2025-2028 Local AIG Plan Development

NC AIG Program Standard 1: Identification
The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

NC AIG Program Practices Standard 1	LEA Response
a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	Clinton City Schools believes consistent screening and encouraging open referrals from teachers, parents and students maximizes identification of academically and intellectually gifted students. Two screening windows are utilized annually to seek out students who demonstrate potential gifted characteristics. AIG Specialists complete screening of quantitative and qualitative data sources to generate a list of students for potential gifted identification. Each AIG specialist maintains a digital screening roster in a shared Google folder for each school. The screening roster serves as a centralized location to organize basic demographic information as well as the data gathered showing academic and/or intellectual potential. The school-based Gifted Identification Team (GIT) meets during the screening window to review the roster of student names and the relevant data which has been gathered to determine which students should move forward to testing for identification purposes. Students who do not have a preponderance of data supporting a decision to test are placed on a "wait and watch" list. Students may be recommended for additional Talent Development with the AIG teacher and/or they may be placed in the next screening pool while additional data is gathered. The following windows for screening and testing have been established: Fall Screening Window: August-September Fall Testing Window: September-October Spring Screening Window: March-April Spring Testing Window: April-June Quantitative data sources that are reviewed by classroom teachers, AIG Specialists, and MTSS teams which serve as a way to screen all students who may be indicating gifted potential include mClass data, iReady, NC Check-Ins, End-of-Grade, End-of Course, Beginning-of-Grade (BOG) results for third grade, ACT/PSAT and mass screening scores.

	Qualitative data sources include referrals, participation in the talent development program, gifted rating scales, and teacher observation collection tools. Clinton City Schools seeks to develop talent and support gifted characteristics prior to formal identification through an inclusive K-2 talent development program. AIG screening for student identification begins with participation in the talent development program, AIG specialists and or K-2 teachers utilize the Primary Education Thinking Skills (PETS) curriculum and other approved curriculum (whole group and small group), and the use of Teacher Observation of Potential in Students (TOPS) portfolio for students exhibiting gifted characteristics. These portfolios will follow students from grade to grade in the primary grades to provide data to support the need for differentiated instruction. The review of qualitative and quantitative data collected through quarterly local and state assessments is reviewed to assist with the screening process. Clinton City Schools conducts a mass screening of all students in grade 2 to screen for students that may qualify for formal identification and personalized services through the AIG program. The CogAT (Test of Cognitive Abilities), is administered to all students in grade 2 during the Spring screening window of each school year. Students who transfer into the district will be given the opportunity to take the CogAT once enrollment has been finalized. The CogAT gives four scores, Verbal (reading), Quantitative (math),Nonverbal (visual/spatial), and Composite. These scores will be referred to as V, Q, NV and Composite in this plan. Students with results in the 77th percentile or higher or above will be placed in the next testing window and reviewed by the school-based Gifted Identification Team for possible further testing. Referrals to be evaluated for gifted identification and services are accepted all year long. Referrals may be made by a student, parent, teacher, administrator, or other school personnel. Referral forms are available from any AIG specialist or school counselor as well as on the Clinton City Schools AIG website. Referral forms are available in both English, Spanish, and Haitian Creole. The referral form includes opportunities for anecdotal data from parents/guardians or teachers to reflect on the talents and strengths of the student being referred. A referral does not automatically warrant testing, nor is anecdotal information collected on the parent/guardian referral form used to supplant identification criteria indicated in each identification pathway. Additional data will be gathered for any student who has been referred and will be included with the referral for consideration by the school-based Gifted Identification Team. The process of screening and referral is available in all grades levels, K-12, for CCS students. Due to the limited number of students referred and screened in grades 9-12, the AIG Coordinator in collaboration with

	high school counselor(s) serves as the coordinator for the screening and referral process in those grades. Talent pool indicators have been developed to assist with the screening and identification process. Students can have any of the following indicators present to be placed in the talent pool: 77th percentile or top 10% of local scores on approved aptitude test, anecdotal observations with aligned work samples that indicate a need for differentiated services, 90th percentile or higher on BOG/EOG/EOC in subject area or achieve in top 10% of scores, a trend of superior achievement (2 levels above grade level for 3 or more quarters) on grade/subject specific assessments. The talent pool is not considered an identification pathway. Students who are placed in the talent pool via the school- based Gifted Identification Team are based on a comprehensive review of data. Students who are referred for talent pool placement demonstrate a need for consideration for gifted identification. Students may participate in grade appropriate data collections task(s) which will be used as part of a larger student portfolio to demonstrate potential. Students who have been referred for gifted identification, but who have not met all criteria requirements may be designated as "watch and wait" and placed in the talent pool for reconsideration at a later date. The talent pool roster is monitored and reviewed quarterly by the AIG Coordinator.
b) Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.	Clinton City Schools' process to AIG identification begins with screening or a referral which may or may not include additional testing. The school-based Gifted Identification Team (GIT) reviews all students who have been screened or referred to determine appropriate candidates to proceed in the identification process. Parents are notified by the school's AIG Specialist of their child's eligibility for referral through district/school screeners. A Consent to Test form is signed by the parent/guardian giving permission to test if further testing is warranted. During the identification process, students take a combination of aptitude and achievement tests to determine their strengths and weaknesses. Aptitude tests are tests that have been developed independent of specific learning content. These tests are designed to measure general problem solving abilities and are used to assess intellectual ability compared to age-alike peers. Achievement tests are tests which have been developed to measure specific school-based content taught at the student's current grade level, compared to their peers. Clinton City Schools utilizes multiple pathways for identification. The pathways leading to identification align to the five areas of identification recognized by the North Carolina Department of Public Instruction. Using identification criteria outlined in each pathway, students may be identified and designated in Infinite Campus listed below:

	* Intellectually Gifted (IG) *Academically Gifted in Reading (AR) *Academically Gifted in Math (AM) * Academically Gifted in both Reading and Math (AG) *Intellectually and Academically Gifted (AI) Clinton City Schools defines each identification designation as the following: Intellectually Gifted (IG) Students demonstrate the ability to perform at an exceptionally high level in abstract reasoning, social awareness, and synthesis when compared to others of their age, experiences, and/or environment. Academically Gifted (AR- Academically Gifted in Reading, AM - Academically Gifted in Math, AG - Academically Gifted in both Reading AND Math) Students perform or show the potential to perform at substantially high academic levels when compared with others of their age, experiences and/or environment. Academically and Intellectually Gifted (AI) Students perform or show potential to perform at substantially high academic levels and demonstrate the ability to perform at an exceptionally high level in abstract reasoning, logical reasoning, social awareness, and synthesis when compared with others of their age, experiences, and/or environment. The 4 identification pathways used by Clinton City Schools under the 2025-2028 AIG Plan are: Pathway 1 (Intellectually Gifted): Students need an aptitude test to qualify under this pathway. Composite or aligned subtest score at or above Standard Age Score (SAS) 130/97th percentile on nationally-normed aptitude test is needed. Students identified as IG do not meet achievement and performance criteria. Pathway 2 (Academically Gifted in Reading, Academically Gifted in Math): Students need a combination of any 2 criteria (aptitude, achievement, performance) to qualify under this pathway. 88th-96th percentile on composite or partial composite of an approved aptitude test OR 88th-96th percentile on a content subtest of an approved aptitude test OR either 90th percentile or higher on an approved achievement test in ELA Total and/or Math Total OR 90th percentile on EOG/EOC/BOG OR achieve in the top 10% of local scores in Math and/or ELA OR a superior rating on an approved Gifted Rating Scale or anecdotal observations with aligned work samples. If an aptitude subtest or partial composite is used then the achievement testing or EOC/EOG/BOG testing must be a subject-area match. Pathway 3 (Academically Gifted in Reading AND Math): Students need a combination of any 2 criteria (aptitude,achievement, performance) to qualify under this pathway. 88th-96th percentile on composite or partial composite of an approved aptitude test AND either 90th percentile or higher on an approved achievement test in ELA Total AND Math Total OR 90th percentile or higher on EOG/EOC/BOG OR achieve in the top 10% of

	local scores in Math AND ELA OR a superior rating on a gifted rating scale OR anecdotal observations with aligned work samples in BOTH content areas. If an aptitude subtest or partial composite is used then the achievement testing or EOC/EOG/BOG testing must be a subject-area match. If a gifted rating scale or anecdotal observation instrument is used then the data collection must be a subject-area match. Pathway 4 (Academically and Intellectually Gifted): Students must meet aptitude criteria AND achievement OR performance criteria to qualify under this pathway. Composite or aligned subtest score at or above Standard Age Score (SAS) 130/97th on an approved aptitude test AND either 90th percentile or higher on an approved achievement test in ELA Total AND Math Total OR 90th percentile on EOG/EOC/BOG/NCFE OR achieve in the top 10% of local scores in Math AND ELA OR a superior rating on a gifted rating scale or anecdotal observations with aligned work samples in BOTH content areas. If an aptitude subtest or partial composite is used then the achievement testing or EOC/EOG/BOG/NCFE testing must be a subject-area match. If a gifted rating scale OR anecdotal observation instrument is used then the data collection must be a subject-area match. K-2 Identification: Due to the unique needs of K-2 students, there must be a clear indication of a student's need for differentiated services before being referred for AIG identification. The school's AIG specialist and Gifted Identification Team will collect data from multiple sources to determine if the need for testing is present. No more than two different aptitude tests and one achievement test may be used during a testing window to identify a student for gifted identification and services. Students may take the same aptitude or achievement test only once in a 12 month period. A different test may be given within the 12 month time frame, but the same test should not be administered to the same student within the 12 months or results will not be accepted to determine eligibility for AIG identification and services. Once a student has been assessed for AIG services, additional AIG testing will not occur for 12 months. This 12 month period allows time for the student to develop and mature; socially, emotionally and academically. In addition, this 12 month window ensures the best opportunity for valid and reliable results if the students are reassessed for AIG identification and services in the future. Clinton City Schools utilizes a variety of aptitude, achievement, and performance data to assist in identification and service recommendations. Aptitude tests utilized for AIG identification may include: *Cognitive Abilities Test (CogAT) *Naglieri Nonverbal Ability Test (NNAT) *Individual psychological assessments (i.e.Woodcock-Johnson Test of Cognitive Abilities or the Wechsler Scales) Achievement test utilized for AIG identification may include: * Iowa Test of Basic Skills (ITBS) Other data collection instruments may include:* Gifted Rating Scale (GRS) *Teacher's Observation of Potential in Students (TOPS)

K-2 Identification: Due to the unique needs of K-2 students, there must be a clear indication of a student's need for differentiated services before being referred for AIG identification. The school's AIG specialist and Gifted Identification Team will collect data from multiple sources to determine if the need for testing is present. Students who demonstrate academic ability at least two grade levels above their own on benchmark assessments will be considered eligible for early testing. The determination of above grade level will be based on Lexile and Quantile levels. Any student at a benchmark above the Lexile or Quantile in the corresponding chart would be considered two grade levels above.

Current grade level	BOY		MOY		EOY	
	Reading Lexile	Math Quantile	Reading Lexile	Math Quantile	Reading Lexile	Math Quantile
K	290L	210Q	355L	260Q	425L	310Q
1st	530L	385Q	590L	430Q	645L	470Q
2nd	735L	540Q	790L	575Q	850L	615Q
3rd	900L	675Q	925L	695Q	950L	715Q

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	achievement, and performance data to assist in identification and service recommendations. Aptitude tests utilized for AIG identification may include: *Cognitive Abilities Test (CogAT) *Naglieri Nonverbal Ability Test (NNAT) *Individual psychological assessments (i.e.Woodcock-Johnson Test of Cognitive Abilities or the Wechsler Scales) Achievement test utilized for AIG identification may include: * Iowa Test of Basic Skills (ITBS) Other data collection instruments may include:* Gifted Rating Scale (GRS) *Teacher's Observation of Potential in Students (TOPS) Reevaluation Process and Intervention Plan If concerns about an identified student's performance and placement arise, the AIG Specialist, student's classroom teacher, parent/families, member of the school's Gifted Identification Team and MTSS Team collaborate to establish an Intervention Plan and/or modifications in the student's Differentiated Education Plan (DEP) in accordance to the MTSS referral processes/procedures established at the school site. After a minimum of 9 weeks, the AIG Specialist, student's classroom teacher, parent/families, member of the school's Gifted Identification Team, and MTSS Team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, then an Individual Differentiated Education Plan (IDEP) should be developed using the MTSS Core Problem Solving Template and support is provided to the student in order to resume the gifted service option(s) at a later date, if and when appropriate. The student's formal identification designation will not be removed from Infinite Campus and will continue to be included in the State and LEA's AIG Headcount Report. A change of service(s) does not equate to a change in identification designation(s). Independent Testing: CCS will accept scores from tests administered at the family's expense by licensed psychologists outside of CCS. Parents should consult with the AIG Coordinator, AIG Specialist or School Counselor prior to private testing to determine which tests may be accepted by Clinton City Schools. CCS has established specific guidelines that must be adhered to when the independent testing option is utilized. Guidelines are outlined in the document, Guidelines for Independent Evaluations, and can be located on the CCS AIG website, in the AIG Plan Appendix, from the school AIG specialist/counselor, and the AIG Coordinator. Private reports will be considered during the established screening windows that occur at the beginning, middle and end of the school year. Reports submitted between screening windows will be held for review until the next available screening window. The AIG Coordinator reserves the right to refuse private test scores upon discovery of unethical testing practices.

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, multilingual learners, highly gifted, and twice-exceptional.	CCS continues to strive to implement procedures which respond to LEA demographics by continuing to explore indicators and assessments which can be utilized to identify and nurture potential of under-represented populations. The process used to refer and identify students is ongoing and is reliant on multiple measures. Classroom teachers, school counselors, and AIG specialists work together to review comprehensive student profiles, identifying students who show clear evidence of needing AIG services or who show the potential for needing AIG services. Diversity training and professional development continues to be developed and delivered to all district personnel in order to increase awareness of the characteristics of students served in Clinton City Schools. Collaboration with the Curriculum & Instruction Department, AIG Department, and Student Service Department to be able to provide training on how to move away from a deficit model and view students through a talent detector model continues with all school personnel, an increase in referrals from the underrepresented populations should continue to emerge. AIG Specialists will support teachers in the early recognition of outstanding potential in children from all populations and share opportunities for cultivating potential in these students. In addition, the Exceptional Children's Department will provide professional development to AIG Specialists to give further recognition of students who are twice exceptional and how these students could potentially be served. In response to a growing English Language Learner population in Clinton City Schools, the Gifted Education Team will work in collaboration with ELL Services to translate forms into native languages, and to receive referrals from ELL Services of students who are acquiring language at an advanced rate. The rate in which students are mastering reading, writing, speaking and listening skills in English will be monitored. Service options will be developed in collaboration with ELL Services. With all quantitative assessments, a collaborative approach with the AIG Department, EC Department, ELL Department, and Testing & Accountability Department are responsible for verifying that: •Students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP •Students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.	Processes and procedures have been created in Clinton City to ensure consistent implementation of screening, referral and identification practices. Each school site maintains a trained Gifted Identification Team to review all data and match service options with student needs. In order for the Gifted Identification Team to reach a decision, at a minimum the following must be present; school administrator, gifted specialist, grade/subject teacher, and school counselor. A scheduled site based visit with AIG specialist, site administration, and CCS AIG coordinator to review how each site follows the screening, referral and identification process detailed in the CCS AIG plan will take place each semester. During each site visit the CCS AIG Coordinator will utilize a checklist to review student portfolios and AIG folders. Professional Development focusing on teaching or reviewing procedures in the screening, referral and identification of AIG students will occur during monthly AIG specialist meetings. Annual internal site audits will be completed by the CCS AIG Coordinator of student folders to ensure Summary of Student Eligibility and Differentiation Educational Plans (DEPs) are properly completed and maintained for each student.
e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.	Clinton City Schools AIG Program effectively communicates the screening, referral, and identification processes to all stakeholders through the following (but not limited to): Provides a flowchart to teachers and parents/guardians to explain the screening/referral process. This flowchart can be found on the CCS AIG website. It is also available from AIG specialist, school counselor, and found in the AIG Plan Appendix, and brochure. Distribute informational pamphlets/ brochures to all schools. Provide training and review AIG Handbook to schools Gifted Identification Team in the fall of each school year Review gifted identification processes/ procedures and services offered through CCS AIG Department in the fall of each school year to school and CCS personnel. Link the 2025-2028 CCS Local Plan to the CCS district website under forms and documents Link the 2025-2028 CCS Local Plan to each school's website under student resources Host Parent/Guardian Meetings to explain AIG processes (screening, referral, identification and program services)

	Communicate with teachers, administrators, parents, and students through various means, i.e., newsletters, social media, program update emails, connect ed. Phone messages, etc. All communications will be translated to Spanish and Haitian Creole. Documents can be translated into additional languages by request.
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.	The AIG identification process is documented from screening and referral through the testing and Gifted Identification Team's review of evidence and identification and service determination decision. This documentation begins with digital screening and testing rosters that record names of all students screened, referred, and tested, regardless of the outcome. This documentation is shared with the AIG Coordinator. Once testing has been completed, the AIG specialist contacts the parent/guardian with testing results. At this time, a comprehensive student data profile is utilized. This sheet summarizes the results from all testing and evidence collection that has taken place. Copies of all testing score reports are also maintained in the student's AIG folder. If screening/testing warrants the need for review by the school based Gifted Identification Team, the AIG specialist will schedule a meeting to review all evidence and documentation to determine identification and recommended services. The AIG specialist documents all meeting dates and decisions made on the Summary of Student Eligibility and Service Option Record, which is kept in the student's AIG folder and housed at the student's most current school. Students who are identified as needing AIG services are tagged in Infinite Campus by the AIG Coordinator. When the AIG record is created in Infinite Campus, all identification evidence is entered into the data-base, including relevant testing and anecdotal evidence. This practice ensures that the student has a permanent digital record of their identification and services being implemented, which remains with them throughout their educational career within the state of North Carolina. Students who are currently enrolled in Clinton City Schools who have been identified as AIG and receiving AIG services through the CCS AIG Program are considered to have an "active" AIG folder. "Active" AIG folders of students are made available for parents/guardians to access upon request. These folders should be stored in a secure location, accessible to school administrators and district level personnel. When folders are transferred between schools, a written record of transfer will be made and the AIG specialist will maintain a log of incoming and outgoing records.

	If an identified student with an "Active" folder transfers out of Clinton City Schools, a copy of the confidential folder should be given to the parent and the folder will become "Inactive." If the receiving school formally requests records, a copy should be made and provided to the receiving school. The original copy of the folder should remain with the AIG Specialist at the school. Additionally, if a student refuses to receive AIG services after being identified, the student's AIG folder will become "inactive".
g) 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 developed and reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.	Upon recommendation by the Gifted Identification Team, a meeting is scheduled with the student's parent(s)/guardian(s). Translators are provided as needed. During this meeting, the identification process, service delivery options, and student's Differentiated Education Plan (DEP) are reviewed and developed. After parent(s)/guardian(s) consent to placement indicated by signatures, The student is added to Infinite Campus and the school's AIG student spreadsheet by the AIG Coordinator. During the placement process, the student is matched with appropriate service delivery options within the AIG program. In determining appropriate student options, the GIT should consider if differentiation is needed in one or more curriculum and/or environment areas. The team members determine the service options using the criteria for placement specified for each option and the information collected about the student's needs during the student search and review process. The assessment instruments used are equally considered when reviewing data for placement. Information must match the placement option to ensure that the student's needs are taken into account and recorded on the Differentiated Education Plan (DEP). The DEP completed by the GIT includes learning environment, content modifications, and interest talent development. A high school career development plan consists of Honors and Advanced Placement courses, Dual Enrollment, Career and College Promise, and online course options. With guidance from a school counselor, students choose their options by self-selection. The high school plan begins at the end of the student's 8th grade year and is revisited at least annually for the subsequent high school years. To ensure appropriate service options, the DEP is reviewed annually at all grade spans. When a student transfers out of Clinton City Schools, the student's folder remains at the school site where the student was last in attendance. Folders remain at the school where the student was last enrolled for five years. After five years, folders are delivered to the AIG coordinator to be shredded.

	Before graduation, AIG specialists and/or school counselors should ask parents and/or guardians and students if they would like a copy of their AIG confidential folder. Upon graduation, folders should be delivered to the coordinator of gifted services where they will be stored for two years. At the end of two years, these folders will be shredded.

Ideas for Strengthening the Standard:

Provide each school site and AIG notebook that contains the AIG Plan, copy of all appendix items, parent handbook, and best practices for educators related to referral, screening, identification and services.

Develop a parent handbook that explicitly explains the processes/procedures that CCS has in place for screening, referral, identification and AIG program services.

Sources of Evidence:

Identification Pathways Matrix

Professional Development Attendance Log(s)

Gifted ID Processes Flowchart

Talent Pool Roster

AIG Infinite Campus Roster

Informational Brochure(s) and Presentation(s)

Guidelines for Independent Evaluations

AIG Folder/Spreadsheets

STANDARD 2: Comprehensive Programming within 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.

NC AIG Program Practices Standard 2	LEA Response

a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.	A flexible system of continuous and comprehensive services allows schools to meet the needs of gifted students at varying levels of development. In this way, services are less dependent on a student's label and more dependent on a student's need. Elementary Core Talent Development Service (Grades K-2) ● All Kindergarten through 2nd grade students will receive interdisciplinary lessons designed to promote both academic achievement and higher order thinking skills delivered by a trained teacher. ● Students demonstrating high potential may receive direct and explicit instruction by the AIG Specialist(s) in a separate pull-out setting for the purpose of implementing the NC Standard Course of Study in an extended, enriched, and accelerated learning environment. ● The AIG Specialist in conjunction with the school counselor may provide additional small group instruction to meet the unique social-emotional needs of high potential students. Extensions of Core Services are available based on time, personnel, and student need: ● The AIG Specialist may serve students by assisting the regular classroom teacher with differentiating/planning instructional units. ● The AIG Specialist or other CCS educators may offer additional enrichment/extension service in group or individual settings. The emphasis on talent development (academic and intellectual). ● Extracurricular activities that extend the classroom experience may also be explored to address student interest(s) and needs. ● Students who are identified early as gifted will receive differentiated services. These services may include: ● Grade acceleration ● Explicit and direct instruction in a separate pull-out setting for the purpose of implementing the NC Standard Course of Study in English Language Arts and/or Mathematics in an extended, enriched, and accelerated learning environment . Any variation from the AIG Plan regarding the core talent development delivery model must be submitted in writing and approved by the AIG Coordinator and/or the Executive Director of Instructional Services. Parents must be notified of approved variations to services in writing. Elementary/Intermediate/Middle School Core Service. (Grades 3-8) ● Gifted students are clustered in classrooms with a cNorth Carolina licensed AIG teacher who differentiates the NC Standard Course of Study across the curriculum to meet the needs of the AIG identified students. ● Gifted students identified in reading and/or math are clustered with a minimum of 5 identified AIG students. School size may dictate clustering, but every effort should be made to form clusters adhering to the recommendation. Intellectually gifted (IG) students are clustered based on the strengths and needs identified in their DEP.

	● Gifted students may receive explicit and direct instruction from the AIG Specialist in a separate pull-out setting for the purpose of implementing the NC Standard Course of Study in English Language Arts and/or Mathematics in an extended, enriched, and accelerated learning environment. Any variation from the AIG Plan regarding the core service delivery model must be submitted in writing and approved by the AIG Coordinator and/or the Executive Director of Instructional Services. Parents must be notified of approved variations to services in writing. Extensions of Core Services are available based on time, personnel, and student need: ● The AIG Specialist may serve students by assisting the regular classroom teacher with differentiating/planning instructional units. ● The AIG Specialist or other CCS educator may offer additional enrichment/extension service in group or individual settings. The emphasis may include study skills, time management, or organizational skills. ● Gifted Education is integrated with the MTSS process; providing enrichment time during designated I&E blocks. ● Extracurricular activities that extend the classroom experience may also be explored to address student interest(s) and needs. High School Core Service (Grades 9-12) The Clinton City School District supports the philosophy of student selection of courses at the high school level to encourage student ownership in career planning. Gifted students are encouraged to enroll in Honors and Advanced Placement courses. Students are advised to consider their past performance in core subjects before making course selections. Designated school counselor(s), college advisor, career and technical education coordinator and subject area teacher(s) are available to advise students in the course selection-making process, to ensure they are taking the appropriate courses and to expose students to career and scholarship opportunities that meet their needs and interests. Online courses are also offered as alternatives for advanced study as are many options for dual enrollment at the local community college. Early College is a non-traditional high school for students who would like an alternative to the district high school. Gifted students may apply for admission and enroll in this alternative program. Opportunities for students to participate in seminars or workshops that address social and emotional needs will be offered bimonthly.

b) Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.	The AIG Specialist in conjunction with the school counselor may provide additional small group instruction to meet the unique social-emotional needs of gifted students. Our school system and AIG specialist fully recognize and appreciate the unique social and emotional needs of gifted learners. In order for students to achieve academic success and reach their highest potential, their social and emotional needs must also be addressed. AIG specialists build awareness of social/emotional characteristics by highlighting the unique needs that gifted students may have and strategies that could be used when working with students. Specific professional development on social/emotional needs is offered when necessary throughout the school year. As Clinton City Schools develops and implements Multi-Tiered Systems of Support (MTSS), MTSS should address underachieving and unmotivated gifted learners through its implementation. Teachers, with counselor support, should set behavioral goals as needed for underperforming students or students needing social/emotional support. AIG Specialists are encouraged to collaborate with the Student Services Department if a need arises that requires additional support in meeting AIG students' social/emotional needs. School based counselors and contracted mental health service provider(s) (when applicable) are available for students and parents to provide individual and/or group counseling services to those needing additional support in order to be successful. Utilize AIG Professional Learning Communities (PLC) to share and create resources that support the social/emotional development of AIG students. Address social and emotional needs of gifted students at various departmental meetings such as Student Services, PBIS, Exceptional Children's, Curriculum & Instruction, and MTSS Departments.
c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.	An AIG Coordinator in the Curriculum and Instruction Department provides a direct link between AIG programming and other LEA departments and programs. Monthly district leadership meetings allow for collaboration and sharing across various district departments. Data and progress updates are provided by the AIG Coordinator to senior leaders and program administrators in order to keep other departments aware of AIG initiatives within the district. AIG specialists offer curriculum support and guidance to classroom teachers in need of materials and strategies to differentiate for gifted learners. AIG-related professional development is offered to all CCS educators throughout the school year. Through the implementation of Multi -Tiered System of Support (MTSS)[1] at all schools the alignment of curriculum, instruction and environment has been occurring that results in a healthy school culture with common language, aligned teaming structures, purposeful communication practices, intentional

	professional development aligned to district, school, and program priorities, and coaching, all centered around the philosophy of developing and serving the whole child. The district and schools work surrounding MTSS has resulted in the development and implementation of a Core Instructional Framework and Problem Solving Model. The Core Instructional Framework specifically highlights the presentation of new learning for students who have already demonstrated mastery or the ability to master NCSCOS standards at an accelerated rate. The implementation of the Core Instructional Framework is monitored throughout the district by a unified walkthrough tool, which deliberately engages an observer to look for and collect data on how the instruction, curriculum, and environment is being differentiated for the learner(s). The Problem Solving Model was adopted by the district and schools to focus the attention of CCS Educators to data on groups and individual students. Through the data analysis cycle, CCS educators identify problems, analyze identified problems, develop SMART goals, plan implementation, and evaluate the plan. The Problem Solving Model is a practice that is replicated when working with and meeting the needs of identified gifted students or students who are showing potential. It is through widespread practices cultivated by the implementation of MTSS that the responsibility of meeting the needs of gifted students shifts from solely that of the AIG Coordinator and AIG Specialists, to a shared model across the schools and district. At the district level, the AIG Coordinator is an active member of the District's Leadership and Curriculum & Instruction to ensure the AIG Program is considered in any relevant decision-making. The AIG Coordinator collaborates formally and informally on a regular basis with other district administrators to broaden understanding and knowledge of the AIG Program's contribution and impact to the total instructional program. [1] Multi-Tiered System of Support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a system approach using data-driven problem-solving to maximize growth for all. Conduct DEP meetings and/or parent nights at the school and district level, inviting key stakeholders to discuss the affective needs of gifted learners. CCS utilizes a PLC structure that enables AIG specialists to meet monthly with content area teachers to provide strategies and resources for differentiated instruction and discuss data for gifted learners.
d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.	Clinton City Schools recognizes the importance of flexible grouping as a best practice not only for AIG students, but all learners. AIG Specialists collaborate with school administrators and classroom teachers to employ a variety of grouping methods in support of the best possible instruction. AIG Specialists may serve identified students in a variety of group configurations (e.g. one-on-one, small groups, whole class) based on a variety of criteria (e.g. student interest, ability/readiness, and learning styles). They plan these flexible groupings based on available data for each student (e.g. formative and

	summative assessment data, work samples, classroom teacher observations) as well as the instructional goals of a particular lesson or unit. Groupings are consistently designed to maximize student engagement and growth. Clinton City Schools recognizes a cluster group as 5-8 students who have similar learner profiles, which are placed in the same grade level class with a highly qualified teacher. This grouping practice ensures that gifted students are grouped with similar ability peers for a significant portion of each day. An AIG Specialist serves in a support/ coaching capacity to assist the teacher(s) with finding appropriate resource materials and to assist with differentiation of the content for the gifted learners
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.	The AIG specialists at each school provide sessions each year to inform school administrators and staff about the AIG program, share strategies for differentiating instruction, and lead related staff development. AIG specialists meet with all teachers at least twice a year (fall and spring) who serve gifted students to review differentiated education plans and modifications/accommodations/considerations to employ when working with gifted students. All stakeholders can access the approved local AIG Plan and supplemental documents via the CCS or school website
f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	The needs of gifted students are best met when teachers maintain open communication between schools to ensure an effective continuation of AIG services. CCS recognizes that many transition points exist within the current school system structure. The Curriculum & Instruction Department, AIG Coordinator, and AIG Specialist continue to develop processes and procedures to best meet students, parents, and teachers needs during these transition points. The counselors and school administrators within the school buildings are directly involved in ensuring appropriate scheduling occurs based on student needs. The AIG Coordinator facilitates an AIG team meeting twice a year (spring & fall) in which AIG files and data spreadsheets are discussed and transferred to the next school. The AIG Coordinator, AIG Specialist, school counselors, and administrators at the secondary level offer support for AIG students entering Clinton City High School (CHS). A transitional meeting is held at CHS for rising ninth graders and their parents. Students and their families are able to tour the facility, learn about high school expectations, and hear information about possible academic, social, and athletic opportunities that are available. High school counselors are also present to answer any class registration questions. At the end of the school year, the middle school AIG Specialist compiles a list of rising ninth graders indicating the areas and levels of services they have received at their current school. This information, along with AIG student files for rising ninth graders, is sent to the CHS Assistant Principal in charge of AIG

	services; the Assistant Principal works with the CHS School Counselors to ensure they help AIG students select rigorous and challenging coursework that will continue to meet their needs. A copy of the rising ninth grade AIG student list is also sent to the AIG Coordinator. Informed course scheduling is key with our AIG students to ensure the appropriate courses are available and communicated to students, parents, and the community.
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.	**Credit by Demonstrated Mastery** Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course to include an assessment and an artifact. In 2013 the NC Dept. of Public Instruction instituted State Board Policy GCS-M-001-13: Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Students in grades 9-12 (CCS Board of Education Policy 3420), have the opportunity to earn course credit by demonstrating mastery of course material without first completing the regular scheduled subject course. Students in grades 6-8 may earn credit by demonstrating mastery for high school courses offered in middle school. In order for students to earn credit, a body of evidence must be collected through a multi-phase assessment, indicating a student's deep understanding of the content standards and application of knowledge in accordance with standards established by the State Board of Education and any additional standards specific to the LEA. **Dual Enrollment/ Acceleration** Clinton City Schools recognizes that some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see CCS Board of Education Policy 3101, Dual Enrollment). The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate. **Career and College Promise** The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry level job skills as well as pathways leading to a certificate, diploma, or degree. CCS in collaboration with local community colleges, may provide for dual enrollment of a qualified junior or senior high school student in community college courses through (1) a Career and Technical Education Pathway leading to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters or (2) a College Transfer Pathway leading to a college transfer

	certificate requiring the successful completion of 60 semester hours of transfer courses. CCS may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program, or (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade. **Early Admission to Kindergarten** In alignment with CCS Board of Education Policy 4100, a child who has reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and has the maturity to justify admission to school. The board regards admission of a four-year-old child to be an extraordinary measure that should not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.
h) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.	Clinton City Schools recognizes that children begin school with different talents, abilities, and knowledge. Students learn at different rates and each deserves to be challenged to reach his/her highest potential. It is vital that primary students have the opportunity to learn as much as they can, be offered a variety of instructional, curricula and environmental experiences, and for teachers to employ cognitive and social/emotional supports that will maximize students' potential. The K-2 program aligns the NCSCOS to the Primary Education Thinking Skills (PETS) curriculum, to teach the high level thinking skills, convergent thinking, divergent thinking, evaluative thinking, and visual/spatial perception. Students may solve challenging (2- 3 step) math word problems, write narrative stories, and participate in activities of challenging, high interest exercises, many of which are hands-on. STEM concepts are incorporated throughout many of the lessons, with an emphasis on coding. Students at grades 1-2 demonstrating math and/or reading content mastery in a math or reading target area may receive academic enrichment services. Services are provided for enrichment and acceleration by the AIG specialist in either a pull-out or push-in model. Differentiated curriculum and instructional strategies that extend and/or accelerate the NCSCOS are utilized. Students may work with the AIG specialist to receive high-quality inquiry based instruction, based on student interest, as a platform to recognize and respond to their intellectual and academic potential. .

i) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.	Talent development services are offered in all CCS schools, during scheduled intervention and enrichment. It is advised that school data teams in conjunction with school administrator(s), and the AIG Specialist utilize talent pool criteria (see Standard 1) based on grade level specific data and norms to screen and monitor students. The curriculum and instructional practices for these students focuses on strengthening student analytical and problem solving skills as well as other general academic skills which promote achievement in any subject of study. Students who have met talent pool criteria and are receiving enrichment, extension and/or acceleration of curriculum are not included in the AIG subgroup headcount, but are recorded on a secure spreadsheet used as part of CCS's talent pool. When no appropriate service options are available for students who have been formally identified, the GIT working with the school administration, and CCS AIG Coordinator, will have the responsibility for designing an Differentiated Education Plan (DEP). This will be based on the student's identified needs. Underachieving gifted children, gifted children with disabilities, students with high potential from culturally diverse or economically disadvantaged families, limited English proficient students, and highly gifted students may need an DEP. Counseling should be considered as part of their plans. CCS works to promote equity in identification of gifted students by using local norms. Standard 1 provides a pathway that includes the top 10% of local scores in Math AND ELA as a criteria for identification.
j) Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.	Clinton City's Curriculum and Instruction department provides curricular resources for teachers to implement gifted services. In addition, the AIG program supports academic competitions that enhance student learning and growth opportunities. CCS recognizes the need to expand programs and events that will meet the needs of identified gifted students. **Grades K-8** The AIG Coordinator and Curriculum & Instruction Department collaborates closely with AIG Specialist, Counseling Services, and the Media Specialist to inform families and promote participation to ensure that students are given opportunities to develop interests and satisfy student needs. CCS recognizes that many extracurricular programs and events are available for all students. AIG students or students who are showing ability and potential above their peers are encouraged to participate in Duke University Pre-college Programs, Battle of the Books, Junior Beta Club, National Honor Society (6-8 gr) Art, Music, and Drama productions, Science Olympiad (when available), Odyssey of the Mind, Honor Society, Science Fair (when available), Math Fair (when available), Camp Invention, NCVPS, Chess Club, Interest-based Academies, STEM and Coding Clubs (when available) such as SEAPERCH.

	Grades 9-12 The AIG Coordinator and Curriculum & Instruction Department collaborates closely with Counseling and Scholarship/Advising Services to inform families, promote participation and celebrate student success. CCS recognizes that components of the college and scholarship advising are utilized by AIG students but are not limited to AIG students. AIG students are encouraged to participate in summer ventures, NC Governor's School, Junior Leadership, Rotary Youth Leadership Awards, Youth Legislative Assembly, Science Olympiad, Hugh O'Brian Youth Leadership Conference (HOBY), Rho Kappa, STEM and Coding Clubs (when available) such as SEAPERCH, leadership camps on college campuses, internships, resume' and interview training, career and college fair. Some of these programs/events have strong academic component(s)/requirement(s), such as entry into Governor's School with a 92% or higher on an EOC or other approved test, but most have a holistic review process that includes service and leadership. Providing extracurricular programs and events is the responsibility of the total school community. The AIG Coordinator collaborates with the Central Services Team(s), and AIG Advisory Board to maintain awareness of various extracurricular opportunities, and AIG Specialists collaborate with parents and other community members to enhance the offerings available to gifted students

Ideas for Strengthening the Standard:

Develop an elective class designed to promote critical thinking and leadership skills. The course might involve interest exploration with a mentor, community service and could be added to the DEP or IDEP.

AIG Coordinator will develop a centralized, digital repository of AIG student files in order to better facilitate student transition points.

AIG Specialist will develop specific plans for targeted service delivery to students who meet talent pool criteria.

Sources of Evidence:

AIG Student files including updated DEPs

Agendas, minutes and/or other materials from relevant group meetings (MTSS, Professional Learning Communities, AIG Specialist Team, etc.)Student evidence (e.g. aptitude scores, exam proficiency and growth)

School, Class, and Student schedules/rosters

CCS array of services

NC AIG PROGRAM 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.

NC AIG Program Practices Standard 3	LEA Response
a) Adapts the NC Standard Course of Study (NCSCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.	Gifted students require instruction, curriculum and learning environment(s) in their identified area(s) of strength which include enrichment, extension, and acceleration of the North Carolina Standard Course of Study (NCSCOS). All students who are identified and are served through the CCS K-12 AIG Program will experience curricula that builds upon and extends beyond the NCSCOS. The CCS K-12 AIG program will provide students with opportunities to study curricula in greater depth and at a quicker pace than covered by the NCSCOS and to explore areas of interest beyond the NCSCOS. Every student identified and who receives gifted services will be engaged in many opportunities for extension including, but not limited to: ● Broadening classroom studies through self-selected activities ● Studying in areas of personal interest ● Creating individual project-based learning opportunities to allow for personal in-depth study ● Engaging in civic responsibility lessons and activities The CCS K-12 AIG Program provides services that purposefully and intentionally align to enrichment, extension and acceleration for the purpose of providing students with opportunities to experience in each defined grade span: ● enrichment/extension/ and acceleration talent development in grades K-2 ● advanced ability grouped classes in Language Arts and Mathematics in grades 3-5 ● accelerated Mathematics and Language Arts sequence in grades 6-8 ● accessibility to online classes offered through North Carolina Virtual Public Schools (NCVPS) in grades 6-12 ● advanced ability grouped classes in all core academic subjects in grades 9-12 ● accessibility to Career and Technical Education Honor's Portfolio pathway(s) to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters ● dual enrollment opportunities (CCP) through the local community college for students in grades 9-12 ● advanced placement (AP) college-level courses that give students the opportunity to earn college credit for students in grades 9-12
b) Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	The Core Instructional Framework that has been adopted and implemented district wide explicitly identifies a pathway of acceleration/enrichment for gifted/advanced learners within core instruction. Clinton City Schools has linked research-based strategies in the differentiated core framework that provide rigor, depth, complexity, sophistication, and abstractness to support all teaching staff in employing

	diverse and effective instructional strategies. All teachers in Clinton City Schools are responsible for providing differentiated instruction on a daily basis. Through acceleration and enrichment, a component of the Core Instructional Framework, students receive individualized instruction based on their readiness level and student profile. During PLC meetings, teachers collaborate to analyze data to determine if instruction has had a positive impact on student learning based on students' assessment results. Teachers utilize the district's Problem Solving Model to assist with problem identification and analysis, plan implementation, and plan evaluation, when adjusting instructional practices, learning environments, and curriculum to meet the needs of all students. All Clinton City Schools beginning teachers (BTs) receive training in differentiation and on the Core Instructional Framework, prior to the beginning of each school year, and intermittently at monthly BT meetings. Instructional practices that are most utilized (but not limited) across the district with advanced learners are listed below: Computer-Based Instruction- Computer-based instruction can be used both to enrich the curriculum and remediate specific skills deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the Internet, a global network that links thousands of computers enabling them to share services to communicate. Curriculum Compacting- Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers must have training and support during implementation. During compacted time, students may pursue activities in their classroom, media center or special resource center. Socratic Seminar- A Socratic Seminar is a teaching strategy in which all students read a challenging piece of literature. Then is a discussion forum, students engage in critical thinking, listening, communicating, and wonder. This creates an atmosphere of intellectual engagement, cooperation, and conversation during which the goal is not to answer questions, but to generate more questions. Differentiated Units/Projects- One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of

	content and skill. This has proven to be an effective planning tool to accomplish this and is appropriate for gifted students in regular classrooms, part-time classes, resource settings, and full time placements. Independent Contracts / Studies- Independent contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, contract goals must be realistic and teachers must meet with students on a regular basis and review their progress. Thematic or Integrated Units-Thematic units deal with information from various disciplines that are integrated under a broad-based theme such as conflict, power, patterns, etc. Because these units provide opportunities to deal with content at a highly abstract level of sophistication, they are an appropriate way to modify curriculum for gifted students. Learning Centers- students would be given an opportunity to delve into different interests and academic activities throughout the day in the regular classroom. Student-led Conferences- students conduct formal conferences with their parents or guests to display their schoolwork as well as discuss their learning, educational goals, and strategies for meeting those goals. Such conferences are a continuation of the classroom conversations about learning that take place between the teacher and the students through the development of a portfolio. They offer the authentic outside audience that is necessary for portfolios to be serious, real-world tasks, and they bring parents into the assessment process. Tiered Assignments- this option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignment may be for in-class guided practice, independent practice, and/or short or long term projects. Assignments are made based on student abilities and interests and relate to class instruction that all students receive. The teacher does not change teaching strategies; what the student does changes. Cooperative Learning- either as a whole class or by ability levels, students' work together to learn material within structures that assure positive interdependence, equal participation, individual accountability, and simultaneous interaction. Acceleration by Subject (in regular classroom) Based on assessment-students are allowed to test out and bypass specific subjects or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group for most of their instruction. This works best in subjects that have a clearly developed sequence of skills, such as mathematics. Care must be taken that once begun, such acceleration opportunities continue to be made available to the students.

	Honors Courses-advanced courses that cover traditional content, but also focus on issues, programs and themes related to topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. Although these courses are not usually limited to gifted students, they need clearly defined prerequisites and entry and exit guidelines in order to be effective. Advanced Placement Courses- this program consists of college level courses and examinations for high school students. AP course descriptions are carefully followed and are taught by teachers who have received training. Dual Enrollment- this option allows students to be enrolled in two levels of school at the same time. Students may remain at one level and attend another level for a specific course or period of time. This option works best with content that is highly sequential, such as mathematics, foreign language, etc. This is also an appropriate option for secondary students that might be enrolled in courses at postsecondary institutions. Through dual enrollment, students may receive college credit for courses taken while still in high school. Early Graduation- students will be allowed to accelerate their high school schedule to enable them to complete graduation in less than four years. Flexible Grouping within the regular classroom- students will be grouped within a regular education classroom as needed based on ability and/or interest. Consultative Services- the AIG Specialist works with the cluster and/or regular education teacher to plan lessons/assignments appropriate for the student. Whole Class Instruction- the AIG Specialist/or classroom teachers will instruct an entire class, using higher order thinking skills such as the Primary Education Thinking Skills. The regular classroom teacher will assist, observe, and document students who demonstrate outstanding potential for performing at high levels when compared with their peers. Enrichment Grouping-provided to cluster teachers and/or students through the services of an AIG Specialist who helps design differentiated activities. Team/collaborative teaching may occur with the regular teacher. Cluster Grouping of Gifted Students- a cluster group (5 to 8) of gifted students is assigned to a regular heterogeneous class. The cluster teacher works closely with the AIG Specialist to design appropriate differentiated curricula for this group. If a school has fewer than 5 identified gifted students in a specific grade, then these students should be clustered in one classroom. Grade Skipping-Students are moved ahead a grade or

	grades. This works well with students who demonstrate a content mastery at three or more years above their current grade level. **Grades K-2** AIG specialists serve as consultants for K-2 classroom teachers who have questions or needs for differentiation above their core practices. The AIG specialist provides resources, instructional strategies, and ideas for differentiation. The Primary Enrichment Thinking Skills (PETS) program is delivered with a whole group by classroom teacher and/or pull-out model. The degree of consultation and pull-out is based on the unique needs of the school's culture and student population. The AIG specialist may also serve high performing students and/or students who are exhibiting cognitive potential or exhibit intense interest by pulling them out of the regular classroom to participate in units of study, which extend and enrich the NC Standard Course of Study. Curriculum and the instructional practices utilized by the AIG specialist are monitored by school administration and the AIG Coordinator. **Grades 3-8** Clinton City's Curriculum and Instruction department in conjunction with the AIG department recommend that identified gifted students are placed in cluster groups to facilitate the peer interaction necessary for the cognitive and social/emotional growth of AIG students.The AIG specialist is responsible for completing a year report (see appendix), noting progress made towards individualized goals. The AIG specialist may serve identified students and/or high performing students who are exhibiting cognitive potential or intense interest by pulling them out of the regular classroom to participate in units of study, which extend and enrich NC Standard Course of Study. Independent from AIG identification, beginning with grade 3 scores, students who score a Level 5 on Math and English Language Arts EOGs and EOCs will be provided accelerated math opportunities and access to advanced mathematics/ELA courses. Students who have met gifted identification criteria and/or are acquiring skills at a faster rate than their peers will have access to advanced instruction in mathematics, language arts, leadership, and problem solving. Students may participate in multiple subject areas. The emphasis is on structuring a physical and emotional environment that addresses the characteristics of gifted students and/or students who are excelling in specific academic content areas and accommodates their personalized needs to reach their fullest potential. The AIG specialist guides students in delving deeper into content standards and independent study activities, as a way of facilitating advanced learning.

	The teacher is also responsible for ensuring that the students have demonstrated mastery of the skills and acquired the knowledge in the North Carolina Standard Course of Study. **Grades 9-12** High school students in CCS are afforded the opportunity to self-select courses that are aligned to their personalized Career Development Plan. Students work closely with counselor(s) and the College and Scholarship Advisor on advice of course selection and Career clusters/pathways. Teachers of honors, Advanced Placement, and Career and Technical Education courses provide students the opportunity to delve into topics with a greater degree of depth and complexity. Credit by Demonstrated Mastery, Dual-Enrollment and Virtual Public School (online learning) is available as an acceleration option for students. The high school curriculum guide is reviewed and revised annually by a high school curriculum guide committee, reviewed by the Superintendent's Cabinet members and approved for implementation by the Board of Education. Course offerings, curriculum and instructional practices are monitored and reviewed for effectiveness by school administration.
c) Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.	Clinton City Schools Curriculum & Instruction Department in conjunction with the AIG Coordinator and AIG specialists have developed and implemented evidence-based strategies and resources that support the needs of gifted/advanced learners. Recommended strategies and practices are linked within the CCS Core Instructional Framework supplemental document and is a major component highlighted within the instructional framework as part of differentiated core. Curriculum maps that are utilized in each core subject area have direct alignment to recommended strategies and practices and are easily accessible through a CCS shared Google drive. The Curriculum & Instruction Department makes a concerted effort to collaborate with the AIG Coordinator and AIG Specialists when reviewing and purchasing curriculum and instruction materials and/or programs. Intentionally reviewing curriculum resources for direct enrichment, extension and/or acceleration components is necessary for providing all classroom teachers access to differentiated lessons and resources. Clinton City Schools recognizes that gifted students have social and emotional developmental tasks that may differ from age/grade like peers. Some gifted students may need specialized services because of their asynchronous development, peer or curricular pressures. Through a collaborative effort between the gifted education program, student services

	department, and curriculum and instruction department within Clinton City Schools, regular education teachers and counselors have access to professional development that addresses practices to encourage effective development of gifted learners and students who may or may not yet have been formally identified. The NCDPI Booster Shots 2.0 are utilized to instruct and provide resources on topics pertaining to the gifted learner, including: perfectionism, underachieving/underperforming students, twice exceptional students, students from diverse populations, intellectually gifted students, and highly gifted students. Counselors support gifted students through individualized and/or group counseling services when applicable. Counselors also meet the needs of gifted students by assisting them with: course selections, college applications, career planning, scholarships, enrichment opportunities, and mentorships. The curriculum and instruction team curates instructional resources that center on character development and education. The development of a scope and sequence for an effective curriculum will be explored. Professional development and individualized curriculum coaching is offered to teachers across the district on instructional strategies, such as bibliotherapy, restorative discipline, emotion regulation strategies, and mindfulness that integrate character education with academic subjects. [2] The AIG Booster Shots were developed by NCDPI in direct response to district and teacher needs. These professional development sessions provide tools needed to facilitate mini-professional development sessions focused on best gifted instructional practices.
d) Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.	The opportunities listed below are provided through differentiated instruction, curriculum and environment(s) available to gifted students and students who are showing the ability to achieve and think at an advanced rate. ·Acquire and utilize advanced communication skills for a variety of purposes. ·Use creative thinking skills to generate original ideas and solutions. ·Learn to evaluate a variety of situations and arrive at innovation and reasonable conclusions. ·Acquire leadership skills and analyze the impact of leadership qualities. ·Develop and refine the ability to think at higher levels.

	·Become actively engaged citizens of their community and develop awareness and understanding of global cultures and issues. ·Research and explore topics that pique curiosity, using a variety of sources. ·Develop an understanding of their unique social and emotional needs and learn coping and social interaction skills.
e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.	End of grade/course assessments, district benchmarks, NC Check-Ins, common assessments, and universal screeners provide teachers with student and class feedback in core academic subject areas. Teachers can monitor student growth to assist with future instructional planning. In addition, Primary Education Thinking Skills (PETS) utilizes small group checklists and behavioral checklists to chart student growth in convergent, divergent, visual, and evaluative thinking for students in K-2. Progress monitoring tools, along with benchmark and progress monitoring data provide valuable information for teachers.
f) Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	Clinton City Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The Professional Learning Community (PLC) model provides the vehicle and time for this collaboration. PLC meetings allow teachers, the AIG Specialist, and other personnel the opportunity to analyze, develop, and implement appropriate curriculum and instruction, based on students' assessment and performance needs. AIG Specialists at each elementary school site facilitate discussions between teachers and other school personnel to help develop and implement differentiated curriculum throughout the grade levels. Teachers participate in vertical and horizontal planning meetings to collaborate and to discuss ways to meet students' instructional and social/emotional needs. Common planning blocks provide teachers with a weekly time to collaborate and develop curriculum tools for instruction. School counselors and other support staff work with gifted students as needs arise that might prevent total success, both academically and socially/emotionally. Group counseling may be used to help students build social skills.
Ideas for Strengthening the Standard: Provide a library of Gifted Education resources at each school site for easy access to high quality curricula. Curate an electric Gifted Ed. Library. Intentionally provide leadership skill development and opportunities to identified students. May include some combination of teaching students about leadership styles, traits; placing students in leadership roles; and	

teaching students component skills of leadership, such as communication, creative problem solving, planning, and decision making.

Annual review of high school curriculum guides ensure course offerings reflect the needs of AIG students. Consider utilizing the DEP and AIG student data spreadsheet located in Infinite Campus.

Sources of Evidence:

CCS Instructional Framework

Curriculum Map DEP/Career Development Plan

AIG Student Folder/Records

High school curriculum guide

NC AIG PROGRAM 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.

NC AIG Program Practices Standard 4	LEA Response
a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.	In Clinton City Schools, the AIG coordinator collaborates with AIG licensed specialists to make decisions on practices that positively impact student learning and provide accountability for quality and equity of opportunity for all gifted students. The AIG coordinator will stay abreast of current trends in the gifted field by attending regional and state meetings and conferences and communicating with AIG state consultants. The AIG coordinator collaborates with community experts in gifted topics, and institutions of higher learning to provide ongoing staff development for AIG specialists, classroom teachers, counselors, and administrators regarding differentiation, service options, social/emotional development and career opportunities related to gifted students. Through collaboration between the AIG Coordinator, AIG Specialists, School Administration and the Curriculum & Instruction Department, decisions will be made regarding programming, identification, curriculum and instructional resources, and teaching/learning strategies to ensure the appropriate differentiated services are provided for AIG students. The AIG Coordinator, in collaboration with the Curriculum & Instruction Department, will organize and conduct parent/community information

	nights at least once per year to engage stakeholders in meaningful discussions on topics related to AIG programming, practices, policies, and gifted student support. Under the general direction of the Executive Director of Instructional Services, the AIG Coordinator performs the following services which include, but are not limited to the following examples of duties and functions. ● Consults with AIG Specialists who hold a State License ● Guide, supervise, and assist with the implementation and evaluation of the Board of Education Approved AIG Plan. ● Use data to monitor, inform, and guide decisions (screening, student achievement, EVAAS, ACT/SAT, AP success rate) ● Ensure that adequate funding is used for gifted education services. ● Communicate with parents, community and the advisory board members regarding gifted education services and the evaluation of the district AIG plan and program by coordinating and conducting quarterly advisory board meetings. ● Coordinate and conduct monthly meetings to support AIG specialists with data analysis, planning, curriculum and instruction.
b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.	Clinton City Schools recognizes the importance of gifted education and employs full time AIG specialists for students in grades 3-8. AIG specialists employed by CCS are required to have a current Gifted Education teaching license that meets NCDPI requirements. Specialists who are employed but have not yet obtained Gifted Education licensure, must follow NCDPI and CCS guidelines to earn Gifted Education licensure. Under the general direction of the AIG Coordinator and School administrator, an AIG Specialist at the elementary school performs the following services which include, but are not limited to the following examples of duties and functions. ● The master schedule provides time for K-2 Primary Education Thinking Skills (PETS) lessons, which lead to small group talent development classes and/or academic enrichment/extension classes. · Within the master schedule, time is provided for 3rd, 4th, and 5th grade Advanced ELA/Math classes. ● Within the master schedule, a regular schedule is developed (when applicable) for enrichment opportunities for gifted students or students exhibiting gifted characteristics. ● Inventory material(s) purchased by the Curriculum & Instruction Department in August and May and assist with need assessments for additional curriculum and instruction purchases. ● Assists the AIG Coordinator with the training of school personnel on how to observe, document and align artifacts for students who are achieving and exhibiting gifted characteristics. ● Assist classroom teachers with evidence collection.

	● Meets with K-8 Professional Learning Communities (PLC) to plan and implement differentiated curriculum and strategies in the regular education classroom. ● Assists classroom teachers with parent/teacher conferences. ● Conducts parent conferences related to identification and program services. ● Presents staff development on the AIG Plan, gifted characteristics, and screening, referral, and identification procedures. ● Assists the AIG Coordinator and MTSS School Team on analyzing testing data for students at K-8 schools and monitors gifted students growth and proficiency. ● Works with the district's AIG Team and teachers at K-8 schools to implement the most current AIG Plan. ● Develops differentiated curriculum for elementary AIG students and any student exhibiting gifted potential. ● Attends and participates in quarterly/as needed district meetings for AIG Specialists conducted by the AIG Coordinator or guest speakers. ● Plans and assists in presenting program highlights (screening, identification, services) at AIG Parent Nights at assigned schools. ● Attend and seek out professional development opportunities and/or review current professional articles and books to engage with others in continued adult learning regarding gifted learners and gifted policy and practice. Under the general direction of the AIG Coordinator and School Administrator, an AIG Specialist at the middle school performs the following services which include, but are not limited to the following examples of duties and functions. The high school currently has a classroom teacher that serves as an AIG Liaison. ● Within the master schedule provide time for Advanced classes (Grades 6-12). ● Within the master schedule develop a regular schedule (when applicable) for enrichment opportunities for gifted students or students exhibiting gifted characteristics. ● Inventory material(s) purchased by the Curriculum & Instruction Department in August and May and assist with need assessments for additional curriculum and instruction purchases. ● Assists the classroom teachers with evidence collection. ● Meets with Departmental Professional Learning Communities (PLC) to plan and implement differentiated curriculum and strategies in the regular education classroom at least once a quarter. ● Assists classroom teachers with parent/teacher conferences. ● Conducts parent conferences related to identification and program services. ● Reviews progress of AIG students with school counselors every semester and/or conference with students regarding performance and course selection on an annual basis.

	● Presents staff development on the AIG Plan, gifted characteristics, and screening, referral, and identification procedures. ● Assists the AIG Coordinator and MTSS School Team on analyzing testing data for students in grades 6-12 and monitors gifted students growth and proficiency. ● Works with the district's AIG Team and teachers at middle and high schools to implement the most current AIG Plan. ● Develops differentiated curriculum for AIG students and any student exhibiting gifted potential.Attends and participates in monthly district meetings for AIG Specialists conducted by the AIG Coordinator or guest speakers. ● Plans and assists in presenting program highlights (screening, identification, services) at AIG Parent Nights at assigned schools. In addition, all AIG Specialists and teachers of gifted students will: ● Emphasize the development of the whole Gifted Child. ● Emphasize the vision of school-wide talent development and talent detector. ● Protect confidentiality and adhere to the rules of FERPA when sharing student data. ● Maintain updated and accurate AIG student records, including but not limited to AIG headcount, identification and testing documentation, DEP. ● Provide on-going professional development and support to school staff to better understand the characteristics of giftedness, including non-teacher pleasing behaviors. ● Attend and seek out professional development opportunities and/or review current professional articles and books to engage with others in continued adult learning regarding gifted learners, policy and practice. ● Consult with administrators, ESL staff, Exceptional Children's Staff, Support Services and other professionals, as appropriate to meet the academic, intellectual, social and emotional needs of high ability learners. ● Serve as a knowledgeable and experienced professional on the Gifted Identification Team at respective school sites. ● Assists the School Gifted Identification Team/Counseling Department with the development, monitoring and updating of a student's Differentiated Education Plan (Grades K-6) or Career Development Plan (7-12). ● Assists the AIG Coordinator and Curriculum & Instruction Department with maintaining accurate, updated AIG screening, identification and service records for students enrolled in Clinton City Schools. ● Serves on the AIG Advisory Board, and communicates with stakeholders in the school, home, and community as appropriate.

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.	In order to assure the quality of Clinton City Schools' educational personnel, the school system is committed to providing an ongoing and comprehensive plan for professional development. Staff development requirements reflect the plan's emphasis on the shared responsibility for gifted learners through recognizing the needs of all students. The Clinton City Schools Curriculum & Instruction Department has used the NCDPI Booster Shots to develop local professional development in the form of an online course to classroom teachers, school administrators, and other school personnel who want to deepen their understanding of the characteristics and social-emotional needs of gifted students, as well as the implementation of differentiated content and instructional strategies for advanced learners. All K-2 teachers will be provided professional development on implementing the Primary Enrichment Thinking Skills (PETS) program, which is delivered with a whole group by classroom teachers at this level. At the beginning of each school year, professional development on implementing a talent development program that includes evidence collection through the development of a student profile which includes multiple data sources including observational data/or Gifted Rating Scales. Training on data collection tools and processes will be available to CCS school personnel to assist with the screening, referral, and identification of students. The AIG Coordinator with the assistance of AIG Specialists, and Curriculum & Instruction team members will develop, implement, and monitor the professional development. School counselors will: ● Have an understanding of the Clinton City Schools AIG Plan ● Understand effective cluster grouping of gifted students, including compacting ● Understand the AIG services delivery models utilized at the school site ● Advocate for appropriate practices for AIG students ● Have a working knowledge of screening, referral, and identification practices ● Understand the social and emotional needs of AIG students and implement strategies for working with these students as needed ● Serve on the school's Gifted Identification Team Administrators will: ● Have an understanding of the Clinton City Schools AIG Plan ● Understand effective cluster grouping of and instructional practices for gifted students, including compacting ● Understand the AIG services delivery models utilized at the school site

	● Advocate for appropriate practices for AIG students ● Have a working knowledge of screening, referral, and identification practices ● Understand the social and emotional needs of AIG students and implement strategies for working with these students as needed ● Serve on the school's Gifted Identification Team
d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.	Clinton City Schools employs efforts to place AIG students in classrooms with teachers who are AIG licensed or working on state AIG licensure. The AIG Coordinator and AIG Specialists monitor the placement of AIG identified students using the AIG fall and spring State headcount report located in Infinite Campus against classroom rosters. School administrators are encouraged to place AIG identified students in cluster groups with no less than five AIG students per classroom for reading and math content in grades 3-8. Teachers of Advanced Placement courses are required to participate in the College Board's annual syllabus audit. Advanced Placement course teachers are strongly advised to attend a Summer Institute put on by the College Board. These practices are monitored by the Curriculum & Instruction Department (Executive Director of Instructional Services) with assistance from the Human Capital Department, and High School Administration. Principals receive a list from the Human Resource Department of teachers who hold state AIG licensure. This information is also available from the Curriculum & Instruction Department. The Human Resource office monitors for compliance to state regulations.
e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.	Clinton City Schools takes the recruitment and retention of all educators seriously and will employ the following strategies for the recruitment and retention of AIG-licensed professionals. ● CCS will help identify AIG programs at local universities and promote creating cohorts of teachers to receive AIG certification.
f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	Clinton City Schools Curriculum & Instruction Department will work collaboratively with the AIG specialists to ensure that professional learning opportunities for general education teachers, parents and other external stakeholders are offered quarterly. This training can include but is not limited to a presentation on : ● DPI's Call to Action (Critical Actions to realize Equity and Excellence), growth mindset, equity vs. equality, using local norms to improve equity in gifted education, and providing equitable access for underrepresented students.

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.	Clinton City Schools Curriculum & Instruction Department establishes district-wide goals and strategies through the implementation of the district's instructional framework and MTSS processes and procedures to ensure CCS educators are successful and can have a positive impact on student achievement, growth, and talent development. The AIG Coordinator, in collaboration with the Curriculum & Instruction Department, will establish a measurable professional development plan to meet the district's goals and AIG State legislated standards. The Curriculum & Instruction Department will align and utilize the gifted education professional development booster shot series that is provided by the NC Department of Instruction in Advanced Studies. AIG specialists meet monthly for professional development and when appropriate or required, specialists return to individual schools to train staff. The Curriculum & Instruction Department has created and implemented tools, such as: walk through observation tool, instructional framework, PLC protocols, and MTSS/Problem Solving procedures to assist teachers and administrators in implementing best practices for all students and students who are exhibiting the ability to perform at a high level who may need additional layers of support. AIG specialists participate in professional development to utilize best practices for identifying appropriate tools for screening and identification of gifted student populations. Training is provided for effectively using the various tools for screening and identifying gifted learners. All AIG specialists in our system collaborate to provide in-service training, support and guidance for classroom teachers and other school personnel in grades K-12. Professional development for AIG specialists, classroom teachers and support staff is aligned to Clinton City Schools' district improvement goals and initiatives.

Ideas for Strengthening the Standard:

Work with community partners to be able to offer CCS educators scholarships to attend Higher Ed. Institute AIG Programs to obtain NC state AIG licensure or cover the cost of the NC AIG Praxis.

Connect needs of gifted learners with School Improvement Plan goals through the utilization of NCStar.

Partner with the CCS School Board, Senior Leadership, and other stakeholders to advocate for creative use of monetary and human resource(s) to establish a gifted specialist position at the high school level.

Develop and implement an Honors Credentials Course for CCS secondary educators to assist with ensuring rigorous and complex instruction, curriculum, and environments are in place for high achieving/ability secondary students.

Monitor teacher effectiveness on high ability/gifted students after educators obtain state AIG licensure by analyzing data generated with EVAAS. Over the next 3 years (plan cycle) the CCS AIG Specialist, classroom teachers, and the Curriculum & Instruction Department will utilize multiple data collection tools in order to analyze the effectiveness of each tool in meeting the district's purpose and needs.

Sources of Evidence:

Outline of roles and responsibilities of key school personal

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.

NC AIG Program Practices Standard 5	LEA Response
a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ● academic and intellectual ● social and emotional	An integral segment of successful AIG programming and services is that of strong partnerships with stakeholders. In order to advocate for gifted students, the community, the parents/guardians, the Board of Education, and school personnel must have a clear understanding of program goals and initiatives. The Curriculum & Instruction Department recognizes the need to strengthen communication loops with its stakeholders in order to better meet the needs of gifted students and families. Throughout this plan cycle, an intentional effort will be made to ensure that advocates are well informed on gifted and general education programs and policies and know where to locate answers they don't have. Feedback and parent/guardian input will be solicited through a variety of communication vehicles to help determine if the gifted education program's mission and vision is being clearly communicated and district/school practices are in alignment. An AIG Advisory Board, consisting of administrators, teachers, parents, and community members offers perspective, expertise, time and commitment to the implementation of a comprehensive gifted and talented program. The AIG Advisory Board plays a key role in identifying strengths and areas of improvement, and assists with intentionally planning proactive steps to be taken to meet the needs of all AIG students. A Google form can be found on the AIG website that will allow external stakeholders to contact a member of the AIG team with questions or concerns. Contact information for the Executive Director for Curriculum and Instruction will be listed on the AIG page of the CCS website.
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.	Through collaboration with the Curriculum & Instruction Department and with the CCS Schools (K-12), the Gifted Education Program provides the following opportunities to share with parents/guardians, students, and other stakeholders and to communicate information regarding the local AIG plan, program, and policies: ● Parents/guardians are invited to attend an initial placement conference to discuss identification and service options. ● Informational DEP parent meetings for elementary and middle schools are scheduled during the first nine weeks of the school year.

	● The AIG Coordinator in conjunction with the Curriculum & Instruction Department will present information and updates on a yearly basis to the Board of Education. ● A glossary of acronyms and terms will be available via website and parent/school handbook to ensure all stakeholders have a common understanding of vocabulary. ● The AIG Coordinator will develop a multimedia presentation reflecting current policies, program changes, AIG data,and other opportunities for involvement to be shared at school and parent informational meetings annually. The multimedia presentation will be posted on the district's website under the AIG. ● The AIG Coordinator will utilize existing district resources and structures to create a list to foster electronic communications to share AIG program opportunities and policies. ● School Media Specialists will maintain the school's website communicating AIG programs and policies. ● A four year plan is developed for high school AIG students and reviewed annually by guidance counselors. ● AIG Specialists hold school-based parent meetings, and/or information nights during key transition grades. ● AIG Specialists and/or AIG Coordinator may use digital communication tools to invite families to AIG-sponsored meetings and events. The Clinton City Schools' AIG program seeks to increase the involvement of institutions of higher education, outside stakeholders, and to better utilize community resources to enhance opportunities for gifted learners and to increase understanding of gifted education to parents/guardians and community. The Curriculum & Instruction Department aspires to strengthen partnerships with colleges, institutions, and businesses in the community and to partner with institutions of higher learning to provide professional development on gifted education to CCS educators and community members and to provide programming to meet the needs of gifted students. CCS continues to explore partnerships with higher education institutes to bring experts from the field of gifted education and other professions to provide CCS educators professional development and CCS students' field experiences and mentorships in areas of interest. CCS is also in the beginning stages of exploring ways to partner with local organizations with the hope of providing scholarships to educators who enroll in gifted education programs at Higher Education Institutes or to those who successfully earn a passing score on the NC Gifted Education State Licensure Praxis.

	Clinton City Schools maintains partnerships with the following: ● North Carolina School of Science and Math ● North Carolina Advanced Placement Partnership ● North Carolina Virtual Public Schools ● Sampson County Community College ● Duke University Pre-College Programs ● Center for Education in Science and Technology- UNCW ● STEM Learning Cooperative Projects- UNCW ● Campbell University ● Career Technical Education Internships with local industries ● Sampson CenterStage- Class Acts ● National Inventors Hall of Fame- Camp Invention
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.	The AIG Department makes intentional efforts to balance stakeholder representation on the AIG Advisory Board in order to have as many perspectives represented as possible to provide input to the development and implementation of the program and plan. The AIG Advisory Board aims to be culturally and ethnically diverse and made up of parents of identified gifted students, AIG Specialists and general education teachers, EC and ESL representatives, counselors, school-based administration, school board member(s), district administration, and community members. The AIG Coordinator in conjunction with the school AIG Specialist will have the responsibility of seeking out stakeholders to serve on the AIG Advisory Board. Committee members should be knowledgeable, committed individuals who are interested in volunteering their time to the support of the district's gifted education program. Committee members must understand that they have no administrative policy making or legislative authority and that meetings are a time to discuss and review the overall program, not individual students/teachers or personal concerns. All grade spans are represented in order to gain input and support regarding programs for elementary, middle, and high school students. The Advisory Board meets quarterly and serves important functions, such as revising or expanding services, establishing public relations, disseminating information, lobbying for appropriate funding, and advocating for comprehensive gifted education services. The Curriculum & Instruction Department believes that advocacy is most effective when it is an ongoing process. To ensure effective advocacy occurs through the AIG Advisory Board, an intentional plan for governance will be developed during each planning cycle to ensure sustainability and to increase the likelihood that the program

	will be of high quality, and ensure program longevity. Crafting a clear mission and vision is a key step in developing the advocacy plan because it is the cornerstone of the individual program.
d) Informs all students, parents/guardians, and the community of the following: ● Local AIG Plan ● Local AIG program services ● Policies and procedures relating to advanced learning and gifted education ● Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	Clinton City Schools, the AIG Coordinator and the AIG Specialist have created a communication plan that includes the following means of communication. 1. The CCS Website has an AIG section that houses the local AIG plan, policies relating to gifted education, forms. Advisory Board meeting dates/minutes and other informational items. 2. The CCS Board of Education approves the local AIG Plan and is briefed monthly regarding AIG. This update can be related to programming, events, data analysis, and opportunities for AIG students, parents/guardians. 3. Advisory board meetings will be held quarterly. Meetings dates and times will be announced in the CCS calendar, on the CCS AIG webpage, and on social media. 4. Each school will have an AIG Parent night within the first 30 days of school. This will be advertised through email, CCS district calendar, phone message and/or in print. 5. Opportunities for AIG students will be advertised via phone messenger, school social media platforms, email and by print to all stakeholders and at the bimonthly high school AIG meetings. All communications from the CCS AIG Coordinator and specialists will be translated into the language that is most appropriate for the student and parents/guardian receiving the information. Forms, information and the AIG Plan will be posted on the CCS AIG website in both English and Spanish and translated by request for other languages.
Ideas for Strengthening the Standard: The AIG Coordinator will work with the Technology Department to explore communication vehicles to share information about gifted services, and/or opportunities with students, parents, district personnel and community members. To ensure effective advocacy occurs through the AIG Advisory Board, an intentional plan for governance will be developed each plan cycle to increase the likelihood that the program will be of high quality, and ensure program longevity and sustainability.	

Continue to seek out local community partnerships to be able to award CCS educators scholarships for tuition reimbursement and/or Praxis fees for obtaining NC Gifted Education Licensure. Utilize local newspapers and/or media when appropriate to “share the good news” about student accomplishments to improve perception and community relations.

Sources of Evidence:

Glossary of acronyms and terms

Stakeholder feedback/input data records

Programming and service publications

Information meeting announcements, attendance records, and minutes

Partnership agreements

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.*

NC AIG Program Practices Related to Standard 6	LEA Response
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}), based on a comprehensive program evaluation. This local AIG plan has been approved by the local board of education and sent to SBE/DPI for review and comment.	The Clinton City Schools' AIG Plan is drafted by the AIG Coordinator with input from a steering committee and includes representative stakeholders such as AIG Specialist(s), district administration, school administration, parents, and community members in accordance with State legislation and policy (Article 9B) and in alignment to the NC state standards and practices. Once consensus is reached by the steering committee on the final recommendations, the AIG Coordinator will then distribute the revised plan to the AIG Advisory Board for review. Once the AIG Advisory Board has reviewed the revised plan,the AIG Coordinator and/or the Executive Director of Instructional Services presents the recommended AIG Plan to the Board of Education. The AIG Plan is either approved or returned for further revision/modification(s) by the Clinton City Schools' Board of Education. Once approved by the Clinton City Schools' Board of Education, the AIG plan is submitted to the State Board of Education and to the NC Department of Public Instruction by the AIG Coordinator for review and comment. The approved AIG Plan by the Local Board of Education is in effect for three years. AIG plan changes before the next plan revision period (3 years) may be initiated/recommended by the AIG Advisory Board in writing, based on data, to the AIG Coordinator, who then takes the recommendation to the Executive Director of Instructional Services for further review. The Executive Director of Instructional Services, AIG Coordinator, and Superintendent will then determine whether or not to make a recommendation for change to the Board of Education based on data and needs assessment. The Board of Education then either approves or disapproves the recommended changes. The AIG Coordinator, once Board approval occurs, submits changes to NCDPI, where changes can be made in the State online platform. AIG Plan changes that are Board approved are then implemented to reflect an intentional and purposeful plan for continuous improvement within the AIG program and services. Stakeholder meetings are utilized to gather feedback and analyze available data. Periodic surveys are employed to continually improve effectiveness of the AIG program. Student growth and performance data is used to quantifiably The AIG Coordinator, and the AIG Specialists under the guidance of Superintendent Cabinet Members will conduct the

	evaluation. Each component will be examined to determine its effectiveness based on: -Current district data -Student needs -Parent and community attitudes -Research in the field of gifted education. Program components will be evaluated through: -Focus group feedback -Survey data -District data -current policy revision. Overall program evaluation will occur every three years. However, certain program components will be reviewed every year. These include: curriculum differentiation and implementation, student participation and progress, staff development, and public relations. The AIG Coordinator will collaborate with school administrators and Superintendent Cabinet Members to evaluate and ensure alignment between curriculum and instructional practices is implemented and maintained. Individual student evaluation is a continuous process. To evaluate this area, a variety of quantitative and qualitative tools will be used.
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.	Evaluation of the gifted program in the LEA is an integral part to ensure the AIG Plan is being monitored and the program strengths and areas for improvement are being addressed. The AIG Coordinator, the Curriculum & Instruction Department, and Superintendent Cabinet Members monitor the implementation of the Clinton City Schools AIG plan to ensure compliance with the State Board of Education and Article 9B legislation. Quarterly meetings of the AIG Advisory Board provides time for reflection on the implementation of the AIG plan and allows for recommendations to be made which will strengthen the program and services provided for Clinton City Schools gifted population. The AIG Coordinator, the Curriculum & Instruction Department, and Superintendent will review all feedback on the AIG plan provided by NCDPI. Data gathered from annual surveys, focus groups (students, parents, and CCS educators), AIG subgroup performance/growth data gathered by the Testing & Accountability Department and program observations made by the AIG Coordinator, AIG Specialists, School Administrators, and Superintendent Cabinet Members will be used to compile an annual report [details outlined in practice d] on the implementation of the AIG program. The annual report will be shared between October-November of each school year to the AIG Advisory Board and the Local Board of Education

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.	State funds allotted for the local AIG programming, along with the local funds provided by the district, will be monitored by the district's Finance Department. State funding for gifted education is based on 4% of the average daily membership of the local school system. Clinton City Schools also provides local dollars to support the AIG program. The Human Capital Department will work collaboratively with the Finance Department to maintain current budget records for certified salaries, student programs, staff development, and teacher resources. Budget decisions about professional development, resources, and equipment will be driven by the AIG needs assessment and district data, and be made by the Curriculum & Instruction Department in collaboration with the AIG Coordinator. Documentation of the budget will be reviewed annually by the district's Finance and Human Capital Department and shared with the Curriculum & Instruction Department.
d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.	AIG student achievement and growth data, as well as dropout data, is imperative to establishing an effective AIG program and meeting the needs of the gifted population. Disaggregated data made available by the Curriculum & Instruction Department in conjunction with the Testing & Accountability Department on state mandated tests (EOGs/EOCs) of the AIG subgroup, provides a closer look at AIG student(s) and school performance. Trends in identified gifted student performance and growth can provide helpful information to refine gifted education programming including: service, identification, curriculum, instructional practices, course content and sequencing, and human resource matters. AIG sub group performance data is analyzed quarterly by the AIG Coordinator and Testing & Accountability Coordinator and shared with AIG Specialists, and school administrators. Performance data is used to monitor achievement and growth of students who are identified in Infinite Campus as Academically Gifted. The reporting system utilized by the State of North Carolina does not disaggregate identified gifted students by identification designation (IG, AG, AR, AM, AI). An annual report which includes AIG sub group performance/growth data and analysis of screening rosters is shared with the AIG Advisory Board and the Local Board of Education between the months of October-November. School administrators and counselors use performance data to counsel students and schedule them in appropriate grade, course, and/or program(s).

	Dropout data is collected and reviewed by the schools Counseling Department in conjunction with the district Student Support Service Department. 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.
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.	The AIG Coordinator and AIG specialists in conjunction with the Curriculum & Instruction team (Testing & Accountability Department) will analyze multiple sources of data to identify students and services for AIG students. These data sources, both qualitative and quantitative are articulated in section 1A of this plan. The AIG Coordinator and AIG Specialists analyze achievement, growth and identification data of students from all populations, including under-represented populations, in order to better address specific needs in services that lead to more effective programming. Data is analyzed following the Fall and Spring headcount in an effort to monitor trends in the AIG population and performance. In addition to monitoring trends within the official headcount, an analysis of screening rosters is completed annually by the AIG Coordinator. Screening rosters are completed and submitted by AIG Specialist to track student data for those students who participate in talent development opportunities, nominated or referred for services. All students who are placed within a screening pool appear on the screening roster. This data provides the capability to track trends within our identification process even for students who fail to meet identification criteria. The AIG Coordinator provides an annual report to district/school administrators, AIG specialists, and the AIG Advisory Board. The AIG Coordinator, AIG Specialists, school/district leaders and the Student Support Service Department collaborate to define strategies that aid in uncovering potential in these special populations. #262 Asian Black Hispanic White Native Multi Pacific Islander Female 1% 10% 8% 27% 2% 2% na Male .07% 5% 11% 32% .03% .07% na
f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals	The CCS Human Capital Department in conjunction with the AIG Coordinator will monitor and maintain current credential data of personnel serving AIG students. All records of AIG licensure, coursework and professional development sessions are recorded and kept current in teachers' personnel files. AIG licensure and

and strategies outlined in the local AIG plan.	professional qualifications guide the employment practices of educators serving AIG students. Licensure and credentialing information will be shared with school level leadership to create school matrices and support effective scheduling of students.
g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	Clinton City Schools' Curriculum & Instruction Department continues to elicit responses from stakeholders about the quality, equity and effectiveness of the AIG program and services. Surveys are conducted by the AIG Coordinator electronically using Google Forms and paper copies are available upon request. The AIG Coordinator will partner with the Information Public Officer, principals and AIG specialists to ensure that survey windows are widely publicized. The AIG Coordinator will work with AIG Specialist and School Administrators to develop student and parent focus groups, in effort to better address program and service needs of stakeholders. The AIG Advisory Board is an established group that meets quarterly to provide feedback on the implementation and effectiveness of the local AIG program and plan. Informal feedback based on conversations with parents and students related to the AIG program and services is gathered by the AIG Specialists during annual DEP meetings and other events such as open-house and curriculum night. Clinton City Schools considers feedback from all stakeholders important to the continuous improvement of the overall AIG program. Clinton City Schools recognizes the need to strengthen communication protocols in response to stakeholder concerns and feedback. The AIG Coordinator over the plan cycle will work with the Advisory Board in conjunction with other district departments to establish standard protocol for collecting feedback and responding to stakeholder concerns.
h) Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	The local AIG program is committed to fostering transparency and collaboration through the sharing of program evaluation data with key stakeholders, including school and district personnel, students, parents/guardians, families, and other community stakeholders. By openly sharing evaluation findings, we ensure that all parties have access to important information regarding the effectiveness of the AIG program and the academic progress of gifted students. 1. **School and District Personnel**: Regular meetings and reports are held with school administrators, teachers, and district personnel to review the evaluation data. This allows for a collaborative approach in identifying strengths, challenges,

	and opportunities for program improvement. These discussions help guide future planning and decision-making to support student growth. 2. **Students**: Gifted students are encouraged to actively participate in their own learning journeys. As appropriate, evaluation data, including performance assessments and feedback, are shared with students to empower them to reflect on their achievements and areas for growth. 3. **Parents/Guardians and Families**: Parents/guardians and families play a pivotal role in supporting the development of gifted students. Evaluation data, such as student progress reports and program effectiveness, is regularly shared with families through meetings, newsletters, and digital platforms. This ensures that families are informed and can engage in discussions about their child's educational experience. 4. **Community Stakeholders**: The AIG program recognizes the importance of community involvement. Evaluation data is shared with local organizations, community leaders, and other relevant stakeholders to promote a deeper understanding of the program's impact and its alignment with community needs. This encourages ongoing support and partnership to enhance educational opportunities for gifted learners. By consistently sharing evaluation data across all these groups, the AIG program fosters a culture of accountability, collaboration, and continuous improvement. This transparent communication helps ensure that all stakeholders are actively involved in supporting the academic growth of gifted students.
i) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.	The rights of parents/guardians/students in AIG identification, placement, and services are as follows: ● To be informed of data relating to identification ● Parents must provide consent for testing and are encouraged to provide other information regarding their child. ● Forms for testing explain the consent which they are providing and then testing administrators and AIG specialists keep parents aware of testing procedures and where their child is in the identification process. ● Testing results and other data collected for those who qualify for gifted identification and program service(s) are shared with parents and/or students through confidential meetings. ● Testing results for children who do not qualify for gifted identification and program services are mailed to parents with an option of meeting with the AIG specialist to discuss testing

	and other criteria that were used in the process of determining identification status. For each student who is tested, results are posted to a secure spreadsheet that is managed by the AIG Coordinator. ● Students who are given consent to test for potential gifted identification and who meet the LEA's identification criteria will be given the corresponding gifted designation and entered into Infinite Campus by the AIG Coordinator as required by NCDPI. ● To be informed of any proposed actions related to eligibility and service delivery ● Parents/guardians must provide consent once a student is identified in order to begin services provided through the LEA's gifted program. ○ to examine AIG records ○ to receive information in their native language via translator or translated documents ○ to receive due process procedures in the event a resolution cannot be reached with the GIT Add-On Identification/Reassessment Process If a student indicates the need for reassessment based on additional data, the procedures for referral and evaluation should be followed. Add-on identification and/or reassessment will be considered during the established screening windows that occur at the beginning and end of the school year. Referrals submitted between screening windows will be held for review until the next available screening window. Transfer Student AIG Identification: Any student who transfers with data of identification in a program for academically or intellectually gifted students will be reviewed to match identification area and service options. CCS will honor AIG placement from other NC districts (Board Policy 4155). It is our goal to appropriately match student services using available data and demonstrated need. AIG students who transfer from another NC LEA: 1. Data manager notifies gifted specialist of transfer student who has evidence of participation in an AIG program 2. Gifted specialist will review the transfer student's AIG program participation evidence and share the data with the site's GIT 3. The site's GIT will review the data and determine appropriate service delivery options

	4. Gifted specialist will document the site's GIT decisions on the appropriate AIG form AIG students who transfer from out of state and/or private/charter: Students who transfer with data of AIG identification from out of state and/or a private/charter institution, will be reviewed to ensure identification meets the LEA criteria. If criteria data is lacking the identification process may be started. Services should meet the student's demonstrated needs as decided by the GIT during the identification process. In accordance with Article 9B, CCS has a procedure for resolving disagreements between parents/guardians and the school system when a child is not identified for the AIG program or concerning the appropriateness of the service options offered to an identified AIG student. These procedures relate to the processes of student referral, evaluation, identification, and the availability of approved service options. In the event that a parent/guardian disagrees with a decision, it is hoped that concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements: Step I: Appeal to the School Gifted Identification Team 1. The parent/guardian may request a conference with the Gifted Identification Team (GIT) at the child's school. This request must be made in writing. The GIT should be given ample opportunity (10 days) to convene all members together for a conference. 2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian and/or student. If needed the child's teacher may be asked to further documentation concerning student characteristics and achievement by the GIT. 3. At this conference, all information is shared with the parent/guardian and/or student and minutes are recorded on the GIT minutes forms and signatures obtained from those present at the conference. 4. Following the conference, the GIT will respond to the parent/guardian and/or student concern in writing within 10 days of the conference. Step II: Appeal to the Building-Level Principal 1. The parent/guardian and/or student may appeal the decision of the GIT team to the building-level principal. This should be done in writing within 10 days from the decision of the GIT. The principal shall

	schedule the conference within 10 days of receipt of the written request. The GIT chairperson and child's teacher may be invited to this conference along with the parent/guardian. 2. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the GIT, or the parents. Minutes are recorded on the GIT minutes form and signatures obtained from all those present. 3. The principal shall respond to the concern in writing within 10 days of the conference. Step III: Appeal to Executive Director of Instructional Services. 1. The parent/guardian and/or student may appeal the decision of the building-level principal to the Executive Director of Instructional Services. This should be done in writing within 10 days of the decision from the building-level principal. Please submit this appeal to: Executive Director of Instructional Services Clinton City Schools 300 Westover Road Clinton, NC 28328 2. The Executive Director of Instructional ServicesI will review the concern and schedule a conference within 10 days of receipt of this request. During the conference with the parent/guardian and/or student they may request further information from the child's teacher, the GIT, the parent/guardian, and/or the principal. Minutes are recorded on the GIT minutes form and signatures are obtained from those present. 3. The Executive Director of Instructional Services shall respond to the concern in writing within 10 days of the conference. Step IV: Appeal to the Local Board of Education 1. The parent/guardian and/or student may appeal the decision of the Executive Director of Instructional Services to the Local Board of Education within 10 days of the decision from the Executive Director of Instructional Services. The appeal must be in writing. Please submit appeal to: CCS Board of Education 300 Westover Road Clinton, NC 28328

	2. The Board will review the concern. The Board may request further information from the child's teacher, GIT, parent/guardian, student, principal, and/or the Executive Director of Instructional Services. During this meeting, minutes will be recorded on the GIT minutes form and signatures obtained of those present. 3. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint. Step V: Petition 1. If the parent/guardian and/or student and the Board of Education cannot reach an agreement, the parent/guardian and/or student has the right to petition an Administrative Law Judge whose decision will be final. 2. Attorney's fees are not available to parent/guardian and/or student in the event they prevail in due process.

Ideas for Strengthening the Standard:

Develop and implement standard protocols for the collection and response of stakeholder feedback.

Elicit greater stakeholder data collection participation through multiple methods (focus groups, surveys, interviews).

Intentional alignment between student growth and performance data with curriculum, instruction, and environment based on needs of gifted learners.

Sources of Evidence:

NCDPI comments and review document

Annual report including student growth and performance data

Steering committee meeting attendance report and minutes CCS Board of Education approval documentation

CCS AIG Plan

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