIG cluster/cohort, may receive more rigorous assignments, and may receive counseling support. Inclusion of students who are not formally identified in talent development programs, enrichment, and self-selected classes at the high school level, all contribute to increased services for all populations.

Due to Caswell County's rural and high poverty context, all students partake in frontloading in all grades at the elementary level. The AIG coordinator teaches lessons that involve critical thinking and creativity in every fourth and fifth grade classroom, not just those with AIG clusters. These lessons may involve using primary sources, reading texts at a higher complexity level, integrating subject material, or introducing accelerated skills. The classroom teachers are afforded the opportunity to observe their students to look for gifted characteristics while someone else teaches. Also, the AIG coordinator, who may be more familiar with finding hidden talent, has the chance to work with every student, looking at them through the "potential lens". This has led to referrals for talent development, which in turn have led to AIG placements.

Teachers at the middle and high school levels take part in mini-professional development sessions with the AIG coordinator to learn how to increase the rigor in their classrooms. Teachers of non-advanced classes/courses are encouraged to implement these strategies in order to frontload for students who may be in the talent development pool. This helps students prepare for more challenging curriculum and develop their abilities by working in their individual zones of proximal development.

All students are given the opportunity to participate in AIG-sponsored activities, whether they are identified or not.

#### Examples of AIG-Sponsored Opportunities Afforded to ALL Students

- Adaptive computer-based instruction (K-8)
- Differentiated instruction and flexible groups (K-12)

▪ Science, Social Studies, and enrichment programs by outside speakers (K-12)

▪ Jacob's Ladder curriculum (4-5)

▪ Junior Beta and Beta clubs (5-12)

▪ After-school clubs such as drama, Future Farmers of America, student council (6-12)

▪ Academic competitions: WordMasters (3-8), Math Olympiad (4-5), Continental Math League (6-8), Battle of the Books (4-8), Multiplication Madness (3-4), Spelling Bee (3-8)

▪ Enrichment initiatives: Tello drones (3-8), Lego Spike Essential (K-5), Spheros (2-5), marble runs (K-5), circuit boards (3-5)

▪ Community service projects (K-12)

Including non-identified students and those in the talent development pool in the activities listed above has a positive effect. Students who have lacked opportunities are now receiving them. Gaps created by economics, culture, and/or education levels of parents/guardians are being closed. Teachers and school staff are becoming more aware of hidden talent and how to nurture it. Administrators and teachers are more aware of and recognize the importance of finding talent. Teachers are learning that talent can be evidenced in more than grades or a test score.

**\* Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Enrichment opportunities are essential in addressing the needs of students and nurturing the talents and interests of the AIG population. Enrichment opportunities are offered both during the school day and after school in order to provide more opportunities for students. Information about after-school opportunities is communicated through flyers and social media. Teachers and sponsors work closely with their student population in order to recruit and encourage students who may be interested in the different programs.

Enrichment Opportunities & Their Benefits

▪ Battle of the Books: Students are exposed to literature that they may not have read by their own choice, thus broadening their scope and experience.

▪ WordMasters: Students learn new vocabulary and think about it critically by working with analogies.

▪ Math Olympiad and Continental Math League: Students are exposed to rigorous math problems in a competition setting.

▪ Veterans of Foreign Wars Essay Contest: Students are encouraged to think about their civic responsibilities and recognize their place in the community.

▪ Spelling Bee: Students study the spellings of many words that they may choose to include in their writing assignments. Additionally, they work on speaking in front of an audience.

- Multiplication Madness: Students master their multiplication facts to compete effectively, thus improving their computation in class and freeing up time to participate in enrichment and extension activities.
- Spheros and Tello Drones: Students think critically while learning to code to solve real world problems.
- Lego Spike Essential: Students design, build, and code to create and solve real world problems.
- School-Sponsored After-School Clubs: Students have the opportunity to further engage in an interest by participating in a club of their choice. Clubs vary upon the year and school staff and range from Dungeons and Dragons to Future Farmers of America.
- Junior Beta and Beta Clubs: Students are recognized for their academic achievements while maintaining high behavior standards. The organizations participate in service projects that promote civic responsibility while demonstrating leadership.
- Grade Level Field Trips: Students participate in enrichment lessons with the AIG coordinator based on their grade level curriculum. As a culminating activity, students go on a field trip connected to their curriculum, thus allowing them to see the interconnectedness of what they learn and the real world.
- Super Saturdays: Students work on collaboration skills with other AIG students while completing STEM projects on Saturday mornings.

**\* Ideas for Strengthening the Standard**

To ensure that all students in grades K-5 have the opportunity to be nurtured by participating in enrichment activities, the AIG coordinator will meet with the media specialists to review enrichment opportunities and lesson plans. This time can also be used for creating additional lesson plans and units of study, getting trained on new Lego Spike Essential kits and curriculum, and sharing best practices with each other.

Caswell County Schools' AIG department will continue to build relationships with the directors of other departments and work closely with them in order to create a more streamlined program. Additionally, the AIG department will encourage the many new school counselors to participate in the fall professional development to better understand the social emotional needs of gifted students and the AIG identification process.

**Planned Sources of Evidence**

* Screening Observation Forms and class rosters	
* Student profile and data spreadsheets	
* Documentation of enrichment opportunities-emails, invitations, etc.	

Type	Documents	Document/Link
	Document Template	

