

TCS AIG Plan

STANDARD 4: Comprehensive Programming within Total School Community : *The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.*

<p>a) Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.</p>	<p>TCS recognizes that gifted learners’ interests and abilities lead them on diverging paths as they move through their academic careers. Accordingly, TCS seeks to ensure gifted learners have both appropriate support and challenge in all classroom environments, grade levels, and settings.</p> <p>As outlined in Standard 2a, TCS serves gifted and nurtured learners in regular classroom settings with direct and indirect support from AIG Specialists who collaborate with teachers and instructional coaches/lead teachers to differentiate and modify content, processes, and learning environments. Their collaboration may include ongoing consultation or coteaching. Beginning in 2016, AIG Specialists will also serve on or advise Multi-tiered Systems of Support (MTSS) teams to develop appropriate tiers of classroom differentiation.</p> <p>As outlined in Standard 2c, TCS clusters students to create true peer groups in elementary classrooms and in middle school classes/teams, and TCS detects clusters in high school classes. Clustering provides teachers a foundation for differentiation and better enables instructional coaches, AIG Specialists, and administrators to support their efforts.</p> <p>TCS offers AIG enrichment in separate settings in elementary and middle schools, and it offers advanced classes in middle and high schools. Outside of classroom enrichment or advancement, TCS extends curricula and provides enrichment through school-based clubs. In middle and high schools, TCS supports acceleration through North Carolina Virtual Public School courses, Credit by Demonstrated Mastery, and dual/early college enrollment.</p> <p>TCS addresses some of gifted learners’ social-emotional needs through differentiation and modification of learning environments (see Standard 4b), through four-year planning with the “AIG Trajectory” (see Standard 2i), and with affective curricula delivered individually and to classes by guidance counselors. However, TCS recognizes that together these efforts may not fully address gifted learners’ affective needs, but, as outlined in both Standard 2f and 4f (below), TCS will facilitate collaboration among AIG Specialists, TAGs, SITs, and counseling/support staff to more closely examine and respond to them.</p> <p>TCS ensures that each gifted learner’s unique strengths and learning profile are examined annually as AIG Specialists revise DEPs with parents/families. AIG Specialists share this important information with each student’s teachers by providing them with their own copies of the DEP. As students transition or transfer between schools, the previous AIG Specialist</p>
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	<p>hand-delivers DEPs and DEP folders to the next AIG Specialist and together they review each student’s needs.</p> <p>When AIG students are also served by special education teachers, AIG Specialists provide those teachers with DEPs and may, with parent consent, collaborate with them to plan complementary services or accommodations. When an AIG student is enrolled for full-day or half-day classes at Davidson River School, the LEA’s alternative school, the DRS principal or guidance counselor shares the DEP with DRS teachers and the AIG Specialist maintains contact with the student and his/her parent/family to ensure continuation of services.</p>
<p>b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.</p>	<p>As stated in Standard 1b, TCS believes each individual child is uniquely distinguished by a combination of strengths, interests, accomplishments, avenues for growth, and needs. TCS strives to convey this distinct combination on DEPs, with AIG Specialists working with students and parents/families to revise DEPs annually. Recognizing the limitations of a written document, TCS will begin “unpacking” students’ DEPs with teachers during faculty presentations, as described in Standard 3b.</p> <p>AIG Specialists, as teachers themselves, remain important resources for regular education teachers in addition being advocates for gifted learners’ needs. AIG Specialists coteach or collaborate with teachers, counselors, Media Specialists, Instructional Technology Facilitators, and Instructional Coaches to devise and implement differentiation and AIG modifications, including accelerated and enriched content in the regular education classroom. For students identified as Academically Gifted in Reading, content differentiation and modification may include advanced content presented through more complex readings, alternate texts/videos, and texts presenting multiple perspectives. For students identified as Academically Gifted in Math, content differentiation and modification may include advanced problems and using math in real world, professional, or college-level contexts. For students identified as Intellectually Gifted, content differentiation and modification may include thematic or interdisciplinary content to provide broader and/or deeper exploration of concepts.</p> <p>TCS encourages collaborative planning between regular classroom teachers and AIG Specialists so that teachers may use pretests, other existing assessment data, and curriculum compacting to facilitate content differentiation and modification.</p> <p>In addition to content differentiation and modification in the regular education classroom, the learning environment may be differentiated or modified for gifted and nurtured students. Students may work in small</p>

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	<p>groups with other advanced students, work in small groups with students who share similar interests, or pursue independent work. Students may negotiate with teachers to design culminating projects/products, to define standards for grading summative assessments, and/or determine expectations/goals, timetables/checkpoints, and formative assessment criteria. Such differentiation and modification in the learning environment allows gifted as well as nurtured students to combine academic and affective learning.</p> <p>TCS offers course and subject acceleration in addition to regular classroom differentiation and modification. Gifted and nurtured students may select honors courses or North Carolina Virtual Public School high school courses beginning in middle school. In high school, the course offerings expand to include AP classes in many subjects, dual enrollment, and online college courses. TCS also encourages students to strive for Credit by Demonstrated Mastery as an avenue to accelerate their studies.</p> <p>With its strong middle and high school CTE program as described in Standard 2d, TCS offers 21st-century curricula in a wide array of fields. Through the CTE program, students may earn licenses, credentials, or certificates prior to graduation. Additionally, the Workforce Development Coordinator arranges job-shadowing and internships for interested students once they are 16 years old. Moreover, TCS has defined hybrid CTE Pathways, enabling students to combine art or foreign language studies with CTE specializations. Together, these offerings allow all students, including gifted learners, the opportunity to enrich their academic learning with real-world perspectives or accelerate toward career goals.</p>
<p>c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.</p>	<p>TCS relies on harnessing the many strengths of the LEA to deliver comprehensive AIG programs and services. Communication and shared commitment are crucial to ensuring AIG is considered in school and district decisions.</p> <p>As highlighted in Standard 2, even when AIG students are accelerating through subjects or grades, differentiation in regular education classes is the foundation of daily AIG service.</p> <ul style="list-style-type: none"> ● Instructional Coaches/Lead Teachers support teachers in interpreting and responding to performance data in order to ensure that students move through the academic curriculum at an appropriate pace. ● AIG Specialists use varied practices to further enrich or extend that curriculum.

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	<ul style="list-style-type: none"> ● Media Specialists, Instructional Technology Facilitators, Specials teachers, and English Language Learner teachers may support or augment classroom differentiation with personalized learning. ● Meanwhile, Guidance Counselors and Student Advocates play key roles in delivering affective curriculum. <p>To help coordinate these instructional efforts, the AIG Specialists chair school TAGs and participate in meetings within their schools where AIG students' needs are part of the agenda, including department/grade-level meetings and MTSS meetings.</p> <p>Continual awareness and cooperation among school and district leadership will ensure that AIG goals are linked to the total instructional program of the LEA in policy and practice. As noted in Standards 3a and 5c, TCS plans to increase and formalize the dialog among the school and district leaders whose visions and operations influence AIG service delivery by revitalizing the district TAG. Meeting at least three times each school year, the district TAG will include Curriculum & Instruction directors, principals, assistant principals, instructional coaches/lead teachers, and other instructional support staff, along with the AIG Coordinator.</p>
<p>d) 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.</p>	<p>As noted in Standard 2, the mantra "AIG: all day, every day" highlights that all professional staff--regular education teachers, administrators, and support staff--must work together to deliver differentiated instruction and appropriate AIG services to identified gifted learners as well as nurtured students. All professional staff must share an overall understanding of the AIG program as it functions in their buildings, and they must have access to pertinent information about the gifted learners themselves.</p> <p>TCS conducts annual "AIG Refresher Training" for teachers, school administrators, and instructional support staff, including Exceptional Children's and English Language Learners' teachers, at the beginning of the year. This training combines information about the AIG program and plan; professional staff members' roles in providing program services; and how the DEP presents each gifted learner's unique needs. Additional information about manifestations of gifted learners' needs and possible identifying characteristics may be incorporated into later presentations, for example presentations coinciding with the window during which teachers and instructional support staff may nominate students for the pre-identification pool. As stated in Standard 5b, materials from training and presentations will be available on the TCS AIG webpage.</p> <p>AIG Specialists will share information about and advocate for gifted learners' needs for differentiation when they participate in department/grade-level meetings and MTSS meetings. AIG Specialists may</p>

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	<p>collaborate with special education teachers, guidance counselors, regular education teachers, and instructional support staff to plan complementary services, accommodations, or differentiation for students with IEPs or 504s.</p> <p>Most importantly, AIG Specialists will share each student’s DEP with all teachers and instructional support staff who serve him/her.</p>
<p>e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>As described in Standard 3b, AIG Specialists engage in communication and tasks within their schools and between schools in order to ensure effective continuation of K-12 services, especially at key transition points as students move from elementary to middle and from middle to high school. An important point of personal connection for students and parents/families in those transitions, AIG Specialists from the upper schools visit the rising AIG students at the lower school, participate in other school transition activities, and meet with parents/families. Additionally, AIG Specialists from the lower schools and upper schools meet face-to-face to hand-transfer students’ DEP folders and discuss any further transition needs.</p> <p>TCS students historically have been a mobile population, moving among schools in different parts of the district, withdrawing to home schooling then returning to TCS, and enrolling in full-day or half-day class schedules at Davidson River School, the district’s alternative school for middle and high school students. The practices of maintaining DEP folders throughout gifted students K-12 career and communicating regularly at district AIG meetings about nurtured students allow TCS to respond quickly when students move.</p>
<p>f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.</p>	<p>TCS teachers, other instructional support staff, guidance counselors, and AIG Specialists are distinguished in their dedication to students, but TCS acknowledges that both <i>viewing</i> a student as a whole child and <i>servicing</i> a student as a whole child require frequent, effective communication and professional collaboration.</p> <p>To create a shared vocabulary and common understanding of AIG students’ unique needs for cognitive growth, self-understanding, and social awareness, TCS will facilitate a professional dialogue or seminar for AIG Specialists and elementary, middle, and high school guidance counselors. Two key texts for this activity will be</p> <ul style="list-style-type: none"> ● NC Guidance Essential Standards http://www.ncpublicschools.org/curriculum/guidance/ ● National Association of Gifted Children’s Pre-K-Grade 12 Gifted Programming Standards https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education included in Appendix

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	<p>An outgrowth of this dialogue/seminar will be collaboration to plan delivery of appropriate affective curriculum to AIG students.</p>
<p>g) Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.</p>	<p>TCS embraces early enrollment for kindergarten, subject- and grade-level acceleration, curriculum compacting, Credit by Demonstrated Mastery, dual enrollment and early college courses as avenues for accelerated learning for gifted learners.</p> <p>Early Enrollment for Kindergarten in TCS is in accordance with State Board of Education policy SBE-GCS-J-001</p> <p>Grade Acceleration for K-3 (all criteria must be met)</p> <ul style="list-style-type: none"> ● 98% or higher on individual aptitude test ● 98% or higher on individual achievement tests in reading, writing, and math ● Highest level of performance on local assessments (Reading 3D or comparable assessments) ● High level of performance on student progress report ● Appropriate social development (as assessed by teacher and psychologist) ● Strong independent reader ● Student interview ● Teacher and principal recommendations ● Parent approval <p>Grade Acceleration for Grades 4-8 (all criteria must be met)</p> <ul style="list-style-type: none"> ● 98% or higher on individual aptitude test ● 98% or higher on individual achievement tests in reading, writing, and math ● 98% or higher on EOG or North Carolina Final Exams ● Grade of A on student performance (report cards) ● Two years above grade level on assessments for two consecutive benchmarks in reading, writing, and math ● Appropriate social development (as assessed by teacher or psychologist) ● Strong independent reader ● Student interview ● Teacher and principal recommendations ● Parent approval <p>Subject Acceleration for Grades 4-8 (all criteria must be met)</p> <ul style="list-style-type: none"> ● Teacher discretion ● Student interest/motivation ● Evidence of independent learning ● Work samples demonstrating mastery ● Parent approval

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	<ul style="list-style-type: none"> ● Administration approval ● TAG approval <p>Credit by Demonstrated Mastery is available to all TCS students under State Board of Education policy SBE-GCS-M-001</p>
<p>h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>During the 2013-2016 plan cycle, TCS investigated more sensitive and equitable identification processes and now implements them in the 2016-2019 plan. TCS acknowledges that research about and local experience with equitable practices in both AIG identification and programming must continue to evolve.</p> <p>In order to address the needs of traditionally under-represented AIG populations, AIG Specialists will continue to participate in professional development activities and continue to share their learning. AIG Specialists will collaborate with TCS teachers and other TCS instructional support staff to respond to needs as their awareness continues to increase.</p> <p>Another important aspect of promoting equity for traditionally under-represented AIG populations will be continuing to actively nurture students who are not identified and re-entering them into pre-identification pools on a regular basis.</p>
<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	<p>Each school offers clubs/teams, competitions, trips, and events/productions which provide gifted learners opportunities to explore or deepen their interests. Examples include chorus, band, art, robotics, Battle of the Books, MathCounts, Envirothon, student council, broadcasting/media, plays/musicals, honor societies, community service efforts, and CTE clubs such as FFA, HOSA, FCCLA, and FBLA.</p> <p>As students become eligible, AIG Specialists encourage participation in the following special programs: UNCA Super Saturdays, Duke TIP program, North Carolina School of Science and Math online or residential program, NC Governor’s School, and UNC School of the Arts. The AIG Lead Teacher maintains a webpage of additional extracurricular and summer programs, organized according to discipline/fields of interest.</p> <p>AIG Specialists annually encourage students and their parents/families to use these extensive offering as opportunities to develop gifted interests and serve affective needs. This encouragement is documented in DEPs.</p>
<p>j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.</p>	<p>Guided by a continuous progress model for elementary instruction, TCS uses intentional, flexible grouping practices consistently throughout elementary schools to facilitate effective instruction and support the growth of all students. Within this environment, AIG and other high-achieving students may additionally benefit from cross-grade</p>

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	<p>grouping, as indicated in Standard 2a. Clustering and flexible grouping within classrooms allows AIG Specialists to provide additional enrichment or support to small groups of students in separate settings during grade levels' Intervention & Enrichment periods. TCS offers more options for accelerated and advanced classes in middle and high school to provide gifted learners avenues for continued growth and progress.</p> <p>TCS recognizes that many interrelated factors may preclude optimal growth for gifted learners in any of their classes, including curricular/instructional decisions, masked exceptionalities, and/or other barriers. In all schools, TCS AIG Specialists will advise or serve on MTSS teams, ensuring that reliable and correctly interpreted data informs instructional changes for both gifted students and students who have not yet been identified. In doing so, AIG Specialists may contribute a crucial perspective about underperforming or underachieving students, especially when qualitative or quantitative data may otherwise be misinterpreted. Such advocacy not only can change teachers' and administrators' perceptions of particular students but also can increase their general awareness of institutional, cultural, and familial barriers to achievement that exist for both gifted and general populations of students.</p>
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Ideas/ Strategies for Strengthening the Standard:

- Develop a schedule of activities to guide district TAG through implementation and annual critical review of AIG Plan, including NC DPI AIG support services such as webinars in the activities. Develop a similar schedule (coinciding with NCDPI AIG webinars, workshops, regional meetings, etc.) and an outline of responsibilities to guide district TAG through development of 2019-2022 AIG Plan.
- Formalize monitoring of stakeholder satisfaction with hybrid CTE Pathways by including specific question(s) about it on high school portion of annual AIG Stakeholder Survey. Include district TAG, CTE Coordinator, Workforce Development Coordinator, and Secondary Curriculum & Instruction Director in response to low or declining satisfaction.

Sources of Evidence:

Records of AIG Specialists' collaboration, consultation, and coteaching as listed in Standard 2 Sources of Evidence
AIG items on MTSS team agendas and AIG Specialists attendance at MTSS meetings
Elementary class rosters and middle school class/team rosters demonstrating cluster grouping
Clusters of AIG students noted on high school master schedules, per semester
High school AIG clusters reported to teachers, department chairs, and administration documents in emails or meeting agendas
Rosters of AIG enrichment classes in elementary school, AIG enrichment electives in middle school
Club membership lists

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Records of North Carolina Virtual Public School students
Credit by Demonstrated Mastery records
Dual/early enrollment records
“AIG Trajectory” in high school DEPs and DEP folders
AIG affective curricula discussion points noted in TAG agendas and SIT agendas/minutes and
Schedule of AIG affective curricula delivery (e.g., presentations, discussions, workshops, events)
Email records of DEP distribution to teachers
Records of DEP meetings/conferences with parents/families
Emails, calendar invitations, conference invitations between special education teachers and AIG Specialists and
between guidance counselors and AIG Specialists
AIG-related emails to administration, students, and parents/families at DRS
“Unpacking student DEPs” presentations noted in faculty meeting agendas
Collaborative plans with counselors, Media Specialists, Instructional Technology Facilitators in regular education
teachers’ and AIG Specialists’ lesson plans
Differentiation and modification documented in lesson plans
CTE licenses, credentials, certificates
Job shadowing and internship records
Annual list of seniors completing CTE Pathways
Agendas from district TAG meetings
Attendance records from “AIG Refresher Training” sessions
Artifacts from AIG presentations at faculty meeting
AIG transition events on school/office calendars
Early kindergarten enrollment records,
Subject- or grade-acceleration noted and approval documented on DEPs
AIG Specialists’ Professional Growth Plans and/or Professional Learning Community meeting agendas
Lists of nurtured students
Lists of students in pre-identification pools
Recommendations for student participation in special programs on DEPs
Records of students transferring to special schools
Summer and extracurricular programs on AIG webpage