

### Vision for Local AIG Programming:

The AIG Department is committed to the mission, vision, and strategic plan for Asheboro City Schools. We acknowledge our responsibility to discover, cultivate and develop the potential and talents of students. We are committed to providing rigorous and engaging learning opportunities for all students in a safe and inviting environment. We believe all students possess unique talents and the potential to become lifelong learners and active global citizens.

### 2022-2025 Local Plan Development:

Asheboro City Schools has developed the local AIG plan based on the NC AIG Program Standards. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories included in North Carolina's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

This plan has been approved by the ACS Board of Education for the 2022-2025 school years.

### For the 2022-2025 AIG plan, ACS has the following ideas for strengthening:

- To continue to research various non-traditional identification measures for students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, intellectually gifted, twice exceptional, or traditionally underrepresented.
- To develop a comprehensive four-year DEP for 9-12 AIG students through intentional collaboration and consistent program options to support students as they move between middle and high school.
- To increase the diversity and number of community partnerships and parent outreach opportunities.

### North Carolina AIG Program Standards:

#### Standard One: Student Identification

- Multiple criteria and entry points for AIG identification.
- AIG Plan outlines procedures that articulate district referral, screening, and identification processes

#### Standard Two: Comprehensive Programming within a Total School Community

- Connect AIG services to the total school community through advanced opportunities, enrichment experiences, and social and emotional support

#### Standard Three: Differentiated Curriculum and Instruction

- Develop expectations in all classrooms for differentiation of core instruction for gifted learners
- AIG specialists collaborate with stakeholders, including classroom teachers, to implement strategies to extend, enrich, and accelerate AIG students
- Implement cluster grouping to support differentiation for AIG learners

#### Standard Four: Personnel and Professional Development

- Continue to provide professional development opportunities to all AIG personnel and non-personnel involved with meeting the needs of gifted learners

#### Standard Five: Partnerships

- Maintain partnerships with parents/families, community, institutes of higher education, and industry
- Continue ongoing collaboration with stakeholders through multiple avenues of communication

#### Standard Six: Program Accountability

- Monitor the implementation of the ACS AIG plan with the total school community.
- Analyze the effectiveness of the AIG services using multiple sources of data