

Overview and Guidance

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Welcome

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

Overview of Legislation

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

NC State Board of Education Policy (ACIG-000)

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

What is the purpose of this plan update?

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to

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

Overall Writing Information

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

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

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

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

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

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

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

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

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

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

When are the local AIG plans due?

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

For questions, please contact:

Stephanie Cyrus	State Consultant, AIG & Advanced Programs	stephanie.cyrus@dpi.nc.gov
Beth Cross	State Consultant, AIG & Advanced Programs	beth.cross@dpi.nc.gov
Sneha Shah-Coltrane	Director of Gifted Education and Advanced Programs	sneha.shahcoltrane@dpi.nc.gov

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AIG List of Standards & Practices

Organization of the AIG Program Standards

Each standard is formatted as follows:

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

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

Standard 1: Student Identification

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

PRACTICES

- a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.
- b) Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
- c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional.

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

Standard 2: Comprehensive Programming within a Total School Community

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

PRACTICES

- a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.
- b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- e) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit

by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

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

Standard 3: Differentiated Curriculum and Instruction

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

PRACTICES

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

b) Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

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

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

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

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

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

h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

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

Standard 4: Personnel and Professional Development

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

PRACTICES

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Standard 5: Partnerships

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

PRACTICES

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
- academic and intellectual
 - social and emotional
- .
- b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.
- c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff.
- d) Informs all students, parents/guardians, and the community of the following:
- Local AIG Plan
 - Local AIG program services
 - Policies relating to advanced learning and gifted education
 - Ways to access opportunities available to AIG students

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

Standard 6: Program Accountability

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

PRACTICES

- a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE

policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

- b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
- c) Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.
- d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
- e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.
- f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- j) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Overview: Mission/Vision Statement and Funding

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* LEA Superintendent's Name:

Dr. Aaron Woody

* LEA AIG Contact Name:

Smith, Megan - mjsmith@asheboro.k12.nc.us ▼

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Asheboro City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C- 150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

Asheboro City Schools' Vision and Mission:

Mission: Every student will have equitable access to engaging learning that transforms life outcomes and prepares them to be collaborative, competitive, and successful in our global world.

Vision: Asheboro City Schools engages students in educational experiences and opportunities that elevate lifelong learning, cultivates exceptional thinkers, and empowers students to design their own futures.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic backgrounds; gifted students come in all shapes, sizes, and exhibit varying characteristics.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve in academic, intellectual, or creative endeavors.
- Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:

- It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.
- It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
- It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.
- Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.
- Continuous communication and collaboration among teachers, parents/guardians, administrators, and community members are essential to meet the needs of all students.
- This philosophy also requires a strong partnership between the school system and community.
- These services should be provided by well-qualified, knowledgeable staff.
- The district should provide resources and training to support growth and development regarding equity and excellence.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 382,932.33	* \$ 31,142.80	* \$ 0.00	* \$ 71,454.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

* Practice A

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

Asheboro City Schools' AIG plan outlines the steps for K-12 screening and referral process. The Needs Determination Teams for school and district meets regularly to discuss eligible referrals, monitor student data, and determine eligibility. Formal student screening is conducted annually to create a screening pool of students for possible identification. Student nominations, referrals, and evaluations are conducted throughout the school year. Each student in the screening pool is reviewed for nomination annually. Data from the student search is recorded by the AIG Specialists on the AIG Screening Pool Spreadsheets.

The annual formal screening process is as follows:

(K-3)

1. Current district diagnostic and assessment data is reviewed regularly by school personnel
2. Talent development efforts that may lead to a portfolio of evidence or work samples are collected as needed
3. Checklist for screening specific to K-2

(3-5)

1. Universal Screening: All third grade students are screened using a nationally normed measure of aptitude (CogAt or other nationally normed assessment)
2. Screening Pool: Students may be added to the school based screening pool using the following criteria:
 - a. 75th percentile or above on any section (Verbal, Quantitative, Nonverbal, Composite, or Partial Composite) of an eligible 3rd grade universal screening measure of aptitude (CogAT)
 - b. 85th percentile or above on 3rd grade BOG assessment
 - c. 85th percentile or above on a reading and/or math EOG
 - d. Referral for screening by the student, parent/guardian, teacher, AIG staff member
 - e. Transfer students who moves into the district after the 3rd grade universal screening for aptitude and do not have district accepted measure of aptitude and/or achievement from their previous school district
3. Small Group Screening: Students in the 3rd and 5th grade screening pool are administered a nationally normed achievement test (Iowa Test of Basic Skills or other nationally normed assessment) for reading and/or math to be administered by an AIG specialist. In addition, a second testing opportunity may occur during the 5th grade year for students who are currently identified as AIG and those who are part of the screening pool with a nationally normed aptitude and achievement measure.

(6-12)

1. Screening Pool: Upon review of EOC/EOG and other relevant data a screening pool may be created for grades 6-12.
2. Small Group Testing: Achievement and/or aptitude tests are administered as needed within the district window of testing.

Note: Screening pools in grades 6-12 may be used to help develop comprehensive learner profiles to make recommendations for AIG clustering, acceleration, high school level courses at the middle schools, and/or honors, AP, or other college level courses.

The K-12 Asheboro City Schools referral process for student nominations, referrals, and evaluations are conducted throughout the school year.

Referrals may include:

- Teacher, principal, or school counselor nomination based on at least one of these:
 - Checklists and observation forms
 - Student work samples and portfolios
 - Standardized test scores
 - EL students who advance at least 3 proficiency levels in one school year or less

OR

- Student and/or parent/guardian nomination based on at least one of these:
 - Parent/guardian checklist and/or rating scales
 - Testing by outside psychologist

When the Needs Determination Team (NDT) determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or group test(s) should be administered as screening measures for each student. Those recommended for additional testing by the NDT will be included during the annual testing window. Valid and appropriate modifications/accommodations for testing are also provided for AIG screening and formal assessments.

Student testing results are valid for two years after the date of testing and retesting will only be proposed outside of that two year window.

*If a student has a qualifying aptitude or achievement score but does not have a qualifying rating scale score, alternative screening assessments, such as district-developed Performance Tasks, may be used for identification

purposes. District Performance Tasks are administered as alternative assessments to demonstrate mastery through student work samples. A qualifying score is based on pre-established rubrics that guide the decision-making process. Tasks are scored at the district level by at least two AIG personnel from a school that is not the student's home school.

Note: In addition to the list above, students in grades other than 3rd and 5th grade may be included in the small group testing administration if they have received approval to test based on a parent/guardian, student, or teacher referral, are currently identified as AIG in reading, math, or both, and/or lack adequate screening data from enrollment in a previous school district.

In order to maintain consistent screening and referral processes, the AIG specialist:

- Implements district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Communicates and reviews the district flowchart that outlines the screening and referral process that may lead to identification to stakeholders.
- Collaborates with classroom teachers and instructional specialists on an ongoing basis in nominating students for gifted education program services.
- Conducts annual meetings to inform all parents/guardians and teachers of students' eligibility for program placement and services.
- Communicates with school personnel about the characteristics and needs of AIG students.
- Communicates about screening, nomination and services in English and other native languages, as needed.
- Uses assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interprets assessment data to plan appropriate curricular offerings based on individual profiles of the students.

* 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.

Asheboro City Schools includes multiple criteria for student identification including measures of aptitude, achievement, and alternative forms of assessment. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both nontraditional and traditional measures that are based on current theory and research. Identification procedures also include multiple entry points for identification. Asheboro City Schools has clearly defined identification criteria for Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), Academically Gifted (Reading and Math-AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM).

A visual representation of the multiple criteria for identification is available in attachments.

Pathway I. Intellectually Gifted

Pathway II. Aptitude AND Achievement

Pathway III. Aptitude or Achievement + GRS 3/6 OR a qualifying performance task score; one of the 3/6 areas on GRS must be academic or intellectual (AR, AM, AG)

Asheboro City Schools Pathways for AIG Eligibility are as follows:

Grade K-3: Students in Kindergarten through 3rd grade must meet criteria listed below to qualify as Intellectually Gifted (IG)

- 95th percentile or above on Intelligence Test Composite
- Students who qualify in K-3 will receive an individual differentiated education plan (IDEP) based on service areas.

Grades 4-8: Students in grades 4 through 8 may qualify for Academically and/or Intellectually Gifted Services based on a multiple criteria approach. Students may qualify for services in the following areas:

Pathway 1: Intellectually Gifted (IG)

95th percentile or above on an Intelligence Test Composite. Students who meet Pathway One will be identified as Intellectually Gifted (IG) and will require an Individual Differentiated Education Plan (IDEP).

Pathway 2: Academically and Intellectually Gifted (AIG)

Students must have intelligence OR aptitude AND achievement in the area under consideration. Students who meet Pathway Two will be identified as Academically and Intellectually Gifted (AIG). Students who qualify through Pathway Two will require a group Differentiated Education Plan (DEP).

- Aptitude: 90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on an Aptitude measure. Aptitude measures may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile. Reading partial composites or subtests=Verbal + Nonverbal; Verbal; Nonverbal Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

- Achievement: 90th percentile or greater on a Nationally Normed Achievement test in total reading and/or total math.

All students can be identified as AIG Reading, AIG Math, or AIG reading and math. These local designations will be documented on internal AIG rosters as PowerSchool does not allow for AIG to be separated into subject areas.

Pathway 3: Academically Gifted (AG Reading and Math)

Students who meet Pathway Three will be identified as Academically Gifted in Reading and Math (AG), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM).

Students must have intelligence OR aptitude OR achievement in the area under consideration. Students must have one standardized test AND rating scale OR qualifying performance task score to qualify with Pathway Three.

- 90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on Aptitude composite, partial composite or subtest Aptitude scores may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile. Reading partial composites or subtests=Verbal + Nonverbal; Verbal; Nonverbal Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

OR

90th percentile or greater on National Normed Achievement test in total reading and/or total math

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale. These areas include: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. The rating scale is completed by the classroom teacher and/or any other Grade 4-8 teacher. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics of district-developed Performance Assessments for reading and/or math. Assessments are scored at the district level by at least two AIG personnel from a school that is not the student's home school. (Performance tasks are given if a student has a qualifying aptitude and/or achievement score but does not score a 3/6 on the gifted rating scale.)

Academically Gifted in Reading and Math (AG)

- 90th percentile in Total Reading AND Total Math on an approved achievement test OR 90th percentile in Nonverbal/Composite on an approved aptitude test.

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale for reading and math. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics of district-developed Performance Assessments for reading and/or math. Assessments are scored at the district level by at least two AIG personnel from a school that is not the student's home school. (Performance tasks are given if a student has a qualifying aptitude and/or achievement score but does not score a 3/6 on the gifted rating scale.)

Academically Gifted in Reading (AR)

- 90th percentile in Total Reading in Achievement OR Aptitude (Verbal/Nonverbal)

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of the GRS for reading. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics on district-developed Performance Assessments for reading.

or Academically Gifted in Math (AM)

- 90th percentile in Total Math Or Aptitude (Quantitative/Nonverbal)

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale for math. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics on district-developed Performance Assessments for math.

Grades 9-12:

Students in grades 9 through 12 may qualify for Academically and/or Intellectually Gifted Services based on the same pathways in grades 4-8. Students in grades 9-12 may qualify for services in the following areas: Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), Academically Gifted (AG-Reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Standardized assessments for students to qualify for differentiated services in grades 9-12 may change based on age appropriate measures. Possible standardized age appropriate measures may: PSAT, SAT, ACT.

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Asheboro City Schools may use the following as components for multiple criteria to ensure AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to ACS demographics.

The nomination process provides a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Learners, students with disabilities, students who are economically disadvantaged, intellectually gifted and other underserved groups. AIG Specialists provide professional development to promote understanding of traditional and nontraditional characteristics to address misconceptions about under-represented groups. AIG Screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures. Students from traditionally under-represented populations may also qualify for alternative testing measures based on decisions from the school or district Needs Determination Team (NDT).

The overall district population (Winter 2021) currently consists of approximately: Hispanic 50%, White 28%, 15% Black, 1.2% Asian

In addition to standardized test data, the use of nontraditional methods such as performance tasks will be used for effective screening, nomination, and identification of underserved populations who may manifest giftedness in different ways. The following screening, referral, and identification procedures are intentionally implemented based on our demographics:

- Intentional Talent development opportunities are available in grades K-3 to develop potential, especially in underrepresented populations. Additionally, the Talent Development Specialist will collaborate with K-3 teachers to increase their capacity in recognizing talent in the primary grades by reframing their lens and shifting mindsets. Early access to advanced learning opportunities will allow students to showcase their talents in a non-threatening environment.
- System-wide screening in 3rd grade by administering nationally normed aptitude tests. ACS will administer the Cognitive Abilities Test (CogAT).
- Small-group screening by administering nationally normed achievement tests based on ACS screening procedures (IOWA Test of Basic Skills).
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness. Classroom teachers may collaborate with other stakeholders such as elective teachers, EC and EL support staff, and other school personnel who work with the student to develop a comprehensive student profile with the GRS.
- English Learners (EL) who advance at least three proficiency levels in one school year or less will be placed in a screening pool.
- Ongoing parent/guardian, teacher, and student nomination process for student identification for screening of all students in multiple grade levels based on recommendations from NDT. The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' stakeholders.
- Asheboro City Schools will use teacher recommendations, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination

Team for Academically and/or Intellectually Gifted (NDT-AIG) for review.

- Asheboro City Schools incorporates the use of nonverbal aptitude scores for screening and identification. In addition, a Non-Verbal battery score of greater than 90th percentile on the Cognitive Abilities Test (CogAT) can be used as a qualifying score to gain entrance to the AIG pool.
- Individual tests may be administered based on recommendation from District NDT. For example, Naglieri Nonverbal Ability Test may be used for students from under-represented populations. Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. These may be recommended based on the following:
 - The student may be twice-exceptional.
 - The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).
 - The existing group data on this student does not provide sufficient information to make the decision about the need for services.
- Students from underrepresented populations may need increased collaboration between the AIG Specialist and support teachers. This may include the EL teachers to collect data for students who grow three or more language levels in one academic school year, Exceptional Children teachers, collection of qualitative data from various checklists, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

*** Practice D**

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

Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. The lead AIG specialist facilitates the monthly district AIG meeting to share and review AIG screening, referral, and identification processes. AIG specialists provide school-based professional development through staff meetings and/or grade levels meetings regarding the screening, referral and identification processes annually to ensure their consistent

messaging and implementation. There is a school and district level Needs Determination Team which serves to monitor and review the school/district decisions. (See Attachment: Student Search Process)

The School Needs Determination Team may be comprised of the following members:

One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less than four people present. One member should be knowledgeable about the child and other members may include:

- Current classroom teacher or previous classroom teacher
- Principal or designee
- School counselor
- Regular education teachers representing next grade levels
- Support staff (EC, EL, etc.)

One member of the district NDT-AIG must be the AIG Coordinator/AIG Lead Specialist. Other members should be selected from the following and must include one member who is knowledgeable about the child. The District Needs Determination Team (NDT-AIG) is comprised of:

- AIG Coordinator/Lead Specialist
- AIG Specialists

The district NDT-AIG Team should have no less than four people present.

AIG Specialists are involved in all screening, referral and identification processes to ensure consistent implementation at all school sites. In this annual review process AIG Specialists may:

- Indicate the annual review date at the top of the new DEP or IDEP.
- Review the student's performance in both gifted and general education settings.

- Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
- Recommend services matched to the student's level of need.
- Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
 - Consider the same level in intensity of services.
 - Consider an increased level in intensity of services.
 - Consider a reduced level in intensity of services.
- School Level NDT members who are present will sign the DEP or IDEP.
- Send an invitation to notify parents/guardians of a conference to discuss their child's DEP or IDEP for the upcoming year.
- If a parent withdraws a student from the AIG program, an exit form must be completed.
- 4th grade to 8th grade – DNDT will sign after review. Members will sign/date to represent the team.
- Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.
- Review the Talent Development data to ensure that appropriate services are in place

The following tests/instruments may be accepted as part of gifted services eligibility decisions when reviewing records of transfer students. Intelligence/Aptitude Tests: Cognitive Abilities Test; Comprehensive Test of Non-Verbal Intelligence (CTONI); Weschler Scales (WISC-IV, WAIS-R); Weschler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III); Naglieri Non-Verbal Ability Test (NNAT); Universal Non-Verbal Intelligence Test (UNIT) Achievement Tests: Iowa Test of Basic Skills (ITBS); Woodcock-Johnson Psychoeducational BatteryIII Test of Achievement-English and Spanish.

The list above reflects frequently used instruments, it is not exclusive. Additional tests may be used as long as there are norms and the test is being used for the purpose for which it was developed.

Unapproved Tests/Instruments: WRAT, PIAT, PPVT, Slossan, or any other tests developed for the purpose of screening are not designed and/or normed for the purpose of gifted service decisions.

*** Practice E**

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

ACS AIG Specialists maintain a communication plan regarding AIG student screening, referral, and identification by developing procedures that are available in various formats. Procedures for screening, referral, and identification are communicated to parents/guardians, school personnel, and students through annual meetings and on the district website.

AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings and/or collaborative grade level meetings. This information is shared with parents/guardians/students at annual Differentiated Education Plan (DEP) meetings. These meetings may be held through virtual and/or face to face formats. Translators are available at these events and materials are translated into English and Spanish.

In addition, AIG information regarding these processes may be disseminated throughout the school year at events such as open houses, school level family engagement nights, and other district activities. AIG Specialists maintain and review annually with parents/guardians the documentation that explains the screening, referral and identification processes and service options for AIG students. Translators are available at these events and materials are translated into English and Spanish. These procedures are available through various formats including the district website, social media outlets and school communication platforms (such as ClassDojo).

AIG Specialists also create a quarterly newsletter to share with stakeholders. Various topics related to screening, referral, and identification are included. Newsletters are available in print and online formats and are translated into English and Spanish.

* Practice F

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Throughout the screening and referral processes, a cumulative AIG screening database is maintained by AIG Specialists for identified students in the screening pool. The ACS AIG screening database is an internal digital roster that is used as a school based screening pool documentation. The district internal database is maintained with an initial identification date, it is modified as needed based on end of year procedures. The Talent Development Specialist maintains documentation with a talent development checklist that may be used to support an AIG identification decision. Once identification occurs, AIG specialists maintain spreadsheets for identified students that are reviewed regularly. ACS is working toward utilizing features in Powerschool to document identification evidence for AIG students.

Students have an individual AIG folder that contains all AIG evidence that may have led to AIG identification. This may include: written referral requests, parent/guardian documents such as permission to test, AIG test results, initial placement consent, and/or withdrawal from services, rating scales, and copies of DEPs. Each folder is maintained by the school based AIG specialist and held at the school where the student is currently enrolled. Student folders of 9-12th graders are kept with lead specialist. This information is reviewed annually by the AIG specialists during the annual review process.

Once a student is identified for AIG services, a Differentiated Education Plan (DEP) or IDEP form is created based on area of identification. AIG identified students' records are maintained in Powerschool and in a district database to ensure appropriate AIG identification records. Parents/guardians are provided with all copies of documentation that are reviewed during initial placement for AIG services. These are updated each year during the annual review. DEP meetings are held annually for parents/guardians of AIG students at all schools K-8. At annual DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/guardians review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment modifications. All DEPs are held in a central server to maintain individual student's AIG electronic documentation. Copies of signed DEPs are kept in each student's AIG folder.

Rising 9th grade AIG students will develop a 4 year plan with the middle school AIG specialist and school counselor based on students' interests and academic strengths that capitalize on advancement opportunities for high school.

Those plans are monitored by high school counselors during registration each year. Parents/guardians are invited to participate in review of these plans.

Records of students who do not qualify are also housed at the school where initial testing was administered.






*** Ideas for Strengthening the Standard**

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 1:

To continue research on non-traditional measures for identification for AIG services. Asheboro City Schools currently utilizes measures of aptitude and achievement at multiple entry points. In order to develop an additional non-traditional measure, the AIG district team will continue to research various non-traditional processes for students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, or twice exceptional.

Planned Sources of Evidence

- * DEP Meeting Agenda, Sign in sheets, presentations
- * School/District Agenda, sign in sheets, presentations
- * AIG specialist data spreadsheets (talent pool and identified)
- * AIG student folders
- * Standardized test data, system wide benchmark scores, gifted rating scales
- * Student Work Samples
- * Nomination Forms or other referral documentation
- * DEP/IDEP

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

Standard 2: Comprehensive Programming within a Total School Community

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* Practice A

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

Asheboro City Schools provides comprehensive services and various differentiation models for K-12 for gifted learners based on student readiness, interest, and learning styles. These may include cluster group options, special extension classes, small learning communities, mentorships, and dual enrollment for all areas of identification. AIG Specialists in the district provide support for schools wide instructional staff to ensure comprehensive services for students to grow and cultivate student talent in K-12.

AIG services by grade span may include the following:

Grades K-3

- The Talent Development Specialist will become familiar with students in primary classrooms through lessons, observations and discussions with teachers.
- The Talent Development Specialist will generate a talent pool of students in K-3 to work with in small enrichment groups.

- The Talent Development Specialist will collaborate with classroom teachers to provide appropriate differentiation for gifted learners to increase teacher capacity through collaborative development of assignments by the Talent Development Specialist and regular education teachers.
- When students are identified for AIG services at the K-3 level, individual differentiated education plans (IDEP) are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist. This IDEP is created to individually meet the academic and intellectual needs of K-3 gifted learners. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications.
- Students in Asheboro City Schools also have the option to enroll in a Dual Language Immersion program at two elementary sites with an additional site planned for the 2022-2023 school year.

Grades 4-8 for AIG, AG, AR and AM

- Collaborative planning, coaching, and model instruction as needed between AIG Specialists and classroom teachers.
- projects and learning opportunities that offer choice and flexible pacing for gifted students
- after school clubs and other extracurricular opportunities for gifted learners
- collaboration with school counselors and mental wellness facilitators to meet students' social and emotional needs
- purposeful clustering and small group instruction specific to academic needs of gifted students
- push-in services in order to co-teach and support whole group classroom instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners
- optional enrollment in a Dual Language Immersion program at two elementary sites with an additional site planned for the 2022-2023 school year; the program is also planning to expand to 6th grade starting with the 2022-2023 school year

- Students identified as Intellectually Gifted (IG) have individual differentiated education plans (IDEP) that are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist. This IDEP is created to individually meet the academic and intellectual needs. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications based on individual student's needs.

Grades 9-12

- advanced course opportunities through NCVPS, community college, Honors and AP courses
- collaboration with school counselors and mental wellness facilitators to meet students' social and emotional needs
- various extra-curricular opportunities for gifted learners
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners and their unique academic needs
- Students identified as Intellectually Gifted (IG) have individual differentiated education plans (IDEP) that are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist during their four year plan. This IDEP is created to individually meet the academic and intellectual needs and is revisited annually with school counselors during the registration process. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications.

In addition, AIG specialists collaborate regularly during grade level or content level meetings with AIG cluster classroom teachers, school counselors, administrators, and other support staff k-12 to plan and deliver service options for AIG students. AIG documents including the DEP are housed in a central location at each school and available for school staff. Students are clustered in elementary and middle school in order for the AIG specialist to offer flexible grouping, co-teaching, small group instruction, and/ or small learning community opportunities to meet academic needs of AIG students.



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*** Practice B**

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

In order to meet the social and emotional needs of gifted learners, K-12 school counselors, district Mental Wellness Facilitators, and AIG specialists collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students. School counselors and AIG specialists meet as needed to provide direct and indirect support to discuss trends and issues associated with gifted learners in order to build a partnership in addressing social and emotional needs. 2021-2022 survey data indicates that 78% certified staff agree that collaboration occurs among stakeholders to address the social and emotional needs of AIG learners. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

AIG specialists collaborate with K-12 students, school counselors, teachers, support staff, administrators, and parents to understand and meet the social and emotional needs of AIG students. AIG specialists may develop and implement professional development for stakeholders. K-12 school counselors may provide counseling and guidance services specifically designed to address the specific needs of AIG students, and provide information and support to parents, teachers and administrators. DEP also allows for AIG specialist to make note of holistic needs of the student, both academic and SEL

All students K-12 participate in district wide SEL lessons through a paced curriculum. Lessons from those platforms may be assigned for specific needs as needed throughout the school year. In addition, The Asheboro City Schools' school counselors and AIG specialists may collaborate to provide additional support for individual students or groups of students. Gifted students are provided additional assistance, as needed, for coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. In addition, AIG specialists share information on the social and emotional needs of AIG students to parents. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. The

survey will include questions related to social and emotional issues in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

In addition to specific services, the district AIG DEP includes a notes section that may be used for SEL information and services as needed to ensure and seamless transfer of SEL services for individual services. Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

*** Practice C**

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

The Asheboro City Schools' Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs including the district's 2022-2026 Strategic Plan. The Strategic Plan encompasses the following goals:

- **Goal 1 Focusing Direction: Asheboro City Schools will create a process of continuous improvement with clear, focused direction.**
- **Goal 2 Cultivating Collaborative Cultures: Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.**
- **Goal 3 Deepening Learning: Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.**

Asheboro City Schools is committed to ensuring the needs of gifted learners are addressed in practice and policy by:

- regular review of school and district wide policies to ensure the use of effective and current best practices and eliminate barriers to success to ensure equitable opportunities for all students

- making recommendations at the school and district level for new policy as needed; this may include additional course offerings and expanding academic and enrichment opportunities for all students

In addition, district level leadership or representation occurs during monthly AIG staff meetings and the lead AIG specialist serves on various district teams to represent AIG staff and students. The lead specialists helps to facilitate collaboration for integrated and connected services with district priorities through these teaming structures. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2022-2025 Strategic Plan and individual School Improvement Plans.

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We align the AIG program and services with each area of AIG identification, goals of the program, and resources of the LEA as a maintained practice. Students that are identified in reading are clustered for reading, according to district guidelines for elementary and middle school, and receive researched based curriculum resources such as Junior Great Books, small group novel studies, vocabulary development, and/ or problem based learning. In addition, students identified in math are clustered for math according to district guidelines for elementary and middle school and receive researched based curriculum resources such as math problems of the week, project based learning, and critical thinking skill activities. Layered curriculum and other flexible learning opportunities may be provided to offer students choice in the content and pace of their learning. Small-flexible grouping instruction is frequently utilized in both ELA and Math in order to more effectively meet the needs of these learners.

The AIG specialists collaborate and consult with the regular classroom teachers and other stakeholders to deliver services that are integrated with the instructional programs of the district. This collaboration allows each school to have access to all resources, programs, and services as outlined in our current plan. The Asheboro City Schools' AIG Plan is supported by, and connected to, numerous other system-wide initiatives and programs. The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Advanced Placement/Honors Courses
- PreAP coursework
- Accelerated Classes
- College and Career Readiness Opportunities

- Multiple Forms of Student Assessment
- Asheboro High School Small Learning Communities
- Career and Technical Education Offerings
- Cluster Grouping
- Collaborative Planning
- Project Based & Problem Solving Learning Opportunities

* **Practice D**

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

AIG specialists utilize intentional, flexible grouping based on student needs to provide support and create appropriate instructional and learning options for advanced learners. AIG specialists may also collaborate with key stakeholders at district and school sites to determine placement options for K-12 gifted learners. AIG students are grouped flexibly based on a variety of factors, such as readiness through student achievement and growth data, student interest, and learning profiles, school based data, teacher recommendation and SEL needs. In addition, students who are in the current talent development pool may also be considered for flexible groupings.

The following options are available for AIG students K-12:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

These are flexible groups that are created based on student readiness.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment – Instructional grouping can be flexible within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

AIG specialists collaborate regularly through MTSS meetings as needed, and grade level and content area planning to discuss AIG grouping practices and growth of AIG students. Topics covered during collaborative sessions at school and district level may include:

- Monitoring local and statewide assessment data

- Professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand data of AIG students, grouping practices for growth of students, instructional strategies for groups of advanced learners

* **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 specialists strive to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, the local AIG program, and AIG plan through various methods and forums. This occurs during the annual Differentiated Education Plan (DEP) meeting for parents/guardians and annual review of AIG plan and services for staff members during a school staff meeting. Brochures, offered in English and Spanish, highlighting differentiated services and instructional strategies are distributed to AIG parents at the annual DEP meeting and posted on the district website.

AIG Specialists share a district wide presentation yearly at a school level staff meeting to inform school personnel about the differentiated service options, legislation and regulations for gifted education, the local AIG plan, and roles of the AIG specialist. School staff and parents serve on the AIG Advisory Board to provide feedback about services and instruction for AIG students.

AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other specialists regularly. AIG specialists participate in regular collaborative data discussions regarding AIG students academic, intellectual, and social/emotional needs.

*** Practice F**

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

There is a need for ongoing communication between stakeholders in key transition years, especially for 5th to 6th and 8th to 9th, to ensure an effective continuity of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional support to both the AIG students and the staff who serve the AIG students at the high school level, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

The AIG district team reviews DEPs for all AIG students annually in order to ensure the effective continuation of services. Elementary AIG specialists collaborate with Middle School Specialists to develop AIG clusters for ELA and Math to match individual students' needs. Middle school specialists collaborate with school counselors during registration in order to ensure AIG students are registering for high school classes that best fit their academic and social needs. Schedules of AIG students are monitored by the Lead AIG Specialist and school counselors to ensure students are engaged in rigorous and relevant courses.

Middle School AIG Specialists also collaborate with AP Lead Teacher to facilitate AP family nights and AP summer sessions to familiarize students with those courses.

AIG specialists monitor and communicate in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district specialists regularly, and confirming appropriate scheduling by reviewing AIG students' schedules. The District Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services in the AIG program. AIG specialists may provide various opportunities for stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly including invitations to group DEP meetings and access to DEP forms for all AIG students.

*** 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.

Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social needs, children who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. The Asheboro City Schools' Strategic Plan, the State Board of Education's Acceleration Policies, and our district acceleration procedures are updated to articulate opportunities for various acceleration options.

AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Service delivery options may include:

Accelerated Content: Advanced Placement (AP), dual enrollment and CTE courses that earn high school and/or college level credit and/or certification may be offered so that able students can accelerate their program of study. Middle school students may also take the following high school courses: Spanish 1, World History, English 1, Math 1, and/or Earth/Environmental courses.

Compacted Content: Students that meet district level established criteria may be enrolled in courses that compact standards in order to meet their academic needs.

Early entrance to Kindergarten: ACS meets the NCDPI Guidelines for Early Entrance to Kindergarten and the school principal retains legal responsibility for this decision.

Credit by Demonstrated Mastery: ACS follows NCDPI policies and procedures for CDM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. CDM was designed to respond to needs of students, families, AIG community, school personnel and leadership. CDM specifically offers NC students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content."

- Students shall demonstrate mastery through a multi-phase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

While the CDM process is open to all students, it is not designed for whole groups of students. Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students."

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

Whole Grade Acceleration: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

For whole grade acceleration in ACS, students must meet all of the following criteria to be recommended for whole grade skipping.

- Teacher recommendation based on observation with documentation of very strong need for more intensive differentiation
- Demonstrated performance 3 or more years above grade level on a nationally normed test in reading and mathematics
- 95-99%ile composite score on an individual IQ test
- Student interest, commitment, and motivation based on portfolio review
- Academic, social and emotional readiness based on a score >46 points on the IOWA Acceleration Scale
- Extensive interview with parent and student
- School principals retain legal responsibility for this decision.

Subject Advancement/Acceleration: Based on student(s) needs which may be recognized in various ways, students may test out and bypass specific subjects or skill levels. Subject advancement/acceleration may be offered to students who demonstrate mastery of content aligned with specific course standards through state and nationally normed data, teacher recommendation, and/or students who demonstrate high interest, commitment, and motivation. In accordance with State Bill § 115C-81.36. Advanced courses in mathematics: students who score a level five on EOG or EOC test for math will be enrolled in the advanced course for the next math course in which the student is enrolled. Parents may provide written consent for the student to be excluded or removed from the course.

The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (CDM) may be included in this subject advancement.

*** 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.

AIG specialists continue to research, develop, advocate for, and implement various intentional identification methods, programming, and services in support of broadening access for traditionally under-represented AIG populations. Intentional programming options and efforts to cultivate talent and address the needs of under-represented populations may include:

K-8

- The Talent Development Specialist will build a pipeline in grades K-3 allowing students to show their potential in a non-threatening environment. All primary grade students will be given access to advanced curriculum to broaden equity and access across the district.
- The Talent Development Specialist conducts lessons in grades K-3 to generate a talent pool list. Portfolios will be developed for each student in the talent pool containing checklists and work samples. The Talent Development Specialist will collaborate with classroom teachers in developing lessons for talent pool students on each grade level.

- The Talent Development Specialist will deliver professional development on a school by school basis. The training will focus on overcoming implicit bias and casting a larger net when identifying students for talent pools.
- Talent development will occur 4-8 based on normed assessment data administered throughout the year such as NC check ins, grade level CFAs, iReady, MClass, or other district benchmark assessments. Groups may be flexible depending on results. Talent Development data will be reviewed annually to offer a continuum of services designed to cultivate talent and nurture all students. Data will be monitored by AIG specialist specialist on an ongoing basis and through annual review process
- Professional development regarding under-represented populations for in AIG and strategies to work with those students
- Collaborative meetings with support staff (EC, EL, Title 1) to discuss service options and discuss referrals for differentiated services
- Enrichment opportunities provided by AIG specialist or classroom teacher
- 6-8: Advanced learning options such as advanced math groups, enrichment clubs, and books clubs may be utilized to enhance learning before, during and after the school day.

9-12

- Professional development regarding under-represented populations for in AIG and strategies to work with those students
- Collaborative meetings with support staff and school counselors to discuss service options and discuss referrals for differentiated services
- Mentorships, job shadowing, and apprenticeship for students to explore alternative learning pathways
- Enrichment opportunities such as school clubs, academic competitions, CTE student organizations
- PreAP courses available to students in various courses; these may include English 1 and 2, Biology, and Arts.

* Practice I

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

Currently, Asheboro City Schools offers a variety of extra-curricular programs and events to enhance and further develop the needs, talents, and interests of AIG students during and outside of the traditional school day for elementary, middle and high school levels. Student participation is based on student interest, readiness, motivation, teacher recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year.

The following are examples of extra curriculum programming and options that may be available for students at each level:

Elementary School:

- Literature Circles
- Independent research projects
- Spelling Bee
- Third Grade Science Day
- Literature Seminars
- Family Engagement Nights
- STEAM competition
- After school clubs
- Battle of the Books
- Girls Excelling in Math and Science (GEMS)
- Dual Language Immersion Program

Middle School:

- Math Fair
- Science Fair
- Battle of the Books
- Dual Language Program
- Junior Great Books
- Student Government
- Science Olympiad
- Math Olympiad
- Beta Club
- Project Based Learning
- Socratic Seminars
- Spelling Bee
- Job Shadowing
- Yearbook Staff
- Extracurricular clubs
- STEAM competition

High School:

- National Honor Society
- Art Club
- Yearbook
- Park Street Players
- Youth Leadership Programs
- Academic Contests/Competitions
- International Club
- J-ROTC
- Fellowship of Christian Athletes
- Governor's School
- Governor's Page
- SAT Preparation
- Science Olympiad
- CTE Student Organizations
- Service Projects
- Key Club
- Spanish Club
- Mock Trial Team

- Student Council
- Internships
- Student LIFT
- Small learning communities such as Zoo School, Health Science Academy, Advanced Manufacturing, Apprenticeship Randolph

* Ideas for Strengthening the Standard

During the 2022/2025 cycle, Asheboro City Schools has the following goal related to Standard 2:

- To further develop extra-curricular programs to enhance both academic growth and encourage talent development in AIG students

Planned Sources of Evidence

- * Student enrollment lists: North Carolina Governor's School, AHS small learning communities, AP/Honors courses, etc.
- * Agendas and resources from professional development with school counselors, administrators and/or teachers
- * Rosters from clustered classes and/or flexible grouping
- * Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- * Sign in sheet from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors
- * Copies of Pacing/Curriculum Guides/Lesson plans
- * AIG data spreadsheets (identified and talent development)

* Collaborative planning minutes


* District wide communication: Monday Musings, district website, newsletters, district and school level phone messages

* AIG materials (quarterly newsletters, brochures, presentations, rosters, etc.)

* PowerSchool and district AIG database

* Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>Standard 2 and 3 Programming Options</u>

Standard 3: Differentiated Curriculum and Instruction

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, acceleration, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. These flexible options are available for gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In our 2021 stakeholder surveys, 90% of respondents agree that their school used challenging, rigorous, and relevant curriculum and instruction to accommodate for their AIG learners in Language Arts and Math, as well as other content areas when appropriate.

The following options may be used to adapt the NC SCOS for elementary and middle school students:

- co-teaching opportunities with the AIG specialist to provide support and direct instruction to enrich, extend or acceleration core content
- Collaborative planning with AIG specialists and other stakeholders in the AIG students' education
- K-8 flexible grouping and utilization of research based supplement resources

- utilization of blended environments (1-1 technology K-12) through Google classroom to provide accelerated pacing and differentiation to SCOS; these extensions may be developed by AIG specialists or other stakeholders based students' needs
- exposure to compacted curriculum
- middle school students are provided the opportunity to take High School courses in ELA, Math, Science, Social Studies, and Spanish

The following options may be used to adapt the NC SCOS for high school students:

- advanced coursework through Honors, Advanced Placement, and Career and College Promise
- acceleration opportunity through the Credit by Demonstrated Mastery process
- participation in a Pre-AP course (English, Biology, Arts) that include instructional practices and routines that help them develop critical thinking skills
- additional coursework through NCVPS

AIG specialists and classroom teachers collaborate during common planning sessions to adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration. AIG specialists may also work with instructional facilitators to provide coaching support and instruction resources for K-12 classroom teachers with a focus on enriching, extending, and/or accelerating the standards.

ACS AIG specialists seek to be well versed in the NCSCOS and meet regularly with classroom teachers in order to provide rigorous and meaningful differentiation opportunities for students.

Enrichment and extension activities for AIG learners may include:

- modifications for activities in the district pacing and curriculum maps to adjust for AIG learners
- project based learning opportunities (PBL) throughout the content areas

- standard based critical thinking activities including P.E.T.S and logic puzzles
- seminars/ literature circles
- enrichment activities provided for AIG/ talent pool students via a digital learning platform
- academic competitions

*** 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.

Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When differentiated education is appropriately provided, children who are gifted or show potential, thrive in school.

AIG specialists and classroom teachers collaborate regularly to provide 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. Service options available include curriculum compacting, flexible grouping, whole grade and subject acceleration. These are utilized based on abilities, readiness, interest and learning profiles.

Diverse and effective instructional practices K-12 may include, but are not limited to:

- Additional coursework through NCVPS, AP, or CCP courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration

- Independent study
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material advanced coursework in middle school
- Curriculum compacting
- Professional Development opportunities for K-12 classroom teachers and school counselors for meeting the academic needs of gifted learners.
- Interest and multiple intelligence inventories
- Depth and Complexity lessons
- Jacob's Ladder Affective Lessons
- 1-1 technology

In ACS, data may be gathered about student' abilities, readiness, interests, and learning, profiles through the following options:

- District student interest surveys to help drive the addition of new courses or enrichment activities
- Career interest inventories at the secondary level that are utilized in planning for middle and high school courses.

*** Practice C**

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

Evidence-based resources are being utilized K-12 to enhance student learning for AIG students. Classroom teachers are provided professional development regarding implementation of resources.

AIG specialists implement current instructional practices to foster collaboration with classroom teachers to ensure differentiated needs are being met. AIG specialists review the service delivery options in the schools with a program review that consists of methods of differentiation. These may include:

- K-3 Primary Education Thinking Skills lessons (P.E.T.S)
- The Junior Great Books Program in grades K through 8 to cultivate potential through small group inquiry-based discussions around a complex text
- Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change
- District created curriculum maps based around evidence based resources that include appropriate extension and enrichment
- STEAM extension activities
- Depth and Complexity activities to enhance critical thinking abilities
- Layered Curriculum opportunities to foster independence and choice for gifted learners
- Middle school students may participate in high school courses in order to provide acceleration options for those students.
- High school online courses, Advanced Placement courses, and honors courses are acceleration options available. Parents/guardians may also wish to seek acceleration opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school settings.
- PreAP coursework for all secondary students in specific courses (English, Biology, Arts); utilizing Springboard curriculum for middle school ELA framework

Asheboro City Schools offers diverse competition opportunities to enhance student learning. These may include:

- Spelling bee for students in grades 3 through 8. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage.
- Elementary and middle school students have the opportunity to participate in academic competitions such as Science Olympiad and Math Olympiad. The purpose of these competitions is to secure America's global competitiveness and inspire excellence, confidence, and curiosity in U. S. middle school students through fun and challenging programs.
- Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics and science. Asheboro City Schools may offer district level opportunities such as Science Fair, STEAM (Science, Technology, Engineering, Art and Math) competitions, Digital Expo and Math Fair for gifted students to enrich and extend classroom learning.

* **Practice D**

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

Asheboro City Schools fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership across all grade levels and content areas. Collaboration between the district AIG specialists and stakeholders for advanced learning options supports the intentional development of curriculum and experiences for all students in ACS.

The district provides curricular experiences for students with embedded critical thinking skills through continued collaboration between classroom teachers and AIG Specialists. Services and program options that target the development of future ready skills and real world experiences at an advanced level in the following capacities:

- Elementary specialists utilize the following strategies in order to develop future ready skills in students including Primary Education Thinking Skills program (P.E.T.S.), Project Based Learning (PBL) activities, Junior Great Books curriculum, critical and creative thinking exercises, Socratic seminars, Kaplan and Gould's Depth and Complexity thinking skills.
- Secondary specialists seek to develop future ready skills by offering Socratic seminars, exploratory courses, advanced programming options including subject advancement options, and PreAP/AP and/or other advanced

courses. Middle school specialists also collaborate with classroom teachers to provide curriculum and critical thinking skills support.

- District specialists also provide professional development to district staff in order to model for teachers and other stakeholders how to increase rigor in the regular classroom by incorporating opportunities for critical thinking in lesson plans.

Asheboro City Schools is dedicated to building opportunities for students to explore critical thinking, curiosity, collaborative dialogue, and leadership skills through the real-world context of various enrichment club options and summer learning opportunities. These skills can become a springboard for future pursuit of student interests, advanced courses, services learning options, and internships.

ACS works to cultivate future ready skills through collaboration with community partners, organizations and programs at the secondary level through use of the following options:

- Asheboro High School Zoo School
- Mentoring, job shadowing, internships, apprenticeships with local organizations
- Career and Technical Education (CTE) options for exploring future ready skills including The AHS Health Science Academy, Computer Science and Information Technology courses, Business, Finance, and Marketing courses, Trade, Technology, Engineering courses, and the opportunity for an honors level CTE internship for high school credit.
- Career and College Promise dual enrollment at AHS is supported by the available CTE and advanced course options at middle school.

The options listed above are designed to prepare students for advanced courses and encourage the development of student talents, interest, and student potential that may lead to student enrollment in advanced high school class and CTE academy options.

Asheboro City Schools is committed to fostering the development of future ready technological skills in students by providing each student with a technological device district wide in grades K-12. Students are encouraged to utilize technological devices, as well as web-based tools (such as the programs of Google suites), while participating in

various learning opportunities in order to further develop their critical thinking, communication, collaboration, creativity, curiosity, and leadership skills.

*** Practice E**

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

AIG specialists and classroom teachers collaborate to meet differentiated needs of their students. This collaboration is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

AIG specialists and classroom teachers meet regularly to discuss formative and summative data of AIG students. Stakeholders review individual AIG student progress incorporating multiple assessments (district benchmarks, NC Check-ins, lexile levels, EOG scores, EVAAS (Education Value-Added Assessment System) growth, guided reading levels for elementary students). These data discussions help guide reflection on current AIG grouping and instructional strategies and help facilitate flexible grouping that may be needed to enrich, extend, or accelerate.

AIG specialists maintain data spreadsheets monitoring currently identified AIG students' progress and regularly participate in school data discussions to differentiate for AIG learners. AIG specialists and classroom teachers collaborate on the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark and State Check-in assessments
- Lexile level/ SRI data

- Cognitive Abilities Test
- IOWA Test of Basic Skills
- mClass/Guided Reading level (elementary)
- iReady data (elementary and middle)
- STAR data (high school)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data
- At the middle school level, formative and summative data of AIG students is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these assessments may enroll in high school courses during middle school years.

*** Practice F**

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

Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. Resources may include:

- Affective Jacob's Ladder texts that address social and emotional needs
- Growth Mindset/ community building activities

- Bibliotherapy lessons and/or units
- Text based resources and lessons that focus on specific affective needs of the gifted on topics such as perfectionism, underachievement, etc.
- District based SEL lessons from research based curriculum

Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. DEP allows for AIG specialists to make note of holistic needs of the student, both academic and SEL, so that specific needs may be shared with stakeholders. Asheboro City Schools offers staff development for regular education teachers and school counselors in meeting the social and emotional needs of gifted students and continues to develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.

Gifted students are provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support sessions, bibliotherapy using literature, joint AIG and school counselors meeting, and differentiated lessons to address social and emotional needs of the gifted, individual and parent/guardian supports.

By increasing collaboration with school counselors and AIG specialists, the continuum of service options will be extended through staff development delivered within individual schools. This collaboration occurs through regular meetings to discuss specific needs and issues related to gifted learners.

The continuum of service options can be extended to individualized affective learning and needs of gifted learners with continued collaboration between school counselors, district wellness facilitators, and AIG specialists. ACS also partners with outside agencies to facilitate additional SEL support that may be needed outside of the school environment.

Asheboro City Schools clusters AIG students to provide the opportunity to learn with others of similar interest, ability, and motivation. The AIG specialists collaborate with school counselors and district wellness specialists to provide appropriate support for AIG students. These guidance efforts may include: book club/study, small group or focuses whole group lessons.

* **Practice G**

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

The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students. AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

In 2021-2022, the addition of K-3 Talent Development Program Specialist was added in ACS to assist in professional development and modeling lessons for intentional talent development at the elementary level. The Talent Development Specialist works to increase capacity in our K-3 teachers to help address the purposeful and intentional talent differentiation and to help cultivate talent in our youngest learners. AIG specialists and the talent development specialist serve as resources for primary teachers to identify needs and locate material to extend learning opportunities.

In addition to the Talent Development Specialist's work, other practices may include:

- Promoting learning with research based strategies for underserved students to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.
- Junior Great Books to cultivate potential through small group inquiry-based discussions.
- PETS (Primary Education Thinking Skills), a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades, to align to the higher levels of revised Bloom's Taxonomy.
- Science and Nature Day for all third grade students to explore science and nature activities led by volunteers and teachers; activities correlate with the North Carolina Essential Science Standards.

- PD on effectively teaching gifted students in order to increase the awareness of teachers to meet the needs of gifted learners and develop talent

*** 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.

In Asheboro City Schools all instructional personnel collaborate to develop differentiated curriculum and instruction to meet the needs of advanced learners. 2021-2022 Survey data reveals that 84% of respondents feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students.

AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students. AIG specialists facilitate the decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

The AIG staff works with the district leadership to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff. Intentional efforts are in place to increase collaboration between the AIG department and teachers in grades K-3. The addition of a K-3 Talent Development Program Specialist has allowed for a focused effort at each elementary school through model lessons, collaborative grade level meetings and professional development. The Talent Development Specialist will provide classroom teachers with curriculum examples of questions and strategies designed to engage and challenge gifted learners.

Ongoing collaboration time among AIG personnel and other stakeholders may include the following:

- planning advanced content

- problem-solving (use of advanced content)
- development of a repository of lessons teachers can implement in their classrooms
- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Collaborating with school counselors during middle and high school scheduling for coursework
- Participating in the gathering of information that can be used to evaluate the gifted education program.
- Providing a lending library for teachers with curriculum materials that help to extend the critical thinking of students and meet the academic needs of advanced learners in the classroom.
- creating compacted courses in secondary
- creating and offering honors and Advanced Placement courses
- monitoring the success of students in secondary via school counselors
- addition of differentiation options as part of the district pacing/curriculum guides to include relevant and appropriate units and lessons

This collaboration occurs between AIG specialists and stakeholders may occur during various formats including:

- Grade level collaborative planning meetings and vertical planning meetings
- MTSS meetings
- Monthly AIG Specialists meetings
- District led PD

* 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.

We develop and document a student plan that articulates the differentiated curriculum and instruction services, curriculum, and learning environment modifications that match the identified needs of the K-12 AIG students through a Differentiated Education Plan (DEP). AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students. This document is reviewed annually with stakeholders through a group DEP meeting for families and grade level meetings with school staff to ensure effective programming, a continuum of services, and support school transitions. Individual meetings with parents/guardians may be utilized to help plan DEP upon request. Elementary and middle school specialists collaborate with students and other stakeholders (EL, EC, school counselors, parent/guardian) in order to create student schedules and/or four year plans. AIG Specialist may also be included in the IEP and/or EL meeting when considering the needs of a twice exceptional student.

AIG elementary specialists collaborate with school counselors and middle school specialists during the 5th to 6th transition to make recommendations regarding course placement and clustering. Those recommendations are noted on the student's DEP during the end of year annual review process. At the middle school level, AIG specialists collaborate with middle and high school counselors for rising 9th registration. Middle school specialists work collaboratively with school counselors and rising 9th grade AIG students to help plan a four year plan that will ensure appropriate services for high school. Specialists may also be available during transition/information meetings for middle and high school transition. These meetings may include topics such as: CTE pathway, AP courses, general middle/high school information, student school visits and special course offerings.

Asheboro City Schools needs continued development of a 9-12 DEP that AIG students can use through their high school years. Currently, a 9-12 DEP provides a general overview of differentiated services available at the high school level and is developed for AIG students that includes areas of identification, possible learning environment modification, content differentiation options, and possible enrichment. This DEP is kept on file in the students AIG folder and held in a central database for digital access.

* Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 3:

- To develop a comprehensive four-year DEP for 9-12 AIG students to implement intentional and consistent programming options for high school gifted students. This plan will be developed through a collaborative effort between middle and high school counselors and AIG specialists to ensure consistent services from middle to high school.

Planned Sources of Evidence

- * DEP/IDEP
- * Collaborative Planning Minutes, Agenda, Materials
- * Student schedules and transcripts
- * AIG rosters
- * Course descriptions and other registration materials
- * Curriculum maps, unit and/or lesson plans
- * AIG monthly meeting materials
- * PD Materials (talent development and AIG specialists)
- * 3rd Grade Science resources

Documents

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

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

* Practice A

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

All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between all district level and school level administrative leaders, the AIG specialists, and the Director AIG services/K-12 Director of Curriculum and Instruction.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists and one part time talent development specialist. These individuals serve the eight schools in the district. They collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

One of our licensed specialists serves as lead coordinator for the district and serves as a representative for the AIG department at district collaborative conversations, regional meetings, state level conferences, professional development opportunities, and other state initiatives to support gifted programs. Monitoring and evaluating of the local AIG program is done by building level and district administration.

In addition, the lead specialist:

- oversees AIG student records, screening, referral, and identification processes.
- facilitates monthly AIG meetings.

- facilitates district AIG professional development for district staff.
- maintains AIG records in Powerschool and the district's internal database; runs fall and spring headcounts

Together, the AIG district team (Director of AIG services/K-12 Director of Curriculum and Instruction, lead specialist, and school based AIG specialists) will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students
- Encourage qualified applicants who do not possess AIG licensure to pursue additional coursework through tuition reimbursement opportunities
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.
- Facilitate regular AIG district meetings to guide, plan, develop, and implement the district AIG plan.

*** Practice B**

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

Current survey data showed that 93% of teachers agree that our AIG specialists are engaged in tasks which directly address the needs of AIG learners. In the 2021-2022 survey data, teachers noted that collaboration included:

- AIG Specialists teaching model lessons in clustered classrooms, small group instructions for enrichment and/or acceleration
- providing curriculum materials

- assisting with differentiation through common planning
- conferencing with parents

As a result of this survey data, AIG specialists will continue to collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners through various models. Support provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group lessons.

AIG specialists collaborate with support services to monitor and address the social and emotional needs of gifted learners. Collaborative meetings with AIG specialists and school counselors are held on an as needed basis to discuss issues and trends associated with gifted learners, with special focus on transitions from 5th to 6th and 8th to 9th grade. This not only ensures that school counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helps ensure that a common mission and philosophy exists between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects

- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- Governor's School
- Summer Ventures
- Advanced coursework in middle school (high school courses)
- Academic competitions
- Credit by Demonstrated Mastery

*** 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.

According to the current survey data of classroom teachers, instructional specialists, and administrators, the responses indicated a desire for MTSS and AIG focused professional development, differentiation strategies, and a specific focus on differentiation for the 6-12 grade span.

Professional development (PD) for personnel involved with AIG programs and services are reviewed and evaluated frequently with the district AIG team as well as the Director of AIG Services/Director of K-12 Education in order to effectively provide timely PD based on the current needs of the district.

The professional learning requirements and expectations for AIG Specialists are based on current needs of students, teachers, individual schools, and the needs of the district. Professional Development for AIG specialists may consist of an annual book study, annual peer observation and feedback cycle, monthly AIG team meetings, quarterly joint planning sessions for AIG specialists, planning and collaboration with classroom teachers, collaboration with school based Instructional Facilitators, and opportunities for professional development at regional and state workshops/conferences as necessary and appropriate.

The professional learning support and learning goals for each of the personnel stakeholder groups are reviewed and planned based on the current needs of the students, teachers, and district. According to needs expressed in the current survey data, the following options for professional development may include:

- MTSS and AIG PD at district coaching meetings
- Collaboration with district Instructional Facilitators
- AIG Specialist collaboration with classroom teachers, instructional specialists and service personnel during planning time, CASA meetings, and MTSS meetings

The district also recognizes a need for the continued growth of all personnel involved with AIG programming and services that involve the specific needs of AIG learners. The AIG district team has developed a Canvas course focused on providing the skills, knowledge, and understanding needed to meet the needs of AIG learners and prepare participants for add-on AIG licensure. This Canvas course is open to all classroom teachers (K-12), instructional specialists, student service personnel, and administrators. All personnel involved in AIG programming and services are encouraged to participate and take the PRAXIS to earn AIG add-on licensure. Asheboro City Schools also supports this initiative by offering reimbursement for a passing PRAXIS score.

*** 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.

Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Asheboro City Schools' will continue to offer a local professional development course to help prepare teachers to work with AIG students who do not have an add-on license. This optional hybrid professional development course focuses on understanding gifted characteristics, research based differentiation methods and modules, and social/emotional the needs of gifted learners, and gifted resources. At the completion of the course, participants have the option to take the

Praxis exam in order to add AIG licensure to their current teaching certificate. In addition, the AIG district team has created a series of self-paced mini courses for those teachers who wish to independently pursue AIG licensure through the praxis route.

Completion of the professional development training in gifted education or AIG licensure is a district goal for all teachers serving AIG clusters.

It is important to select key personnel to work with gifted education students. We understand that gifted learners need services by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. District administration meets annually before the start of each school year with school administrators to ensure AIG cluster guidelines are being implemented at each elementary and middle school. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population. The district human resource office maintains a list of district staff who currently hold an AIG licensure and this information is available to school administrators.

Asheboro City Schools' continued goal is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education and/or Praxis requirements.

*** Practice E**

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

During the recruitment and initial hiring process, principals are encouraged to embed questions into their selection process to identify candidates who demonstrate the level of rigor we expect at all levels and specific questions related to gifted learners. Sample questions may include: What characteristics do you seek to develop talents in students?, How do parents/guardians partner with schools for talent development?, How might you collaborate with others to serve gifted learners in your classrooms?

In addition, principals and district administration are strategic when making hiring recommendations based on the needs of the school. The district also provides Tuition Reimbursement Program for staff who apply and are approved and reimburses staff for Praxis exams to add to or expand an existing license. District recruitment of diverse teaching staff may include the following strategies:

- Virtual job fairs at various locations including HBCU Legacy Bowl Career Fair for highly-qualified HBCU students from across the country, attendees included: Tuskegee University, Howard University, North Carolina Central University, and Florida A&M University; Marymount University Hispanic Serving Institution; UNC-Pembroke (Historically American Indian University); #TeachingInColor Virtual Summit
- Participation in various recruitment webinar such as "Supporting Hispanic Serving Institutions" webinar through the Hunt Institute
- District presentations to local IHE such as NC A&T State University

* **Practice F**

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

As part of the 20222-2026 ACS Strategic Plan, the district has identified a goal to "improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming." One objective within the district strategic plan goal is to to continue to provide professional growth opportunities for staff that focuses on expanding academic and enrichment opportunities for all students. ACS AIG department provides locally developed professional development that focus on differentiation, effective strategies for rigorous instruction, and talent development as well as other topics that may be requested by individual school or district leadership. The AIG team utilizes research based resources, including those provided by NCDPI such as the Call to Action and Guidebook, to provide focus on critical actions for equity and excellence in gifted education. In addition, the AIG team integrates these with other equity and excellence initiatives in our district. The ACS AIG will collaborate with individual school sites and district leadership in order to develop and implement professional development to both meet this strategic plan goal and address equity and excellence for all in Asheboro City Schools.

During the 2021-2022 school year, Asheboro City Schools has created a position within the AIG department focusing on K-3 talent development. Part of this position is dedicated to providing talent development experiences for all

students as well as professional development as requested by school and district leadership. While newly created, this position is focused on modeling best practices for the diverse needs of advanced learners and empowering teachers to identify talent and potential in all learners.

To encourage additional licensure and professional learning related to gifted learners, ACS currently has tuition reimbursement opportunities for teachers who apply and are approved for those that wish to pursue coursework related to AIG licensure or professional learning. ACS also currently offers reimbursement for staff who want to add or expand a current license. The AIG department also has created a Canvas course to help prepare teachers for the add-on AIG licensure Praxis. These opportunities combined will work together to support the district's goal of providing professional development focused on expanding opportunities and enrichment for all students.

*** 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.

Professional Development Goals for ACS AIG Program:

- Goal 1: Facilitate professional learning opportunities in a variety of settings and modes across the total school community to focus on changing mindsets, policies, and practices.
- Goal 2: Integrate professional learning with the district's overall program to ensure needs of the gifted are addressed
- Goal 3: To increase partnership with Exceptional Children, EL, and Title 1 specialists to cultivate and recognize potential in students and to determine effective programming for students which may include service options outside of traditional services

AIG district team partners with the district professional development team to offer PD related gifted learners at the district and school based level through various modes. These PDs sessions may be offered during school based staff meetings, early release days, mini-conference professional development days, or regular grade level/content meetings. PD resources include: Booster Shots from DPI, research based instructional materials, AIG professional

development, equity and excellence briefs, and/or other DPI materials. Specific focus is given during these PD sessions to focus on changing mindsets, policies, and practices.

During the grade level/content meetings, AIG specialists have the opportunity to work directly with classroom teachers and instructional specialists to plan, implement, and discuss best practices and refine professional learning related to gifted learners. Elementary schools have bi-monthly grade level planning and data meetings in which the AIG specialists participate regularly. Middle and high schools have weekly content/grade level meetings, district vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate. In addition, AIG specialists work with school based instructional facilitators to integrate best practices for gifted learners during grade level/content planning.

AIG specialists may also co-teach regularly in AIG cluster classrooms at the elementary and middle school level to model strategies for working with gifted learners and provide feedback to cluster teachers on instructional strategies. This also provides an opportunity for exemplar lessons that include strategies from district and school based professional development. In addition, AIG specialists participate in data meetings to discuss AIG students and reflect on professional learning opportunities.

AIG specialists for the district also meet together monthly to plan, implement, and refine applications of professional development learning and to monitor AIG plan. The AIG team maintains a shared Google Drive to digitally share grade level appropriate resources and professional development materials. The lead AIG specialist also houses the district AIG library for print materials and books that are available to use at any school for book studies, professional development, or AIG exemplar lessons.

The Talent Development Specialist will deliver focused training outlining a shift in mindset. Teachers will learn how to navigate around and erode barriers created through implicit biases preventing our underserved populations from being identified. They will be given checklists of characteristics to look for in underserved populations. Additionally, teachers will be given strategies for determining learner readiness for challenges encompassing academics and social emotional needs.

*** Ideas for Strengthening the Standard**

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 3:

- To utilize AIG specialists as instructional coaches to help support AIG learners in the regular classroom.

Planned Sources of Evidence

* AIG staff meeting materials

* PD rosters and materials/presentations

* PD logs for AIG specialists

* List of AIG licensed staff

* Google Drive with materials

* AIG district library

Documents

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

Standard 5: Partnerships

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

AIG specialists and school level personnel, in collaboration with the Director of AIG Services/Director of K-12 Curriculum , may partner with parents/guardians to help develop services and programs for gifted learners through the following:

- Annual AIG informational meetings for school staff, parents/guardians, and others to inform stakeholders and provide opportunities for parent/guardian feedback regarding programming. These sessions may be provided through a virtual or face to face format. Feedback may also be gathered during district and/or school based surveys. All written materials are translated.
- In addition to the DEP or IDEP annual meeting, student/parent/guardian/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.
- Current AIG plan is available on the district website for parent/guardian access. Additional AIG informational materials, such as AIG school brochures, students' Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), are available for parents upon request.

- Individual schools may also facilitate parent/guardian question and answer sessions related to acceleration, extension and enrichment opportunities available during the school year. Past topics have included: AP night for high school students, career and college exploration, enrichment opportunities transition meetings for rising 6th and 9th graders, college tours, summer opportunities, AIG services at the elementary level, etc.
- AIG specialists collaborate with school counselors to provide opportunities for SEL focused sessions and address individual student SEL needs.

* **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.

Asheboro City Schools believes our partnerships with parents/guardians and community stakeholders are an essential component of student success. ACS will enhance support for AIG programs and services by maintaining and creating new partnerships with these stakeholders.

Asheboro City Schools networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

- Creating communication vehicles that explain the programming services available to AIG students (as stated above).
- Locating a variety of resources to share with parents/guardians to support their gifted children at home. These resources are shared through quarterly newsletter and face to face/virtual sessions.
- Developing activities to encourage parental and community involvement in the education of the gifted.
- Participating in professional organizations related to gifted and talented education to inform the school district of best practices.
- Invitations to community partners to attend AIG Student Showcases that focus on highlighting student achievements.

- Board spotlights for students to share with the local board of education and staff various achievements.
- Communication regarding local workshops and opportunities sponsored by other organizations related to gifted issues (ie, Randolph County Public Library, Randolph Community College, and other local IHEs). This may include lunch and learn sessions for parents or school based informational sessions at family engagement nights at each school site.

Our community stakeholders play an important role in our efforts to provide effective educational experiences for enrichment, extension and acceleration for all students. Partnerships with school and other local civic organizations may include:

- Donation of appropriate materials and other types of support to elementary and middle schools
- Support of school activities
- Academic Excellence Awards
- Student enrichment trips or day activities

The following events are district-wide initiatives that may involve parents/guardians and community leaders in the support of gifted education:

- Faith-based school volunteers that help mentor and provide resources for students.
- Community based mentors
- Academics competition judges like Math Fair or Science Fairs
- AHS Small Learning Communities (Zoo School, Health Science Academy)
- 3rd grade science day field trip in conjunction with the NC Zoo
 - Career Day community volunteers
 - Asheboro/Randolph Chamber of Commerce Student LIFT program

- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- North Carolina Zoological Park
- Communities in Schools
- Student Internships/Apprenticeships
- Institutions of Higher Education
- Asheboro Public Library
- STEAM Competition
- After school enrichment opportunities with community partners

* **Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Asheboro City Schools develops an advisory team to review, develop, implement, monitor, and revise the local AIG program and plan. Additionally, the team reviews the strengths and seeks continuous improvement in all areas. This process involves school system staff, parents/guardians, students, administrative staff, and members of the community. The current team updated and revised the 2019-2022 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services. Due to district COVID protocols, various teams of stakeholders met throughout 2021-2022 in both virtual and face to face sessions. These teams included intentional efforts for a variety of stakeholders that are representative of the district's demographics. .

Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Teams for 2021-2022 included the following teams:

AIG District Level Advisory Team: Lead AIG Specialist, School level AIG Specialists

Administrative Advisory Team: Assistant Superintendent of Curriculum and Instruction, Director of K-12 Education, Director of Equity and Inclusion, BT Coordinator/Curriculum Specialist, School Principals, Lead AIG Specialist, and School AIG Specialists, Accountability and Student Information Coordinator

School Based Advisory Team: School level AIG Specialists, Classroom Teachers K-5 and 6-8, Instructional Facilitators, Instructional Support personnel, Career Development Coordinator. Both survey and face to face sessions were utilized for school based advisory teams. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Parent/Guardian Advisory Team: Due to current COVID protocols, parent/guardian advisory input was gathered via digital surveys. Both multiple choice and short response formats were used to collect feedback. NC DPI survey resources were also used to create questions. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Student Advisory Team: Due to current COVID protocols, student input was gathered via digital surveys and informal small group sessions. Both multiple choice and short response formats were used to collect feedback in the survey. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Moving forward advisory teams will meet in person in order to to develop, implement, monitor, and revise the local AIG program and plan.

* 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.

Asheboro City Schools informs all students, parents/guardians, and community related to the current plan, program services, and other policies regarding opportunities available to AIG students on an on-going basis and in their native language. Currently, the district employs interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. All communication is translated into Spanish.

AIG Specialists and school level personnel, in collaboration with the Director of AIG Services, conduct informational meetings for school staff, parents/guardians and the local community. During the parent/guardian meetings, the student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be reviewed with parents/guardians for feedback and an overview of the current AIG Plan will be provided. These school based sessions also inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG Specialists will be a part of these parent/teacher conferences as their schedule allows. The AIG specialist may also attend curriculum nights and/or open house nights at their assigned schools in order to communicate how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. Translators are available for all of these events.

AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and are also available in print formats upon requests at each school. At the elementary and middle school level, AIG Specialists create a quarterly AIG newsletter, both English and Spanish, that is distributed along with student report cards. Past topics for newsletters have included: AIG student celebration, talent development spotlight, summer enrichment opportunities, tips for working with gifted students at home, and district AIG events. The district AIG team also utilizes social media to share celebrations and information related to the AIG program.

At the high school level, student enrichment opportunities are shared on an ongoing basis with students and parents/guardians through learning platforms, weekly newsletters, and/or phone messages. These 9-12 updates also include scholarship opportunities and/or community events that may be of interest to AIG learners.

The Public Information Officer and district and school leadership will provide ongoing information regarding advanced learning and gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

The district AIG team will continue to develop ways to make information about the local AIG program, the local AIG plan and other policies concerning gifted education more easily accessible to all stakeholders through the district website and other forms of electronic communication. Resources will be posted on the district website where appropriate and translated as possible. We will continue to explore the use of a webpage specific to the needs of AIG students and their parents, and communicating information about how Asheboro City Schools addresses the social/emotional and educational needs of these students.

*** Ideas for Strengthening the Standard**

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 5:

ACS district goal is to increase the diversity and number of community partnerships and parent outreach in order to strengthen the program for the benefit of our students.

Planned Sources of Evidence

- * Advisory Team Agendas and minutes
- * AIG brochures
- * Monday Musing electronic newsletter
- * AIG District newsletters
- * Surveys and Survey results
- * Volunteer logs
- * Presentation materials from events, websites, etc.

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

Standard 6: Program Accountability

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

* Practice A

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

Asheboro City Schools submitted a 2019-2022 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in winter of 2019 indicated the local AIG plan submission was complete with many overall commendations and applauded ACS efforts in developing a local AIG plan that is comprehensive and aligns with NC AIG Program Standards. In addition an addendum was added to the 2019-2022 plan in spring of 2021 to respond to the district's needs during COVID. This addendum was approved by BOE spring 2021 and approved by NCDPI in June 2021.

The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 9B, the Academically and/or Intellectually Gifted Students Amendment, an advisory team was formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2019-2022 AIG Plan which contained guidelines to identify potentially gifted students through an equity and excellence lens and establish procedures for providing appropriate educational services. A self assessment was completed in the fall of 2021 with feedback from various stakeholders surveys (parents, students, certified staff) and DPI from the 2019-2022 plan to help drive the development. Asheboro City Schools used the DPI revision timeline to make changes and communicate updates regarding the plan revision process.

The result is an updated 2022-2025 Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Director of AIG services/K-12 Director of Curriculum and Instruction and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

The 2022-2025 AIG Plan was submitted to the Asheboro City Schools Board of Education at their May 2022 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website. AIG specialists share the current AIG Plan and AIG related data with staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting.

*** Practice B**

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

The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan ensures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Formal and informal data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Director of AIG Services/K-12 Director of Curriculum and Instruction.

Progress of the implementation of the local AIG program is reported on a regular basis to local stakeholders including: the AIG advisory group, district leadership, and the local Board of Education. The AIG specialists meet with teachers bi-monthly to collaboratively plan with their cluster teachers and/or grade level teams at their assigned school sites. Monthly AIG Team meetings with the AIG specialists and Director AIG services/K-12 Director of Curriculum and Instruction are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Director of AIG Services and AIG

lead specialist collect sources of evidence in a shared AIG Google Drive. The AIG Lead/Director coordinates with other departments to monitor implementation of the plan.

The Director of AIG Services and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct annual meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

*** 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 Director of AIG Services and district finance officer monitor expenditures of the AIG program through a budget spreadsheet. The director understands that gifted education funding should be part of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. The department prioritizes people, resources and professional development, based on program needs, to ensure students will benefit when planning purchases and other expenditures. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. Additional funding is also provided through the district Curriculum and Instruction department for materials and professional development for AIG specialists. Using federal monies designated through the ESSER funds, a Talent Development Specialist position will be implemented in order to meet the needs of K-2 learners for 2021-2024.

In North Carolina, the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

*** Practice D**

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

AIG specialists maintain data spreadsheets analyzing students' achievement and growth through each school year and their overall school years. Data collected by specialists may include: lexile, district benchmarks, EOG scores and EVAAS growth data for AIG students. This data is reviewed regularly to recognize patterns and trends to help monitor AIG students' needs.

AIG specialists participate in data discussions at each elementary and/ or middle school to analyze student growth with an intentional focus on underserved populations. Data from district and school based SEL needs may be reviewed during these discussions. In addition, AIG lead and middle school specialists collaborate with AP coordinator at high school to gather and analyze AP data including AP scores, enrollment statistics, and other academic data.

Asheboro City Schools' district team uses disaggregated data to analyze the annual drop out data each school year to determine the percentage of AIG students who drop out. High school dropout data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of AIG student growth from one year to the next. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student performance EOG data will be analyzed annually by AIG specialists and district stakeholders.

*** Practice E**

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

As evidenced by current AIG demographics, there is a need to incorporate specific strategies related to equity with the AIG program. The AIG district team will implement the following strategies to focus maintaining and analyzing data sources to ensure on equity and excellence within the referral, identification, services and retention of AIG students:

- The AIG district team generates reports from PowerSchool and district data to analyze data based on AIG demographic breakdown. The reports are maintained in the district AIG server.
- AIG specialists maintain school based spreadsheets to maintain and analyze current AIG students. This data may include school based assessment, EOG/EOC, district benchmark, universal screeners and/or other school based measures. In addition, talent pool students' data are also reviewed annually to make recommendations related to referral, screening, and/or possible identification. Students can qualify for AIG services with a nonverbal score on the CoGat (Cognitive Abilities Test) as a cultural neutral assessment of general ability at the elementary and middle school levels
- Additionally, EOG/EOC data is reviewed annually by AIG specialists in order to recommend appropriate modifications based on needs and area of identification during annual review.
- Intentional monitoring of talent development services occurs with the talent development specialist to maintain and analyze student performance to cultivate a pipeline in grades K-3 where all students can show their potential. All primary grade students will be given access to advanced opportunities removing barriers of cultural perceptions.
- The AIG specialists monitor local AIG data regarding the percentage of students in the AIG program by gender and race following fall and spring headcount to examine trends in identification and retention of AIG students.
- AIG specialists continue to increase collaboration with ELL and EC departments, as well as MTSS teams, to ensure adequate monitoring of sub-groups and their participation in AIG programs.

- Data related to course enrollment, such as enrollment in advanced courses at middle school, honors/AP level courses, transfer or other community college courses are reviewed by counselors, AIG specialists, and other district level personnel to ensure equitable opportunities for advanced coursework.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	<5%	---	---	---	14.00%
Male	---	---	6.68%	---	---	---	14.29%
Total	22.22%	<5%	<5%	---	6.75%	---	14.14%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice F

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

The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. In addition, the AIG department and Human Resources maintain records of teachers who have completed local PD related to gifted learners. This local PD may include AP/Pre-AP training, local coursework, school based PD, and/or other outside PD. Each year the Director of AIG Services receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department.

School AIG specialists meet annually with school administration to help review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year. In addition, AIG specialists also work with administrators to help advise appropriate placement based for AIG learners and develop PD that aligns with individual school needs related to AIG.

*** Practice G**

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

The district has an advisory team that consists of community members, parents/guardians, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of diverse stakeholders from each school within the district. In the 2021-2022 school year, ACS utilized multiple ways of gathering input related to revisions for the 2022-2025 AIG plan. These formats include surveys related to high priority areas, focus groups, quick asks during other established meetings all throughout the year, ensuring all stakeholders have opportunities to provide feedback. Surveys and topics for focus groups were based around areas for high priority in the self-assessment tool and those areas which were indicated as partially or not evident on the DPI feedback.

In addition, annual stakeholder feedback may be solicited through the following formats:

- parent/guardian survey at the annual parent meeting (digital and print formats are available in both English and Spanish)
- feedback from classroom teachers with the AIG cluster of students and administrators at grade- level planning meetings.

This data is analyzed by AIG specialists for continuous improvement and reviewed by this team to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools. Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

The regular feedback is gathered through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing reflection of the strategies and instructional approaches used by teachers with gifted students.

*** Practice H**

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

The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, AIG Advisory feedback, survey responses, and other data sources are used in the revision process for continuous program improvement.

The Asheboro City Schools 2022-2025 AIG Plan was developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our district organizes the evaluation of the AIG program using formal and informal evaluation techniques including systematic gathering, analyzing, and reports of formative and summative data. This data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness. AIG district team works along with the advisory team and district administration to complete self assessment to ensure the local program is aligned with our current district's vision, mission, policies, practices and procedures. The team utilizes current collaborative structures (advisory, grade level, content level meeting) to also help gather a comprehensive evaluation of the local AIG program.

*** Practice I**

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

The results of the AIG program evaluation are contained within the current AIG Plan. The district AIG Plan is posted on the Asheboro City Schools AIG web page, translations available upon request. The program evaluation results are

also shared with stakeholders at the AIG Advisory Team meetings, school board meetings, and various other district level meetings. Confidentiality of stakeholders and student data are maintained according to FERPA guidelines.

AIG specialists share the current AIG Plan and AIG related data with staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting.

* **Practice J**

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

The AIG plan is written and approved by the local school board and DPI. There is a clear process in place for informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Informed consent for assessment leading to identification occurs when students are tested outside the whole grade screening opportunity in third grade. Parents/guardians sign a permission to test letter. Copies are kept in the student's AIG file.

Consent for identification and placement occur during initial AIG identification in Asheboro City Schools with a permission to receive AIG services from parents/guardians. Copies are kept in the student's AIG file.

Reassessment occurs for those recommended by the NDT or as parent/teacher request will be offered during the annual testing window. Student test scores are valid for two years after the date of testing. Retesting will occur outside of the two year window. An individual permission to test is collected by parents or guardians for students that are recommended for reassessment. Copies are kept in the student's AIG file.

Transfer students from other North Carolina districts with current AIG services will maintain those services for that school year. Eligibility to remain in the program may be verified by PowerSchool or other official AIG documentation from transferring school districts. Eligibility of transfer students from other states will be verified with documentation from the transferring school district. Parents/Guardians are noticed of transfer procedures once eligibility is confirmed through the district transfer letter. Copies are kept in the student's AIG folder. AIG services for all transfer students

will be reviewed at the end of the school year during the annual review process.

The AIG 2022-2025 Plan contains **due process procedures** regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings and are available in English and Spanish.

Due process procedures regarding the identification and service decisions are in place and posted on the district website in English and in Spanish. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office and/or Board of Education. Asheboro City Schools' due process procedures for Academically and/or Intellectually Gifted identification services decisions are as follows:

If the student was **NOMINATED** by parents, but not **IDENTIFIED** as needing differentiated services by the NDT-AIG inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services
2. Copy of Due Process Procedures Brochure

If the student was **IDENTIFIED** and the NDT-AIG recommends a **DIFFERENTIATED EDUCATION PLAN**, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NDT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NDT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Director AIG services/K-12 Director of Curriculum and Instruction.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent of Curriculum and Instruction of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City School Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

Step 1: Appeal to school level Needs Determination Team (NDT) – AIG through AIG specialist

- A. Parent/guardian may make a request in writing for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.
- B. NDT–AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
- C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II - PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

STEP II: – Principal Conference - (If principal was part of NDT-AIG, proceed to STEP III.)

A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.

B. Principal reviews the recommendation with the NDT-AIG chairperson.

C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III –DIRECTOR OF AIG SERVICES/K-12 DIRECTOR OF CURRICULUM AND INSTRUCTION

STEP III – Appeal to Director of AIG Services/K-12 Director of Curriculum and Instruction

A. Parent/guardian may appeal principal's decision in writing to the Director of AIG Services/K-12 Director of Curriculum and Instruction Services within five (5) school days of receiving the response from the school principal.

B. Director of AIG Services/K-12 Director of Curriculum and Instruction Services reviews the grievance within five (5) school days of receipt of appeal.

C. Director AIG Services responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL TO Assistant Superintendent of Curriculum and Instruction or Superintendent.

STEP IV – Appeal to Assistant Superintendent of Curriculum and Instruction or Superintendent

A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.

B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.

C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

STEP V – Appeal to Asheboro City Schools Board of Education

A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.

B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure



A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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* Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 6:

- To continue data driven decisions at the local level and incorporate a variety of survey opportunities AIG Advisory Teams

Planned Sources of Evidence

* 2019-2022 and 2022-2025 AIG Plan

* Board of Education minutes/presentations

* ACS District website

* AIG specialists schedules

* Data spreadsheets

* Year at Glance document

* Budget spreadsheet for AIG expenses



* Exit interviews from high school students

* AIG district database/Powerschool rosters

* Self assessment document

* Due process brochures


Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <u>AIG Standard 6 Additional Resources</u>  <u>AIG Standard 6 Additional Resources</u>

Local Board of Education Approval



Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/02/2022 









Original Application Submission Date: 06/06/2022



Documents

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

AIG Related Documents

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local BOE Approval Page
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	 Standard 2 and 3


		<u>Programming Options</u>
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 <u>AIG Standard 6 Additional Resources</u>  <u>AIG Standard 6 Additional Resources</u>

Glossary

Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
ACS	Asheboro City Schools
AIG	Academically and Intellectually Gifted
AP	Advanced Placement
BOG	Beginning of Grade test
CCP	College and Career Promise
CDM	Credit by Demonstrated Mastery
CFA	Common Formative Assessment
CogAt	Cognitive Abilities Test
CTE	Career Technical Education
CTONI	Comprehensive Test of Nonverbal Intelligence
DEP	Differentiated Education Plan
EC	Exceptional Children
EL	English Learners
EOC	End of Course test
EOG	End of Grade test

EVAAS	Education Value-Added Assessment System
GRS	Gifted Rating Scale
IDEP	Individual Differentiated Education Plan
IG	Intellectually Gifted
LIFT	Leadership Information for Tomorrow, a program offered to students in Randolph County through the Chamber of Commerce.
MTSS	Muti-Tiered System of Support
NCVPS	North Carolina Virtual Public School
NDT	Needs Determination Team
NNAT	Naglieri Nonverbal Ability Test
PBL	Project or Problem Based Learning
PD	Professional Development
PETS	Primary Education Thinking Skills
RIAS	Reynolds Intellectual Abilities Scale
SCOS	Standard Course of Study
SEL	Social and Emotional Learning
STEAM	Science Technology Engineering Art and Math
UNIT	Universal Nonverbal Intelligence Test
WISC-IV	Weschler Intelligence Scale for Children

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