

Overview and Guidance	Thomasville City Schools (292) 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:

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Standards and Practices
Thomasville City Schools (292) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0
<u>AIG List of Standards & Practices</u>
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
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
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

Thomasville City Schools (292) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Catherine Gentry

* LEA AIG Contact Name:

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Thomasville 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 Thomasville City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Thomasville City Schools Vision Statement

Thomasville City Schools will engage. Inspire, and empower students to graduate ready for a successful life in a globally competitive world. (District Strategic Plan 2020-2025)

Thomasville City Schools Mission Statement

Thomasville City Schools works together with families and the community to provide personalized learning opportunities for all students in a safe, caring, and innovative environment. (District Strategic Plan 2020-2025)

AIG Program Mission Statement and Vision:

The Thomasville City Schools Gifted Services' mission is to challenge students to reach their maximum potential using higher-order thinking and differentiated instruction in interdisciplinary units, emphasizing problem-solving, practical applications, and various strategies to meet all learning styles. We strive to provide a rigorous academic environment specifically designed to meet gifted individuals' intellectual, creative, social, and emotional needs within their unique culture to produce self-directed life-long learners who will become productive citizens.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 123,763.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
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Standard 1: Student Identification	
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* 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.	
District Response: Thomasville City Schools has written detailed procedures for screening, referring, and identifying gifted students. Screening and identification procedures are communicated consistently during the school year. The AIG Teacher Leads and AIG Coordinator interacts with parents/guardians to obtain consent for testing upon completed data review (including local and state assessments, work products, Grades K-2 Identification Teachers in grades K-2 will identify students to refer to using the following tools: • Kindergarten screening instrument • mCLASS is a universal screener that measures the development of reading skills of all students in grades K-5 through two primary assessments. - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Text Reading Comprehension (TRC) assessments • Individual student Gifted Rating Scale (GRS) completed by teachers are included in data reviews. Gifted Rating Scale (GRS), a standardized observation tool developed by Pearson Education, to complete on students. The GRS assesses achievement, aptitude, motivation, creativity, and leadership based on observations in the classroom. • The AIG Coordinator, AIG Lead Teachers, and Gifted Identification Team (GIT) will review assessment data, formative/summative assessment data, and teacher input.	

Thomasville City Schools (TCS) understands that access to advanced education programs significantly improves learning for all students. Pedagogical methods used with gifted students are now viewed as practices to implement across all classrooms. The working definition of academically gifted in North Carolina is students performing or showing the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. TCS intentionally focuses on students in K-2 by implementing the PETS (Primary Education Thinking Skills) program for all students during media class rotations. Assigned classroom teachers within grades K-2 will also access the program and all materials.

Grade 3 Identification

During the fall of a student's 3rd-grade year, the Beginning of Grade 3 Test (BOG3) scores is reviewed to determine the initial placement of 3rd-grade students in the area of reading. In the fall, the Cognitive Abilities Test (CogAT) is administered to all 3rd-grade students for further identification in reading and math. End of Grade Reading and Math (EOG) test data is also used to determine additional placements for 3rd-grade students. Other nominations are made after teachers, the Advanced Programs Department, and the Gifted Identification Team (GIT) review all students' end-of-year assessments in reading/math and review achievement and aptitude test scores.

Grades 4-12 Identification

4th-12th-grade student data are reviewed annually following Spring, EOG/EOC/AP/Honors testing. If a student meets pathway requirements for the first time, the initial placement process is followed. Teachers may also make nominations based on student ability and work knowledge. Nominations are initiated by teachers, parents, students, or other certified staff who know students' learning needs. All current data is analyzed and reviewed to determine appropriate placement and the need for additional screening or testing.

*Nomination and identification procedures are available to all educational personnel through the district website, handbook, professional learning communities, and presentations. Nominations occur throughout the school year during professional learning community meetings, individual teacher meetings, staff meetings, and referral form submissions to ensure all educational personnel understands which students meet AIG Pathways and determine if they need to follow nomination processes for any additional students exist.

*Annual screenings consist of the following data:

- Kindergarten Screening
- 2nd Grade CogAT testing during the Fall of each school year
- 3rd Grade BOG testing during the Fall of each school year
- 3rd Grade EOG testing during the Spring of each school year
- 4th Grade EOG testing during the Spring of each school year

- 5th Grade CogAT testing during the Fall of each school year
- 5th Grade EOG testing during the Spring of each school year
- 6th Grade EOG testing during the Spring of each school year
- 7th Grade EOG testing during the Spring of each school year
- 8th Grade CogAT testing during the Fall of each school year
- 8th Grade EOG testing during the spring of each school year
- 8th Grade Algebra 1 EOC during the Spring of each school year
- 9th – 12th Grade EOC, AP, and Honors testing scores obtained at the end of the semester or school year

*** 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.

District Response: Multiple criteria, including traditional and non-traditional standardized measures, are currently used to identify AIG students. The goal of TCS is to identify and serve 8-12% of the student population, beginning in kindergarten through twelfth grade. Kindergarten through twelfth-grade goals includes talent development to identify students performing one to two levels or more above the current grade level. The 2022 Spring Headcount indicates the need to continue efforts at all levels. The following processes have been implemented and will be achieved with the 2022-2023 school year to help TCS reach our goal of 8-12% of total students being identified.

Spring 2022 Headcount
 Total Number AIG Students = 125
 Total Number of Students Grades K-12 = 2233
 Total Percentage of TCS AIG Students = 6%

Grades K-2

Advanced Programs personnel will collaborate with the classroom teachers to address the needs of students in K-2 who are achieving beyond their classmates/age mates. K-2 teachers identify students needing more differentiated activities using this plan's criteria discussed in practice A.

Grades 3-8

The formal search and screening process begins in grade three with the Cognitive Abilities Test, Beginning of Grade Reading Test, End of Grade Math Tests, End of Grade Reading Tests, and MClass data. Students scoring 85% or higher on either test will comprise the initial pool. Classroom teachers, parents, English as a Second Language (ESL), and the Exceptional Children's (EC) department may provide supporting documents and request/nominate students to be added to the screening pool. Next, data is collected to determine: 1) the need for further assessment to substantiate the demand for differentiated services, or 2) that the student is currently in an appropriate learning setting. Data may include standardized achievement tests, aptitude scores, grade averages (4 most recent grading periods), classroom observations, assessments, work samples, local performance tasks, and identification records from another LEA. A nonverbal aptitude test, such as the Naglieri Nonverbal Ability Test (NNAT) 2, may be used for culturally diverse, economically disadvantaged, and/or disabled students. The new pathways currently capture these subgroups, so the NNAT has not been needed in recent years. It will remain available as a tool if needed. The AIG Coordinator and the school level Gifted Identification Team (GIT) will use these assessments to decide on appropriate services for the pool of students. The GIT is comprised of the following members: Advanced Programs personnel, Classroom Teachers, Counselors, and Principal (or designee).

Grades 9-12

Students identified in grades 3-8 will continue services at the high school level. Students with AIG identification and new to Thomasville High School will continue services and have all available options for advanced programs and coursework. Any high school student referred by staff and/or parent for AIG identification will be reviewed using the same placement criteria for 3rd-8th-grade students. High School students may participate in a variety of advanced-level courses. Students may select from numerous AP and Honors courses beginning in 9th grade. Courses provided by Davidson Davie Community College and the North Carolina Virtual Public School are available to students as enrollment options. Students may apply for Early College at the end of their 8th-grade year. Students participating in Early College may graduate with two years of college credits. Students may apply for participation at Yadkin Valley Career Academy (YVCA) at the end of their 8th-grade year. Participating students may graduate high school with two years of college credit. Career and Technical Education (CTE) career path opportunities are available, some including participation in dual enrollment courses.

Academically or Intellectually Gifted Placement Criteria

A student may be placed using one of the following pathways:

Pathway 1 Intellectually Gifted (Must meet 1 of 3 criteria.)

Identification: Intellectually Gifted (Aptitude Only)

- Aptitude Test: 95th percentile or above on Composite (Reading and Math)

- Aptitude Test: 95th percentile or above Verbal Subtest (Reading Only)
- Aptitude Test: 95th percentile or above. Nonverbal or Quantitative Subtests (Math Only)

Pathway 2 Academically and Intellectually Gifted (Must meet both criteria.)

Identification: Academically and Intellectually Gifted (Aptitude and Achievement)

- Aptitude Test: 90th percentile or above on any subtest or Composite (Reading and Math)
- Achievement Test: 90th percentile or above on any reading or math achievement test

Pathway 3 Academically Gifted (Must meet 2 of the 3 criteria.)

Identification: Academically Gifted

- Aptitude Test: 85th percentile or above on Subtest or Composite
- Achievement Test: 85th percentile or above on Reading or Math EOG
- Student Performance: If Performance criteria are used, any 1 of the 3 options below is sufficient for placement.
- Classroom Observation = 30+ on Observation Checklist
- Grades: 85 average or above in reading or math (2 most recent grading periods)
- Performance Tasks: Teachers will provide student work products evidence of advanced student performance.

A retest may be administered if other data support a need for services. An identified student transferring from another North Carolina LEA will continue to receive services with official paperwork. No one criterion will exclude a student from consideration.



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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.

District Response: Analyzing demographics ensures all student populations' fair and equitable identification criteria. Thomasville City Schools' demographic review indicates growth in this particular area. We feel our new identification pathways corrected discrepancies in this area and continue to closely monitor fair and equitable identification and

access to advanced programming for all our students. All student data is analyzed annually to determine possible AIG identification. Any additional student referrals will be considered for AIG services using the criteria outlined in the local identification pathways. Multiple tests and data points are used to determine appropriate placement. Spring demographic data review of students identified as AIG in grades K through twelve according to all ethnicities currently enrolled in Thomasville City Schools indicate the following:

Spring, 2022 AIG Headcount indicates the following demographics:

125 students are currently identified in grades K-12

The following ethnicities make up the 125 identified students

1 of 125 Asian students = 0.8%

23 of 125 African American students = 18%

46 of 125 Hispanic students = 36%

20 of 125 Two or More Races students = 16%

2 of 125 American Indian/Alaskan Native students = 1.6%

33 of 125 White students = 26%

0 of 125 Native Hawaiian/Pacific Islander students = 0%

*** Practice D**

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

District Response: Screening, referral, and identification processes for AIG placement in Thomasville City Schools are consistent. The AIG Coordinator implements the procedure at all four schools in the district and maintains all identification records. While nomination is available all year at every school, an intentional district-wide search takes place each spring; with the help of contact teachers at each site, the AIG Coordinator completes a nomination log of students to be screened, listing all data pertinent to AIG eligibility. The Beginning of Grade Reading test begins initial formal identification in 3rd-grade reading. The CogAT is administered yearly to all 3rd graders. Students who score

85% or higher make up the initial pool. The AIG Lead Teacher collects additional student data as needed for identification. End-of-grade achievement tests and final grades are other data sources required for complete identification. Other tests, such as the Naglieri Nonverbal Ability Test (NNAT2), Iowa Test of Basic Skills (ITBS), Woodcock-Johnson, and Otis-Lennon may be used when a student's unique circumstances indicate such a need. A need for another testing may include but is not limited to a language barrier, handicap, socioeconomic disadvantage, or other exceptionality. The AIG coordinator reviews end-of-grade test results annually for all 3rd -8th grades to determine if additional students meet identification criteria for the following year. All schools may refer students to the AIG Coordinator and Gifted Identification Team (GIT) to screen qualitative and quantitative data. The Gifted Identification Team (GIT) recommends testing or continued data gathering for each student. Students receiving AIG services in another North Carolina district and moving to Thomasville City Schools will continue services once eligibility documentation is obtained from the previous school. The Gifted Identification Team (GIT) reviews all data and determines an appropriate level of service. Current AIG-identified students in Thomasville City Schools receive annual reviews by the school-level team to reassess levels of need and service delivery options.

*** Practice E**

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

District Response: All parents of AIG students are invited to a meeting at the beginning of each school year to review AIG documentation and renew DEPs. Parents receive copies of this documentation at this meeting. Suppose the meeting is for initial identification purposes. In that case, the parent will also receive all documentation used to determine the initial placement (CogAT scores, student grades, end-of-grade test results, etc.) The AIG Coordinator completes, maintains, and audits student AIG folders, which hold informed consent regarding identification and placement. TCS provides documentation in PowerSchool of AIG plans, services, and identification. This system will allow the timely transfer of AIG student information and services when students transfer from one school to another and/or one district to another.

The rights of parents/students in AIG identification, placement, and services are as follows:

- to be informed of data relating to the identification
- to be informed of any proposed actions related to eligibility and service delivery
- to examine AIG records
- to receive information in their native language via a translator or translated documents
- to receive due process procedures in the event that a resolution cannot be reached with the Gifted Identification Team

(GIT)

- Parental Rights brochures and the Thomasville AIG website
- Details of due process procedures can be found in Standard 6 of this plan.

*** 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.

District Response: Gifted Identification Team Procedures

The teacher refers the student to the AIG Lead Teacher using the AIG referral form. AIG Lead Teacher will notify the AIG Coordinator and the Gifted Identification Team (GIT), who will determine if the student meets placement criteria with existing data. If so, AIG Lead Teacher will be asked to schedule a meeting with the parents to complete the initial placement using PowerSchool forms. Additional screening may be required due to a lack of existing data. If additional screening is needed, AIG Lead sends home the AIG Parental Consent form. Parent completes AIG Parental Consent form and returns to AIG Lead Teacher. AIG Coordinator will collect aptitude and achievement scores or test if no scores are available; then complete the AIG-2 form. The team conducts a review of AIG-2 to determine if services are needed, if additional testing is required, or if no services are necessary at this time. The team will sign, date, and give a copy to the parent at the conference.

*** Ideas for Strengthening the Standard**

Ideas for Strengthen the Standard:

- Revise and update system forms and current AIG Handbook
- Revise and update program brochures yearly
- Review and update the Thomasville City Schools AIG website
- Each school will review identification pathways at an open house or parent meeting annually
- Create a K-2 checklist that identifies gifted potential
- Develop electronic access to district AIG forms
- Continue using Power School for student DEPs
- Develop a Google Drive resource for all educational personnel focused on gifted education

Planned Sources of Evidence		
* Parental Consent		
* NC AIG Program Services Plan		
* NC AIG Identification Evidence Summary		
* Referral, Eligibility, and Placement Form		
* AIG Annual Performance Review		
* AIG Records Checklist		
* Gifted Rating Scale		
* AIG Handbook		
* Informational Brochures		
* Meeting minutes		
* Placement criteria		
* Updated website		
* Student Records		
* K-2: Reading level, benchmark scores, Text Reading and Comprehension Score(TRC), Kindergarten screening results		
Documents		
Type	Document Template	Document/Link

Standard 2: Comprehensive Programming within a Total School Community

Thomasville City Schools (292) 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.

District Response: To be comprehensive, AIG programs and services must address the needs of the gifted population within the district. A comprehensive program must include educational, intellectual, social, and emotional components.

Students are one of the following according to identification results:

Academically and Intellectually Gifted in both reading and math, math only, or reading only.

Academically Gifted in both reading and math, math only, or reading.

Intellectually Gifted. Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, credit by demonstrated mastery, and others deemed best practices in gifted education.

Programs and services for all grade levels are in place in Thomasville City Schools. A process for screening, identification, and service options are clarified in Standard 1. While students are not formally identified until the end of 3rd grade, the needs of students in K-3 are addressed through flexible grouping, clustering with an AIG-endorsed teacher, and appropriate curriculum or program resources. Based on observation and informal assessments, teachers can recognize students achieving above grade level in English Language Arts and Math. The AIG Coordinator will collaborate with the classroom teachers to determine appropriate differentiation. Differentiation is a component of the professional development modules participants complete offered by Thomasville City Schools. AIG Identified students in grades 4 and 5 are served in specific areas based on identification (reading, math, or both reading and math) by an AIG-endorsed classroom teacher. In grades 6-8, identified students are placed in advanced classes in their area(s) of need (reading, math, or both reading and math). High school students receive guidance in course selection and advanced learning opportunities in their area(s) of need. Additional options are available for advanced students at the high school level. TCS has increased the number of Advanced Placement (AP), Honors, and Davidson Davie Community College offerings. Yadkin Valley Career Academy and Early College are also available. Opportunities to enroll in dual enrollment courses through Davidson Davie Community College are open to high school students. Counselors, teachers, and Advanced Learning personnel address the social-emotional issues using the Second Step curriculum. TCS will continue to educate stakeholders on the need for early attention to the social-emotional needs of gifted students. Curriculum Coaches are assigned to each school and attend monthly meetings throughout the school year, including the Chief Learning Officer and Student Services, and LEA Lead AIG Coordinator. Monthly meetings guide instructional practices, curriculum, and social-emotional needs of students. Current work includes curriculum mapping, assessment, and review of program resources.



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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.

District Response: Gifted students need support to be successful, well-adjusted learners. Our student surveys indicated a need to address this area. In TCS, teachers and guidance work together to meet the needs of our gifted students. The AIG Coordinator will meet with guidance staff and teachers of gifted students to provide resources that specifically address social/emotional needs. Upon initial placement into the AIG program, parents and students will be

given a brochure identifying resources and links to online information to guide and assist families with any social and/or emotional needs. The guidance office at each school will also have these resources. The brochure and links will be posted on the district AIG website.

The AIG Coordinator will meet with all parents and students at the beginning of each school year to review Developmental Education Plans (DEP), student goals, and supports offered to students throughout the year. Also, Second Step, a social-emotional learning program, is a district initiative for all students in grades K-8. This program uses a holistic approach to increase student confidence, learn how to set goals, make better decisions, collaborate with others, and effectively navigate the world.

*** Practice C**

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

District Response: To meet the needs of gifted learners, the district implements instructional practices to support students' identified abilities and interests. TCS created an AIG Praxis Cohort where teachers work towards an AIG add-on license. In addition to this training, all teachers have participated in ongoing professional development in math, literacy, and social-emotional issues. To meet the full range of gifted students' needs, TCS employs a variety of effective instructional practices. Various and effective practices for gifted students include; Cluster grouping, flexible grouping, curriculum compacting, concept-based units, problem-based learning, Socratic seminars, thematic/interdisciplinary units of study, honors and advanced placement courses, NC Virtual Public School, Yadkin Valley Career Academy, Davidson County Early College, and possible early graduation.

In K-12, services are provided by the classroom teachers. These may include resources, ideas, strategies, pacing, and grouping recommendations. Students in this age range are administratively clustered in classrooms with other gifted students. In grades 6-8, students are clustered for ELA and Math. Teachers adapt the content, the process, and products to provide extensions beyond the regular classroom. In grades 9-12, above-grade-level coursework is offered through Honors and Advanced Placement. This, along with dual enrollment in college courses, demands greater student accountability. To increase appropriate services at all levels for all students, teachers use the levels listed below to identify abilities and instructional needs:

Grades K-2

Level 1 - A variety of learning environments, enrichment opportunities, and special programs are available to all students.

Level 2 - Informal assessments will be used to identify students who achieve above the level of their peers in language and math. They will be grouped for instruction within their classroom or their grade.

Level 3 - Informal assessment will be used to identify these students. Indicators for these students will be the following:

- Reading one to two years above grade level
- Performing math one to two years above grade level
- Performance documented for at least 2 to 4 grading periods. Learning behaviors documented on observation checklists
- They will be grouped for instruction within their class, within their grade, or across grades
- The classroom teacher may employ curriculum compacting, and subject acceleration will be an option if appropriate

Level 4 - Students performing significantly above their grade level (4 or 5 years above) will be considered. A case study approach will be used, and multiple criteria will be considered. An Individualized Developmental Education Plan (IDEP) will be developed to provide appropriate student services. Only in rare cases will there be formal identification before the end of third grade.

Grades 3-12

Level 1 - Quality educational experiences are available to all students.

Level 2 - Students who have not been formally identified exhibit gifted characteristics from time to time.

Level 3 - Students who have demonstrated strong ratings in 4 of the 5 indicators (criteria) of giftedness, including at least one in the area of aptitude or achievement.

* Practice D

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

District Response: Cluster grouping is a method for providing full-time gifted education services without significant budget implications, potentially raising achievement for all students. Cluster grouping is when identified gifted students at a grade level are assigned to one classroom with a teacher who has specialized training in how to teach gifted students. The other students in their assigned class are of mixed ability. Differentiated instructional opportunities allow gifted students to interact with their intellectual as well as their age peers. Through cluster grouping, the gifted students' intellectual, social, and emotional needs can be addressed. Another practice implemented in Thomasville City Schools is "WIN TIME," meaning whatever I need time. Students are grouped according to instructional needs around specific objectives in various content areas. Using student readiness interest allows teachers to focus on smaller teaching pieces to better understand if a student's learning needs are addressed.

*** 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.

District Response: Thomasville City Schools continually provides and updates cutting-edge technology. Twenty-first-century content and skills are integrated consistently, emphasizing creative thinking and real-world problem-solving. Developing concept-based units with teachers of gifted students, as well as implementing problem-based learning is ongoing in team planning meetings and Professional Learning Communities (PLC). The Career Ready Labs FCS (Family and Consumer Science) lab at Thomasville Middle School allows students to lead their learning using modules. Rigorous computer programs provide exciting, motivating science and/or technology for gifted learners. The Project Lead the Way lab helps students reach educational goals by integrating math, technology, and language arts with science.

The following technology programs are available:

Promethean ActivBoards (every classroom K-12)

Promethean ActivExpressions and ActiVotes (student immediate response systems) Promethean

ActivSlates

DVD/VCR player with every ActivStation Surround sound speakers and microphones Wireless

Internet

Broadcast News Studio (at each school) iPad and iPad touches

Mobile laptop carts Handheld GPS devices Brain POP Soundzabound

Web 2.0 Online Sites are:

XtraNormal, Skype, Jing, Make Beliefs Comics, Storybird, Quizlet, and Glogster. Video-conferencing through Tamberg System

AP Curriculum

iReady

One to One District

Parents of AIG students like to be informed of ways to support their child through the different stages of development. As appropriate, Thomasville City Schools will post links, suggested book titles, and other parent resources on the district website.

*** Practice F**

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

District Response: The Advanced Programs Department created an end-of-the-year process to assist schools in organizing and maintaining AIG files, ensuring the continuation of services among grade levels and schools.

End of Year Process

Meet with Testing & Accountability Department for 3rd – 12th-grade test scores

Review all EOG/EOC testing data (grades 3-12) and identify students performing at the 85th percentile or above on any EOG/EOC

Create a spreadsheet for each grade level, including current AIG students, newly identified AIG students, and students that did not qualify

Spreadsheet columns – student name, grade level, EOG Math and Reading data, CogAT/OLSAT data, grades, gifted behavior rating scale, and identification pathway

A spreadsheet is a tool for creating AIG clusters.

The spreadsheet is sent securely to the Principal, Assistant Principals, and Guidance.

Counselors, Curriculum Facilitators, and Director of Advanced Programs

Gather TRC data to identify first, second, and third-grade students performing above proficient

Notify teachers of accelerated reading levels and the need for above-grade-level reading resources

DECHS and YVCA

Identify students attending DECHS and YVCA for the coming school year

Pull student folders and mark them as DECHS or YVCA

Place blue folders in the DECHS/YVCA section of the AIG file container

Label student as DECHS or YVCA on the AIG spreadsheet

Transition Folders

Audit paperwork in blue folders and organize documentation with the most current on top.

Place the next appropriate grade level on the front cover of the blue folder

Transition blue folders to the next grade level

Pull all folders for students who graduate

Graduation folders were returned to AIG Director

The Director of Advanced Programs maintains all graduation folders at the Central Office.

AIG Student Transferring In

Data Manager notifies AIG personnel of new enrollment

Request AIG Records from the previous school

Fill out AIG Forms 1, 2, 3, 5, and 6 using data from AIG Spreadsheet for each newly identified student.

Present AIG folders to AIG Director for review and signature

Enter AIG student information in PowerSchool

Complete the Current Status tab

Complete the Identification Evidence tab (type in all data from AIG Form 2 and AIG Form 5)

Complete the Program Services tab (annual DEP)

Print out NC AIG Identification Evidence Summary

Print out NC AIG Program Services PlanParent conference scheduled at this time to review results

Parent signature is required on the following AIG Forms:

Consent for Screening And/Or Evaluation

AIG Form 3 – Site Decision And Parent Notification

NC AIG Identification Evidence Summary

NC AIG Program Services Plan

Withdrawing Student The data manager will notify AIG personnel of student withdrawal AIG personnel will fax or email copies of AIG blue folder contents to a new school AIG personnel will complete AIG Blue Flag and place it in the front of the Blue AIG Folder Original Blue AIG Folder is returned to AIG Director to be filed at Central Office AIG Blue Flag Place AIG Blue Flag in cumulative folders of all newly identified and newly enrolled 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.	District Response: Thomasville City Schools develops policies and procedures for the following acceleration opportunities: Elementary and middle schools offer compacted math pathways aligned with the requirements of House Bill 986, advanced mathematics. The advanced math courses are compacted to accelerate instruction. Processes are in place for credit by demonstrated mastery through Testing & Accountability using the guidelines recommended by NCDPI. Middle and high school students may apply to earn credit for eligible high school courses without having to complete the seat time in the course through the Credit by Demonstrated Mastery (CDM) process Information about credit by demonstrated mastery is communicated through parent meetings, school counselors, and the district website. High school students may earn college credit via dual enrollment opportunities and by taking Advanced Placement courses.	* 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.
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District Response: Collaboration and communication among all professional staff in TCS is necessary if we continue to strengthen the AIG program and appropriately differentiate for our students. Advanced Programs personnel work collaboratively with other professionals in TCS on several levels. Teachers of AIG students actively participate in professional learning communities weekly to plan and address gifted students' needs. The AIG Coordinator attends these collaborative endeavors and monthly Curriculum Coaches and District Leadership meetings. AIG provides professional learning opportunities to licensed and non-licensed staff on best practices in gifted education.

Professional development modules:

Development and Characteristics of Gifted Students

Learning Environment for Gifted Students

Instruction of Gifted Students

Identification and Assessment of Gifted Students

Professionalism

The professional development content prepares teachers for a local gifted endorsement and the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure.

* Practice I

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

District Response: At the beginning of each year, the Differentiated Education Plan (DEP) is written to address appropriate differentiation and services for each gifted student. The Classroom teacher and AIG personnel collaborate to match services with needs before the formal DEP meeting. Parents are invited annually to a formal DEP meeting to review the options recommended by school personnel and give input on the DEP. If more specific needs than those listed on the DEP are needed, an IDEP is developed. Middle school students are informed of Credit By Demonstrated Mastery (CDM) through parent information sessions, conferences with school counselors and administrators, and brochures. Some middle school student DEPs require scheduling one or more classes at the high school during their 8th-grade year. These schedules are very individualized and specific to the student's educational needs. Additional

counseling and support are necessary for the student and parent to make sure the student is placed in an environment that is safe and socially appropriate.

High School staff focus on individual student career paths to determine scheduling needs and DEP goals. High school counselors and CTE teachers are involved with this process to ensure students are aware of options for acquiring certifications and/or college credits while attending high school.

Additional programs supported by TCS include:

Duke Program

Battle of the Books

Academic clubs and contests

Service-learning projects

Speech and Debate,

STEM

Project Lead the Way

Hour of Code

Maker Spaces

Mother-Daughter Night

Father-Son Night

Curriculum Breakfast

Curriculum Night

Talent Search Trio

Mini-Courses
Career Fair
Communities In Schools
* Ideas for Strengthening the Standard
Ideas for Strengthen the Standard: Pre-AP Courses for grades 6-8 Increased ACT/SAT prep
Use of CANVAS
Use of Google Classroom
Mentoring of AIG students
Continue meetings with school counselors
Continue meetings with curriculum facilitators
Continue meetings with district office departments
Planned Sources of Evidence
* AIG Headcount for each grade level
* PowerSchool schedules and enrollments in honors and AP courses
* Enrichment activities lists
* Student DEP and AIG records for individual students
* Program resource purchases

* AP Partnership agreement
* Attendance records for AP Partnership workshop attendance
* Digital learning opportunities/equipment
* 1:1 initiative
* Formative, benchmark, and state assessment data
* Second Steps data

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

Thomasville City Schools (292) 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.

Thomasville City Schools (TCS) provides differentiation in English Language Arts (ELA) and Math (K-12) and Science, Social Studies and Arts and some Career and Technical Education (CTE) (9-12), expanding the NCSCOS and essential standards, by modifying the content, process, product, and learning environment. A Differentiated Education Plan (DEP) is developed annually through AIG Coordinator and instructional staff. The specific needs and service delivery options are addressed in the DEP. Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, and others deemed best practices in gifted education. Thomasville City Schools (TCS) provides differentiation in English Language Arts (ELA) and Math (K-12) and Science, Social Studies and Arts and some Career and Technical Education (CTE) (9-12), expanding the NCSCOS and essential standards, by modifying the content, process, product, and learning environment. A Differentiated Education Plan (DEP) is developed annually through AIG Coordinator, or AIG endorsed teacher collaboration. The specific needs of students are addressed in the DEP. Honors and Advanced Placement (AP) courses are offered in grades 9-12, as well as options for attending Yadkin Valley Career Academy and Davidson County Early College. College and Career Promise (CCP) options are available in grades 11-12. Once needs are determined, teachers intentionally extend and enrich the curriculum to match learner needs. Flexible grouping for instructional purposes is implemented, and strategies may include curriculum compacting, contracts, independent study, and others deemed best practices in gifted education.

*** 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.

To meet the needs of gifted learners, the district must implement instructional practices to support students' identified abilities and interests. TCS teachers are participating in an AIG Praxis Cohort, a year-long study that develops instructional practices of academically gifted students, leading to add-on licensure. In addition to this training, the AIG Coordinator and teachers identify and share resources during professional learning communities. High school teachers have been involved with the College Board AP Partnership, which provides multiple professional development sessions each year to address the needs of advanced learners. In order to meet a wide range of gifted students' needs, TCS employs a variety of effective instructional practices. Diverse and effective methods for gifted students include cluster grouping, flexible grouping, curriculum compacting, concept-based units, problem-based learning, Socratic seminars, thematic/interdisciplinary units of study, honors and advanced placement courses, NC Virtual Public School, Yadkin Valley Career Academy, Davidson County Early College, and possible early graduation.

*** Practice C**

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

To meet the needs of AIG learners, research-based resource materials, teaching practices, and differentiated curriculum options should be provided. Resources are purchased after a review process, identifying if the materials enhance the program and fit a need. TCS will partner with the North Carolina Department of Public Instruction (NCDPI) staff and the College Board to provide ongoing professional development and resources to help teachers identify appropriate strategies to use with advanced learners. The TCS Science Technology Engineering and Math (STEM) Club provides training, materials, and equipment that will be used to supplement the AIG summer camp. These materials may be used during the regular school year by classroom teachers working with AIG-identified students.

*** Practice D**

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

Thomasville City Schools continually provides and updates cutting-edge technology. Twenty-first-century content and skills are integrated consistently, emphasizing thinking and real-world problem-solving.

Developing concept-based units with teachers of gifted students and implementing problem-based learning is ongoing in team planning meetings and professional learning communities (PLC). CTE courses offered at the middle and high school level include learning opportunities that include collaboration, communication, ethics, action, and accountability.

The following technology tools/programs are available to encourage creativity and collaboration:

Promethean ActivBoards (every classroom K-12)

Promethean ActivExpressions and ActiVotes (student immediate response systems)

Promethean ActivSlates

Surround sound speakers and microphones

Wireless internet

Broadcast News Studio (at each school) iPad and iPad touches

Mobile laptop carts

1:1 Chromebooks (6th-12th grade)

Maker Spaces

*** Practice E**

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

On-going assessments provide teachers with a focus for differentiating instruction of their gifted students, thereby enhancing the overall learning experience and achievement. TCS has an assessment schedule outlining which assessments will be administered to each grade level. School staff analyzes the data regularly in their professional learning communities (PLC) to regroup students for remediation and/or enrichment. Assessments are used for planning

differentiated learning opportunities that reinforce and challenge students. Assessment results are shared with district staff quarterly. This allows school and district staff to see patterns across the district and to determine any means of support that may be needed. Using pretests, portfolios, benchmarks, and common formative assessments (CFAs), teachers can make informed decisions on which differentiation strategies are needed for particular students. Assessment data assists teachers in flexible grouping, tiered assignments, and curriculum compacting. The LEA has developed subject and grade acceleration guidelines and guidelines for Credit by Demonstrated Mastery opportunities (State Board of Education (SBE) policy GCS-137).

*** Practice F**

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

Gifted students need affective support to be successful, well-adjusted learners. Our student surveys indicated a need to address this area.

In TCS, teachers and guidance work together to meet the needs of our gifted students. The AIG Coordinator will meet with guidance staff and teachers of gifted students to provide resources that specifically address social/emotional needs. Upon initial placement into the AIG program, the AIG Lead Teacher discusses resources parents may refer to that guide and assist families with any social and/or emotional needs. The guidance office at each school will also have these resources. The AIG Coordinator will meet with all parents and students each school year to review Developmental Education Plans (DEP), student goals, and support will be offered to students throughout the year. Parent and teacher information sessions to help support AIG students' social/emotional needs are developing.

*** 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.

Learning environments that cultivate the talents of young children need to be in place for our K-3 students. K-3 teachers combine MTSS strategies for tiered instruction to support and personalize learning for our youngest advanced learners.

*** 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.

Collaboration and communication among all professional staff in TCS are necessary if we continue to strengthen the AIG program and appropriately differentiate for our students. All teachers attend weekly PLC meetings to ensure

students learn, plan collaboratively, and focus on achievement. AIG personnel work collaboratively with other professionals in TCS on several levels. The AIG Coordinator communicates closely with the classroom teachers to ensure continuity of instruction. Teachers of AIG students actively participate in PLCs for planning and addressing the needs of gifted students. The AIG Coordinator attends these collaborative endeavors and also attends monthly Curriculum and Instruction meetings. The AIG Coordinator provides professional development opportunities to licensed and non-licensed staff on best practices in gifted education.	* 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.	At the beginning of each year, the Differentiated Education Plan (DEP) is written to address appropriate differentiation and services for gifted students. Teachers, counselors, and the AIG Coordinator collaborate to match services with needs prior to the formal DEP meeting. Parents are invited annually to a formal DEP meeting to review the options recommended by school personnel and give input on the DEP. If more specific needs other than those listed on the DEP are needed, an IDP is developed. Middle school students are aware of Credit By Demonstrated Mastery (CDM) through parent information sessions and conferences with school counselors and administrators. Additional counseling and support are necessary for the student and parent to ensure the student is placed in a safe and socially appropriate environment. High School staff focus on individual student career paths to determine scheduling needs and pathway goals. High school counselors, the AIG Coordinator, and teachers are involved with this process to make sure students are aware of options for acquiring certifications and or college credits while attending high school.	* Ideas for Strengthening the Standard Differentiate course pathways for middle and secondary students Advanced coursework for middle school students Increased ACT/SAT prep Use of CANVAS or Google Classroom for differentiation and assessment	Planned Sources of Evidence
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* AIG Headcount for each grade level		
* PowerSchool schedules and enrollments in honors and AP courses		
* Early College enrollment		
* NCVPS enrollment		
* Criteria for Identification		
* Student DEP and AIG records for individual students		
* Digital learning opportunities/equipment		
* Formative, benchmark, and state assessment data		
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development	
Thomasville City Schools (292) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0	
Standard 4: Personnel and Professional Development	
<i>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.</i>	
* Practice A	
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.	
District Response: Licensed professionals' knowledge and understanding of giftedness are essential to a successful AIG program. The AIG Coordinator holds an AIG Licensure. The Director of Advanced Learning, AIG Coordinator and AIG Lead Teachers will monitor and supervise the local AIG plan for implementation and compliance. Thomasville City Schools Advanced Learning Department employs one Director of Advanced Learning, one AIG Coordinator, and one AIG Lead Teacher for each school building. These individuals are dedicated to coordinating, leading, supporting, and monitoring the district AIG plan and program. Beginning the 2022-2023 school year, the District AIG Coordinator and AIG Lead Teachers at Liberty Drive and Thomasville Middle, are AIG licensed educators. Thomasville Primary and Thomasville High School has AIG Lead teachers that have met the PSU endorsement policy. The role and responsibilities of the Director of Advanced Learning and AIG Coordinator include: • Generate and coordinate the gifted education program for Thomasville City • Schools • Monitor and oversee plan implementation • Evaluate the effectiveness and appropriateness of services • Serve as a resource to students, teachers, administrators, parents, stakeholders • Develop and communicate gifted education program information to	

• stakeholders • Plan appropriate Professional Development for teachers of gifted students • Chair the Gifted Identification Team • Chair the Gifted Advisory Team • Serve as liaison between the North Carolina Department of Public Instruction and Thomasville City Schools	* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners. District Response: To ensure success among AIG students, teachers of the AIG population must focus on high-quality academic/intellectual rigor and attention to social/emotional needs. The AIG Advisory Board indicates a need for improving teachers' knowledge of 1) identifying giftedness, 2) social/emotional needs, and 3) best practices in gifted education. As a response to this need, Thomasville City Schools is committed to assisting teachers in gaining add-on licensure in the area of Gifted Education. Guidance counselors and teachers of the gifted will collaborate on the social/emotional needs, using Best Practices in Gifted Education as a resource. The AIG Coordinator will collaborate with school staff, parents, and professionals to hold information sessions on how to address the unique needs of AIG students. Teachers of the gifted students will: • participate in PD on gifted learners • address social/emotional needs with the help of guidance counselors and AIG Coordinator • encourage AIG students to participate in opportunities suited to their interests
* 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. District Response: High-quality staff development is needed to ensure that school personnel has adequate training in meeting the needs of gifted learners. Teacher surveys indicate a need to continue opportunities for growth in this area. The goal of Thomasville City Schools is to offer appropriate professional development to provide teachers and school	

staff the tools to differentiate instruction to meet the needs of all students. TCS has joined the AP Partnership with the College Board. This partnership provides High School AP teachers multiple professional development opportunities to address the needs of advanced learners. AP teachers must participate in a week-long College Board Summer Institute before teaching the AP course. High School teachers will participate in College Board Training. Teachers of AIG students will continue to have opportunities to attend Piedmont Triad Education Consortium (PTEC) workshops specific to AIG programming and differentiation. Individual teachers will be encouraged to participate in these sessions and the AIG Conference. They should share learned information/strategies with teachers of AIG students. Teachers of AIG students will receive professional development opportunities through email as these options are made available	* 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.	District Response: The needs of gifted students are more effectively met when their teachers have been trained in gifted education. Intentionally clustering AIG students with highly trained AIG teachers supports best practices in gifted education. Thomasville City Schools offers professional development content that prepares teachers for a local gifted endorsement and the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure. Professional development modules: Development and Characteristics of Gifted Students Learning Environment for Gifted Students Instruction of Gifted Students Identification and Assessment of Gifted Students Professionalism Principals cluster AIG students with trained teachers. K-5th Grade: The teacher holds an AIG License or participates in STEM Club Training, SIOP, or Praxis Cohort Training. This training provides teachers with differentiation strategies that may be used across all content areas with all students. 6th-8th Grade: The teacher holds an AIG License or participates in STEM Club Training, SIOP, or Praxis Cohort
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Training.

9th-12th Grade: AP teachers will complete the College Board AP Summer Institute before teaching the AP Course and participate in follow-up workshops provided by AP Partnership.

*** Practice E**

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

District Response: Thomasville City Schools is focused on organizational changes as listed below: Department Organization from the central office to the school site - Director of Advanced Learning – AIG Coordinator – AIG Lead Teacher. The current personnel reorganization prioritizes the need to develop and grow our district program increasing identification and instruction. Thomasville City Schools' goal is to survey Advanced Learning personnel and determine the preference of time or compensation for the additional responsibilities required as an AIG Lead Teacher. Involving all stakeholders in this process increases our ability to retain and recruit gifted professionals. It is noted that during recruitment, applicants are informed about the Advanced Learning programs and the district's offer to assist with add-on licensure.

*** Practice F**

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

District Response: Professional development specific to gifted education is provided annually to all Thomasville City Schools staff. Teachers who instruct identified gifted students in their classrooms are strongly encouraged to participate in professional development opportunities. Below are examples of how training is used to develop teachers' abilities specific to Gifted Education 5358 content areas and PSA needs.

1. Development and Characteristics of Gifted Students
2. Learning Environment for Gifted Students
3. Instruction of Gifted Students
4. Identification and Assessment of Gifted Students
5. Professionalism
6. Gifted teachers attend local, state, and national conferences on gifted education.
7. Employment of a Lead AIG Teacher at each school to assist, inform and extend in cluster grouping, compliance/identification, collaborative planning, guidance on scheduling, and professional development.

Continuous reflection and feedback from stakeholders determine professional development is a way to grow teachers and create more teachers leaders in gifted education across the district. We aim to continue placing AIG students in general education classrooms with teachers who have earned an AIG add-on license.

*** 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.

District Response: Teaching advanced-level content and 21st-century skills are essential for AIG students' academic advancement. TCS incorporates North Carolina teaching standards for each grade level when planning PD opportunities for all personnel. Teaching standards for each grade and subject are outlined on the NCDPI website <http://www.dpi.state.nc.us/> and 21st Century Skills <http://www.ncpublicschools.org/profdev/resources/skills/> A priority focus for professional development is using the modules below to increase knowledge in all areas of teaching gifted students.

Learning Modules

Development and Characteristics of Gifted Students

Learning Environment for Gifted Students

Instruction of Gifted Students

Identification and Assessment of Gifted Students

Professionalism

The professional development content prepares teachers for a local gifted endorsement and the knowledge to take the Gifted Praxis 5358. Thomasville City Schools is working towards all AIG teachers gaining add-on licensure. Another focus of professional development in TCS is on 21st-century skills and content. All teachers received training in common core and essential standards and will continue to receive support in advanced-level content. Teacher evaluation standards will provide data to assist in defining PD needs in the district. Teachers will continue to incorporate technology into the AIG curriculum to promote 21st Century Learning Skills. AIG teachers will continue integrating state and national standards when creating individual growth plans. AIG teachers will continue to attend state and national AIG-related conferences, to keep abreast of state and national standards and best practices.

*** Ideas for Strengthening the Standard**

Ideas for Strengthen the Standard:

Discuss scheduling practices with administrators for classrooms containing AIG clusters of students

Investigate and study the schoolwide clustering system
 Continue the AIG Praxis Cohort Study each year, leading to state AIG add-on licensure
 High school teachers will attend AP Summer Institute if they are teaching an AP course
 Continue to identify instructional staff using various forms of data collection

Planned Sources of Evidence

* Class rosters, showing AIG students and clusters
* AIG Lead Teachers
* List of Teachers of AIG students
* SIOP trained teachers

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

Standard 5: Partnerships

Thomasville City Schools (292) 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.

District Response: An integral segment of successful AIG programming and services is solid partnerships with stakeholders. In order to advocate for gifted students, the community, the parents, the Board of Education, and school personnel must clearly understand program goals and initiatives. Feedback from stakeholders allows revision and development opportunities to increase communication with parents and the community. Communication occurs through DEP meetings, a district AIG website, teachers, and the Advanced Programs department personnel. During DEP meetings, parents receive information regarding the various program services and opportunities available for students identified as gifted. As requested by individual schools, the Advanced Programs department provides support, professional development, and parent education. TCS schools strategically develop partnerships with outside agencies and businesses to meet the needs of diverse populations, including gifted students. An AIG Advisory Board meets monthly to review needs and provides updates about AIG programming. The AIG webpage is readily accessible to the community. Parents/families (K-12) are invited to schools to review DEPs and to learn about service delivery options. We continue the Duke program, adding additional students to the enrollment. We plan to continue this partnership as we move into the next school year. AP College Board provides professional development and support for advanced-level courses at THS.

*** 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.

District Response: Partnerships are needed with parents/families, IHEs, local businesses and industry, and other community stakeholders to enhance and support the AIG program. Currently, TCS partners with Communities In Schools and the Finch Foundation, allowing teachers to apply for grants to support enrichment for AIG students. Along with grant opportunities, the Advanced Learning department participates in planning and offers summer camp opportunities to AIG students. These teachers have received master's level training in the STEM content areas. STEM Club teachers will be facilitating the AIG Summer Camps. TCS has a signed partnership with the College Board. TCS students may apply for enrollment at either of the two programs below.

1. Yadkin Valley Career Academy
2. Davidson County Early College

*** 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.

District Response: Informing stakeholders of AIG policy and programs is necessary to gain support for the program. The stakeholders need to reflect the demographics of TCS. The AIG Advisory Board comprises teachers, counselors, district staff, and building-level administrators. An educational leadership professor is sharing his quality assurance skills by reviewing the AIG Plan before submission. An unaffiliated reviewer that has not been involved in the writing process will ask clarifying questions and make suggestions for a parent-friendly plan. The Advanced Learning programs personnel reviews survey data to determine the strengths and needs of the AIG program. The Advanced Learning Programs department and AIG Advisory Board will monitor the AIG 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.	District Response: Communication concerning AIG programming must be made available in the native language of stakeholders to be practical and informative. TCS currently has documents and letters translated into the native language of stakeholders. We have a translator present for parent conferences as the need arises. All identification and placement forms, as well as brochures, are translated into Spanish. AIG programming information is disseminated to and shared with stakeholders in various ways. During annual and initial differentiated educational plan (DEP) meetings, parents receive information about the AIG program and are encouraged to ask questions. TCS will continue to use print sources and the district webpage to inform all stakeholders regarding the gifted program, planning, and policies. Currently, the Advanced Learning department is increasing information and resources on the AIG website. Advanced Learning personnel is developing plans to improve communication using the district AIG website.
* Ideas for Strengthening the Standard	Ideas for Strengthen the Standard: Update the AIG district webpage Request a section for AIG in the TCS district newsletter Parent/ Teacher information sessions Student interest surveys Local AIG Plan
Planned Sources of Evidence	* Enrollment at Early College * Enrollment at Yadkin Valley

* District webpage		
* Gifted Advisory Council Meeting minutes		
* Parent brochures		
* Partnership activities and participation numbers		
* Duke programs participation		
Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability	
Thomasville City Schools (292) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0	
Standard 6: Program Accountability <i>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.</i> * Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment. In compliance with state legislation, TCS develops/revises the AIG plan every three years. Revisions are based on the North Carolina State Board of Education (NCSBE) guidelines and NC AIG Program Standards. The plan is submitted to the local Board of Education for approval and then sent to the North Carolina Department of Public Instruction (NCDPI). The Advanced Learning division and the district AIG Advisory Committee oversees the process of developing/revising the AIG plan. Report findings from stakeholder surveys, current test data, headcounts, and referral trends are discussed during various district and advisory meetings. Based on NC AIG program standards, the plan is written, submitted to the Board of Education for approval, and submitted to NCDPI by Monday, July 15, 2022.	* 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.
Monitoring AIG Plan implementation must be ongoing to ensure that practices and policies identified in the plan are indeed carried out. Monitoring will continue with additional support in the 2019-2020 school year. The AIG Coordinator, Director of Advanced Learning, and the AIG Advisory Committee will assume responsibilities to help implement the new AIG Plan initiatives and monitor the plan's progress Advanced Learning Department responsibilities:	

- maintaining and updating forms and brochures
- student AIG folder audits
- website updates
- AIG headcount
- materials and resource purchasing for AIG programming
- screening/identification of students to ensure equity
- LEA Curriculum Coaches and District Leadership meetings, disseminating pertinent information
- monitoring of AIG service delivery options
- data analysis (demographic and achievement)
- plan revisions, implementation, and documentation
- professional development opportunities
- a collaboration with AIG Coordinators across the state
- regional and statewide AIG meeting attendance
- advocating for gifted students
- monitoring the AIG budget
- monthly AIG Advisory and Gifted Identification Team meetings

*** 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.

Implementation of AIG policy and practices is directly tied to financial and budgetary decisions. AIG funds are to be used following the state's guidelines in order for these monies to support the goals of the AIG program. In TCS, state AIG funds are used for salaries of AIG licensed personnel, materials and resources for teachers and students in the AIG program, and contractual services for professional development. The Director of Advanced Learning authorizes all expenditures associated with the AIG program.

*** 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 student achievement and growth data and dropout data are imperative to establishing an effective AIG program and meeting the needs of the gifted population. AIG achievement and growth data is analyzed annually and shared

with teachers and administrators in the district. This data is used to identify students meeting the AIG Pathways. Individual student needs are addressed, and a collaborative effort is made to match needs to services. School administrators and counselors use this data to counsel students and schedule them in appropriate grade, course, and/or program. Dropout data is collected and reviewed monthly. All efforts are made to locate, communicate, and counsel all student dropouts in order to provide information about re-enrollment and/or programs designed to help students reach graduation requirements. The Advanced Learning Department collaborates with Testing & Accountability Department to analyze and inform AIG programming strengths, areas for improvement, and needs. Data analyzed during this process includes, but is not limited to, EOG, EOC, EVAAS, AP, pre-ACT, ACT, PSAT, SAT, and local benchmarks.	
* 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.	Careful monitoring of under-represented populations must be addressed in AIG programming to ensure the cultivation of potential. AIG personnel analyze students' data from all populations, including underrepresented populations, to better address specific needs in services that lead to more effective programming. Teachers, counselors, and the Advanced Learning Department staff collaborate to define strategies that aid in uncovering potential in these special populations. A goal for 2022 and beyond is to continue professional development and increase the number of AIG-certified staff in Thomasville City Schools. As the number of certified staff increases, the ability to identify emerging student behaviors and skills that need to be cultivated increases. TCS strives to foster talents at an earlier age. As we see trends and patterns in our students, we can adapt program offerings to meet particular individuals and/or groups of students' unique needs
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* 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.	

TCS Human Resources Department maintains licensure information on all teachers in the district. PowerSchool is used to maintain documentation of AIG headcount and scheduling of all AIG identified students. AIG guidelines request building administrators to place gifted students in classrooms with AIG endorsed teachers.

Thomasville City Schools has spent a substantial amount of AIG funding to ensure that trained teachers are working with AIG-identified students. Teachers acquire AIG add-on licensure or an LEA local endorsement by completing one of the following options:

Completion of local AIG endorsement training upon completion of local AIG endorsement training, teachers have the opportunity to take the Gifted Praxis 5358 to obtain add-on licensure

Coursework via an accredited institute of higher education programs are generally 12-16 semester hours of credit, depending on if courses are taken at the undergraduate or graduate level, a list of approved institutes of higher education (IHE) on the North Carolina Department of Public Instruction website

*** Practice G**

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

Stakeholder feedback is an integral part of AIG program development. Students, parents, teachers, and administrators need opportunities to provide feedback on the overall effectiveness of the AIG program. Parents, students, teachers, and administrators will be asked annually to complete online surveys regarding the quality and efficiency of the AIG program. AIG parent information sessions will be scheduled at least once periodically in addition to the annual DEP meetings held at each school. These sessions will be designed to inform parents as well as provide an avenue to gain information from parents regarding their needs in working with their child. Informal and formal conversations with teachers, parents, administrators and district personnel is another avenue to gain valuable information from stakeholders. Monthly meetings with Curriculum Facilitators, District Leadership, and professional learning community members are other sources to monitor the AIG program.

*** 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.

Data sources are used to revise the local AIG plan; feedback from a variety of sources (testing data, research data, stakeholder data, student data) requires collection and study. There is a wealth of primary data sources, but we need to increase data received from secondary stakeholders and community members. A review of efficient communication tools to improve stakeholder and community member participation is required at the beginning of the 2022 school year.

*** Practice I**

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

Stakeholders' understanding of AIG programming and awareness of the program evaluation is more likely to promote advocacy for AIG students. Parent meetings at each school will involve an outline of the AIG Plan. The AIG Coordinator will share the AIG Plan at each school at a staff meeting at the beginning of each school year. We feel school staff, especially teachers, should be knowledgeable of the plan and be able to answer questions from parents and/or community if asked. School staff shall know who to direct questions to if they are not able to answer them.

*** 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.

TCS has procedures and practices in place within the AIG plan to protect the rights of AIG students. Should parents have disagreements regarding screening, identification, or service options,, an appeals process is also clearly defined. Due Process rights will be posted on the AIG webpage and shared in brochures. These will be provided in a student's native language upon request.

TCS Appeals Process is as follows:

Process to Resolve Disagreements:

AIG Nomination, Identification, or Service Options Thomasville City Schools

Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (per Article 9B, NC General Statutes 115C-150.5).

In the event the parents/guardians disagree with the School Site decision regarding the nomination, identification, or service options, they may appeal the decision by following these steps:

Step 1: Appeal to AIG School-Based Committee

- Request in writing to meet with AIG School-Based Committee, stating the area of concern. Within 10 days of receipt of the written request, the school team will schedule the parent conference.
- The school team will revisit the site decision, including all pertinent information, and determine if additional data/documentation is needed.
- The school team will report the decision in writing to the parents.
- If not resolved at the school site, parents may appeal by following Step 2.

Step 2: Appeal to District AIG Team (District Level Administrative Team)

- Request in writing within 10 days after School-Based Conference to confer with Director of Advanced Programs.
- District AIG Team will review data and confer with parents. A decision will be reported in writing to the parents within 10 days of the conference.
- If not resolved at the AIG District Level, parents may appeal by following Step 3.

Step 3: Appeal to Superintendent/Administrative Level

- Request in writing within 10 days after District AIG Team conference to appeal the decision.
 - Superintendent will review the information presented and report a decision to parents in writing within 10 days.
 - If not resolved at the Administrative Level, parents may appeal by following Step 4.
- #### Appeal to Local Board of Education

- Within 10 days after the Administrative report, the parent may appeal the superintendent's decision to Board of Education.

- The Board of Education will review the information and provide a written decision to the parent within 10 days.
- If not resolved at the Board of Education, parents may appeal to the State following Step 5.

Step 5: Appeal to the State

- Parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to: a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, and b) whether the local system implemented its AIG plan appropriately for the student.

- Following the hearing, the administrative law judge will make a decision based on the finding of fact and conclusions of law. 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

Ideas for Strengthen the Standard:

Develop an AIG school planning template to outline individual school initiatives aligning with Thomasville City Schools

Strategic Plan

Post all publications on TCS Webpage

Add student interest surveys to the annual data collection

Annual district meeting to evaluate AIG budget

Planned Sources of Evidence

* District AIG website

* AIG student proficiency and growth data

* AIG budget

* AIG Advisory board agendas

* Meeting Logs from school teams

* Parent meeting dates and agendas

* Student demographic data

* Due process procedures

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

Local Board of Education Approval

Thomasville City Schools (292) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:



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

AIG Related Documents		
Thomasville City Schools (292) 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	
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 2 Additional Resources	N/A	
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	

Glossary	
Thomasville City Schools (292) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0	
Phrase	Definition
+ The Local AIG Plan glossary is provided in an uploaded document.	

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