

Mission/Vision Statement and Funding

Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Carteret County Public Schools strives to create a learning environment in which gifted students are provided a rigorous, engaging curriculum that addresses the unique strengths, talents and abilities of our learners. Our school system will recognize, cultivate, and value gifted students' unique needs from Kindergarten through twelfth grade. We will work to engage and educate ALL stakeholders on the learning needs of our gifted students to ensure they reach their full potential.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 470,209.00	* \$ 46,653.52	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification
Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Carteret County Public Schools utilizes both qualitative and quantitative data for screening and referral for AIG services across all grade levels. Through a multi-tiered system of supports, Carteret County utilizes quantitative universal screening tools in grades K-8 for reading and mathematics. The tools utilized are reviewed regularly for validity and reliability. Each of these universal screening measures is administered at least three times a year to every child, allowing the screening process to be ongoing and updated frequently. These assessments provide local and national norms so that the screening data can better inform our talent development procedures and can be used in the referral process. In 3rd grade, Carteret County Schools administers the Cognitive Abilities Test (CogAT) to all students as a quantitative screening measure. This assessment provides composite scores for Verbal, Nonverbal, and Quantitative skills areas. This comprehensive screening tool allows our school system to identify students with strengths in a variety of cognitive domains. Academically we use data from the Beginning of Grade, End of Grade, and End of Course assessments in grades 3-12 as quantitative data to screen and identify for services. In addition, observational data and performance on critical thinking/higher order tasks is collected by AIG specialists and teachers as part of the screening and referral process through a multi-tiered system of supports. This qualitative data is collected in all grades and allows students another opportunity to display their gifts and talents. We believe that a student that is able to perform at the same level as other AIG students all day, every day should be provided those services to continue to flourish. At this time, group administered, adaptive assessments will not be utilized for eligibility. However, they can be utilized as a component of the data collected for portfolio process or as evidence for the need for additional data during the referral process. Referral: Both qualitative and quantitative screening data are monitored by the AIG specialists, teachers, and MTSS teams and may lead to a referral. Carteret County Schools accepts referrals from teachers, administrators, parents, students and all support staff. Referral information is available online through an online referral google form and in each building. These referrals are provided to and discussed by the school's Gifted Identification Team. A referral to the Gifted Identification Team is necessary if grade acceleration is considered to ensure adequate data collection for the acceleration process. A child may be referred to the Gifted Identification Team in any grade if there is a pattern of exceptional performance in any of the category areas. In addition, students may be referred if the current area of eligibility and services no longer meet the learner's needs and additional services may be needed. Databased decision making criteria is in place to ensure that all students displaying strong aptitude and/or strong achievement are considered by the Gifted Identification Team so that all students showing commensurate skills get equal consideration. If a student is considered by the Gifted Identification Team for additional evaluation to determine need for services, the team must consider all students with a similar performance profile so that referral is not the driver of consideration, but performance is. According to the National Center for Research on Gifted Education (2018), the rate of language acquisition is a sign of giftedness for students identified as English Learners. Therefore, it is important for English Learner (EL) teachers to consult with AIG teachers regarding students who display language acquisition at a faster pace than other students and/or early language acquisition and be informed of our screening and referral process. We utilize a process developed through the Meadows Center called Implementing Structured Data

Meetings for instructional planning for English Learners. This allows to identify those students who are in need of enrichment as well as those at-risk. We will continue to collaborate with the Exceptional Children's Department to identify twice-exceptional children. A child can be referred to the AIG team if a school psychologist has testing showing an area of possible exceptionality. All psychologists have been trained on the district's Local AIG Plan, criteria for AIG and the psychologists have referred students who have shown areas of potential exceptionality. The AIG team for Carteret County Public Schools has created a handbook for the GIT teams which outlines the referral and identification process and also includes all necessary forms and procedures. This is digital and each team is trained to use the forms and process.	* Practice 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. Carteret County Public Schools identifies students as Academically Gifted, Academically Gifted, Academically Gifted (Reading and Math), and Intellectually Gifted. For each area of Academic Giftedness, Carteret County Schools has two pathways for eligibility. The first is based on assessment data. The second pathway is based on a portfolio process. This process will involve the collection of data from the following sources: a gifted rating scale, at least 3 student work samples showing higher order/critical thinking and above grade level performance, historic academic performance data including summative, formative and universal screening/benchmark data, letter from the AIG specialist, other standardized assessment data including rate of language acquisition for EL students. Referrals should follow the procedures outlined in the referral section of this plan and the CCPS AIG Handbook. The building team will collect all the data necessary for consideration of giftedness using the portfolio process. This data will then be sent on to a county level team for eligibility consideration. Decisions made regarding eligibility will follow a district created rubric. A child can be referred at any grade level for identification for services following the screening and referral processes listed in Practice A. According to Article 9B (N.C.G.S. 115C-150.5), "academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields." The identification system listed below was designed to align to this definition of giftedness. A student can be identified as gifted in any are starting in Kindergarten. Prior to our first universal screening with the Cognitive Abilities Test in 3rd grade, students can be referred for evaluation to determine eligibility. In the case of early identification, all student evaluations will be individually administered assessments that are considered valid and reliable for that age and aligned to identification criteria shown below. With the growing popularity of computer adaptive screeners/diagnostics in schools, it is important to note that we are not currently utilizing those assessments as sole indicators for placement decisions as outlined below. They are considered a component of our screening and referral process. Highly Gifted Students exhibiting a 98th percentile composite score on a nationally normative, comprehensive or county approved aptitude or intellectual assessment, as a stand-alone score, are possible candidates for highly gifted. For Intellectually Gifted 1. Equal to or >95th percentile using age-based norms on a nationally normative, comprehensive aptitude or intellectual assessment in any composite.* 2. GRS T Score > 54 in any area Academically and Intellectually Gifted (AI): Must Meet Both Criteria 1. Equal to or >95th percentile on a nationally normative aptitude or intellectual test in any composite 2. Equal to or >95th percentile on a nationally/state normative achievement test (not sub-test) (EOG,EOC, BOG, Explore, PLAN, ACT) or evidence of giftedness shown through the portfolio process. Pathway 1: Gifted Reading 1. A nationally normative, individualized achievement test score of equal to or >95th percentile in reading (i.e. Woodcock Johnson) with county approval OR
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A trend of equal to or >95th percentile on 2 or more state normative achievement tests or group administered, comprehensive achievement tests in reading during three consecutive testing years (not sub-test) (EOG, EOC, BOG, Iowa)* Pathway 2: Portfolio showing evidence of giftedness in reading specifically. See portfolio checklist in the Appendix. Gifted Math Pathway 1: 1. A nationally normative, individualized achievement test score of equal to or >95th percentile in math (i.e. Woodcock Johnson) with county approval OR A trend of equal to or >95th percentile on 2 or more state normative achievement tests or group administered, comprehensive achievement tests during three consecutive testing years (not sub-test) (EOG, EOC, BOG, Iowa)* Pathway 2: Portfolio showing evidence of giftedness in mathematics specifically. Academically Gifted Students will be classified as Academically Gifted if they qualify as both Gifted Reading and Gifted Math. Transfer students who were identified as gifted in another school system will be cluster grouped and data will be gathered. Transfer students will be provided every opportunity to adjust and meet Carteret County's AIG identification standards. Military compact: Students from active military families who are identified in the former school as AIG and show a need for differentiated services will have them provided for them. Outside evaluations: Outside evaluations will be reviewed by the Gifted Identification Team and used at the team's discretion and with approval by the AIG Coordinator. If there are multiple pieces of data that are conflicting, it is the responsibility of the Gifted Identification Team to determine the need for AIG services or additional data collection. *8th grade math EOG percentiles will not be utilized as part of the trend data due to the lack of a traditional normative comparison group. If a student is need a 2nd trendline and is not enrolled in Math1, we will provide the student with the opportunity to take another comprehensive math assessment in order to determine the need for services. *Screener scores will not be used for AIG placement, but may be utilized as a component of the GIT's team consideration for the need for a comprehensive assessment.	  Click here to remove the table and use only the narrative field.
* Practice C Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional. In Carteret County Schools, approximately 76.18% of the students are Caucasian, 11.1% are Hispanic, 6.75% are Two or More, 4.4% are Black, 1% are Asian. All other demographic populations are less than 1%. Approximately 66.7% of our students are economically disadvantaged and 3.9% are identified as Multilingual. On the last headcount, students from all demographics were identified including twice exceptional learners. We review our percent per population data for all student groups after each headcount. We utilize a problem solving processes to discuss barriers to service in order to engage in a continuous improvement cycle. With each plan, we look for trends in data over the 3 year cycle. As we develop our plans, we utilize the data gathered to ensure equitable service opportunities. This includes opportunities at talent development and placement. We follow the National Center for Research on Gifted Education (2018) essential steps for identification of giftedness in Multilingual learners: 1. Universal Screening g procedure, allowing for use of other tools to supplement the screener 2. Create alternate pathways, including a talent pool and a preparation program that allows s students to become familiar with the types of skills necessary for identification 3. Establish a Web of Communication 4. Viewing professional development a s a lever for change.	

We also know from the same research (2018) that the rate of language acquisition is a sign of giftedness for students identified as multilingual. Therefore, it is important for Multilingual (ML) teachers to consult with AIG teachers regarding students who display language acquisition at a faster pace than other students and/or early language acquisition.

The specialists will also provide tasks within the classrooms prior to administering the Cognitive Abilities Test to expose all children to the types of tasks utilized for identification.

We will continue to collaborate with the Exceptional Children's Department to identify twice-exceptional children. A child can be referred to the AIG team if a school psychologist has testing showing an area of possible exceptionality. All psychologists have been trained on the district's criteria for AIG and the psychologists have referred students that have shown areas of potential exceptionality. In order to avoid barriers to service, we are able to utilize testing performed by our school psychologists for the components of eligibility.

In all grades we utilize a multi-tiered system of supports which involves universal academic screening data. This process also includes classroom teacher/AIG specialist observation, above grade level assessments/performance, and student response to varied critical thinking tasks so that we increase the number of students from traditionally underrepresented populations nurtured and later identified as gifted. We will continue to build and expand our nurturing program while monitoring data regarding participation to ensure equity.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	25.00%	---	<5%	---	7.28%	---	14.24%
Male	---	---	8.48%	---	8.11%	---	15.80%
Total	23.46%	<5%	6.51%	---	7.69%	---	15.06%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

Since screening is ongoing in our county and utilizes multiple types of data (universal screening data, summative data, cognitive data, observational data), it is important that we monitor usage of the data and also the number of students that are benefitting from those opportunities. All student in Carteret County Public Schools are a part of the screening process in an ongoing way and our data for the number of students participating in screening at each grade level should reflect the expectations of all students participating. We do yearly training to standardize assessment procedures to ensure that our screening data is accurate. The AIG coordinator provides professional development and support to AIG specialists and teachers in order to read our screening data and understand what the data is sharing about student strengths and service needs. As a team, we adapt to the new data available and align our practices in identifying students for talent development through our monthly PLC's.

Each AIG specialist will maintain a spreadsheet of students that have been referred to the Gifted Identification Team as well as students showing traits of giftedness, the need for specialized instruction, or students that have data that indicates a need for differentiated instruction/curriculum. This spreadsheet is shared during transition periods so that receiving schools can see a comprehensive, historic picture of the student that is moving into their building. Training will be provided for AIG specialists around databased decision making to ensure that all students showing commensurate skills get equal consideration. This process is modeled for new GIT team members/specialists by the AIG Coordinator to ensure the correct questions are asked. We have consistent forms and a flowchart in our AIG Procedures Handbook in order to ensure consistency in the screening, referral and identification process.

Carteret County Public Schools has a table with each area of eligibility listed and the criteria for eligibility in that area listed on our county website, in the AIG Handbook on Parent's Rights, and our AIG Procedural Handbook. This is used by specialists and shared with parents, teachers, administrators to help ensure

accountability for consistent use of identification methods. Students that are being served either based on eligibility or talent development are shared with the AIG Coordinator of the county. Each school sends AIG placement folders to the AIG Coordinator. These folders are reviewed to ensure they have the necessary components for eligibility. When eligibility folders are not accurate, the Coordinator will communicate with the specialist.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. The county's screening, referral, and eligibility information is provided to Gifted Identification Teams, shared at administrative meetings, and shared with parents in multiple ways including the AIG webpage, the "For Parents" link on our county webpage, parent advisory meetings, AIG student activities and through personal communication. In addition, we have created an AIG Handbook on Parents Rights. Many specialists are available to meet with parents during Open House to answer questions and provide information regarding our policies. A table clearly outlining our screening, referral and eligibility processes has been created and is used to help communicate our process and a link to eligibility. We also have created a flowchart and practice guide for our Gifted Identification Teams and Specialists within the building to ensure consistent implementation of our plan. Due to the number of students who are enrolled at our middle schools from private or charter schools, we will also meet with the administrators from local feeder schools to share eligibility information and brainstorm barriers to access from our feeder schools. This spring, we had great success partnering with our private school to create solutions to a barrier that was identified due to the change in testing requirements by the diocese. We then met with parent groups to ensure they understood our requirements, the options the private school would provide and how we can meet their student's needs together. At the beginning of each school year, training regarding the county's policies for screening, referral and identification will be provided for teachers and administrators. This can occur at county professional development, in school's opening meetings, or during school's PLC's. We have an online referral form that also links our eligibility information that is accessible for students, parents, school personnel and community members. Our county translator is well-trained in our gifted program and is able to provide information to parents, removing another possible barrier.
* Practice 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 Academically and/or Intellectually Gifted department has a procedures handbook that includes forms and flowcharts outlining the steps taken towards eligibility and identification decisions. The paperwork includes: -Identifying information -Gifted Identification Team meeting dates -Placement date -Screening details -Indicators of giftedness that align to the county plan -Team decision on the need for services -Signatures of GIT team and parents/guardians Each child's information is placed into a folder with the identification form as well as all evidence collected during the screening, referral and placement process. The information collected is reviewed with the parent during the placement meeting when they are also given a copy of the CCPS Handbook on Parent's Rights and sign that we have reviewed the processes with them. A checklist is provided to specialists and teams to ensure all necessary materials are included in a student folder. A copy of the folder is kept at the child's school and a second copy of the folder is sent to Central Office for the AIG Coordinator to review and maintain. This information is then put into our Student Information System (Infinite Campus) and reviewed at Fall and Spring headcount.	* Practice 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.

Carteret County Public Schools transitioned to Differentiated Education Plans (DEPs) in PowerSchool last year. As we transitioned to a new Student Information System as the year began, we elected to use the same format as the PowerSchool DEP's, but created paper copies. The initial DEP is completed during the student eligibility conference with the student's parent/guardian, AIG Specialist, teacher and administration. DEP's are then completed annually based on area of eligibility and need. Parents are invited to attend an AIG presentation where the specialists outline the services available, parent rights, and service delivery models. Each parent is given a copy of their child's DEP and a Parent Handbook which outlines service delivery by grade span, definitions, and a black DEP with explanations. The parent can set-up an individual conference with the AIG Specialist if needed. Our specialists each serve close to 167 identified students and provide services to our talent development students. Therefore, we do not have the capacity for individual conferences for each family and try to focus on educating the parents in a group setting and providing opportunities for conferences when needed. Since we have focused on quality service delivery to identified students and consistent communication to parents, we rarely have parents request additional conference because they are well educated along their child's educational path.

Each student's DEP is aligned to their area of eligibility and not all services will be identical. The parent handbook and our website have a glossary of terms utilized in the DEP and service delivery models broken down by grade spans. We ensure that the services outlined in the DEP align to evidence based practices for gifted students. Input is obtained for the DEP from parents, teachers, and if appropriate, students.

In high school, our blueprint incorporates our DEP and is developed to help support students to reach their goals. During their high school career, the specialists will discuss the opportunities available to high school students, suggest timelines, and stress the importance of resume building activities in order to ensure they are competitive when applying to academic programs, scholarships, and colleges. Our high school AIG specialist has an online calendar for students to reserve timeslots that are optimal for them given their high school course load. She communicates to each AIG student through email and her online classroom. In addition, she coordinates with the counselors on best practices for scheduling our AIG students.

*** Ideas for Strengthening the Standard**

There are many priorities for the limited Professional Development time in schools. An area for improvement in our plan would be having the GIT teams at each grade span level come together as a group for PD on a regular basis. The initial professional development would be regarding screening, referral and identification. While we have a flowchart and procedural handbook, ensuring that each team member gets the exact same professional learning on data based decision making can help improve our consistency in implementation of the procedures outlined in Standard 1. We believe our parent handbooks and procedural guide with live links to all necessary forms has helped improve this area greatly. However, we consistently are improving those guides to ensure that we are clearly communicating the processes that are needed for Standard 1.

Planned Sources of Evidence

* National Center for Research on Gifted Education. (2018). Exploratory Study on the Identification of English Learners for Gifted and Talented Programs. Storrs, CT.	
* Academically or Intellectually Gifted Students 2015 (NCGS) s. 115C-150.5-150.8.	
* The University of Texas at Austin/The Meadows Center. (2016). Implementing Structured Data Meetings.	

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources
		 AIG Procedural Handbook

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

Carteret County Public Schools serve gifted children and children showing gifted potential in our K-12 learning environments. We serve students in the following areas of eligibility:

- Intellectually Gifted in Composite, Nonverbal, Quantitative, and/or Verbal
- Academically and Intellectually Gifted in Reading, Math or both
- Academically Gifted in Reading, Math or both

The students area of eligibility and academic and/or intellectual needs drive the services that a student receives. This can include services in content/academic areas outside of the area of eligibility including Social Studies, Science, the arts or an unidentified area that requires additional academic challenge such as a student identified in reading that is showing a need for talent development in the math.

In grades K-8, our services are provided based on area of eligibility. We attempt to look at each learner and provide meaningful activities that meet the child's needs. In High School, our services are provided based on eligibility and need. This service may be provided in any of the following ways:

- Pull out services during a core academic time or during the intervention to enrichment block/extended learning block utilizing activities that target the area of identification.
- Clustering by area of exceptionality to help facilitate differentiation in the classroom.
- Push in services whereby an AIG specialist and classroom teacher provide instructional delivery and support to AIG students in the classroom. The specialist should ensure that the students' needs for differentiation are being supported in this process and be part of the planning process to meet the needs of the students. A focus should always be on increased depth and complexity of subject matter. Differentiation can be completed through Content, Process, Product.
- Consultation
- Acceleration in accordance with legislation and based on individual student need.
- Social Emotional Learning support designed to focus on 21st century skills of collaborating, communicating and teamwork.

As a county, our goal is to provide students with an average of 2 hours of services per week in grades K-8 in the area of identification. We can accomplish this, in part, due to our utilization of a multi-tiered system of supports. Through this process, students are grouped for a period of the day based on learner skill, from intervention to enrichment. This time is utilized to help provide much needed enrichment/acceleration for our gifted students. The AIG department aims to provide appropriate professional development, coaching, instruction and collaboration so that the activities provided to gifted students and those participating in the talent development program are meaningful and of appropriate depth and complexity to meet the needs of the students. AIG specialists will communicate with teachers and will monitor student growth through quantitative and qualitative measures to ensure we are meeting the needs of gifted students and to help determine the appropriate instruction moving forward.

At the high school, services include advanced coursework, dual enrollment, CDM, Interactive Virtual Courses, specialized programs and scholarships such as Governor's School, and mentorship/internships. The AIG department provides support through course planning, seminars to build students' skills for the future, and support with the application process for specialized programs, scholarships, and colleges. Our department seeks out partnerships to increase the opportunities our students have for participation in rigorous courses. We seek to match AIG students with the information and support they need to help them achieve their goals. An outline of services by grade span is included in our CCPS AIG Handbook on Parent's Rights.	  Click here to remove the table and use only the narrative field.
* Practice 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. Carteret County Public Schools AIG department recognizes the unique needs of gifted learners. According to Neihart (2015), "Social and emotional needs are at the heart of well-being and the foundation for achievement for all children. Many gifted children need targeted assistance with peer relationships, perfectionism, asynchronous development, situational stressors, and post-secondary planning". AIG Specialists utilize purposeful planning to integrate 21st century learning skills of collaborating, communicating, and teamwork into the gifted classroom to target these identified learner needs. Specialists provide professional development for teachers so they may better understand the unique needs of gifted students at the beginning of each school year to help mitigate potential misunderstanding. Our department also provides purposeful instruction to families so that they can understand the learner needs of gifted students during our DEP meetings each year. We value the time that gifted students receive with their gifted peers as we recognize it provides us with the opportunity to address the unique social needs of the gifted students. In keeping with current research, some topics that are addressed with gifted students include reframing evaluative concerns to positive strivings, friendship challenges that come from asynchronous development, underachievement, setting mastery and progress goals over performance goals, and growth mindsets. AIG specialists intentionally weave learning into academic units through discussion-based activities and literature that highlights themes such as perseverance and overcoming challenges which foster peer relationships alongside 21st century skills; collaborating, communicating, and working as a team. Recognizing the importance of peer interaction among gifted students, specialists facilitate small-group enrichment sessions where students explore real-world problems, engage in collaborative projects, and build resilience alongside academic skills while also strengthening communication, empathy, and teamwork. AIG specialists at the high school level monitor the at-risk reports to ensure that we are not missing important warning signs of from gifted students in order for us to target those kids most at-risk. We encourage the use of this with teachers, support staff, and administrators in the building so that we can better assess our strengths and weaknesses in the building. While we continue to build the knowledge base within the county, we will also continue to build parent's knowledge on the unique needs of gifted children. We have presentations addressing stress and perfectionism, asynchronous development, and post-secondary planning during our Open House/beginning of the year meetings. A parent lending library which includes books that specifically address this area is available for parents.	  Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. Carteret County Schools' Curriculum and Instruction team members partner with each other to assure that our goals align and that all students receive a quality education that meets their individual need. We have a small C and I team that allows us to integrate AIG into every conversation, plan professional development, and align initiatives as a team. This also allows us to look at funding creatively so that we can prioritize funding AIG certified teachers with our state allocated funds. The entire Curriculum and Instruction team serve as advocates for gifted education, ensuring that what is right for students in considered. AIG specialists in Carteret County Schools partner with teachers to differentiate the curriculum and extend/accelerate	

the standards. We have created a bank of teacher lesson plans for gifted students based by standards that a classroom teacher may be teaching. They participate in instructional planning sessions with teachers and provide professional development on instructional programs. This interconnection of services with instructional programming is key to our students' success. Due to our ability to collaborate and purposeful planning of gifted services, our AIG student group consistently meets growth in EVAAS each year. As a C and I team, we are able to analyze the EVAAS data and find areas of weakness as a program and strategically align our county PD and resources to help target the needs of the larger population of students and gifted students through aligning initiatives. AIG services and supports have been integrated through some of the following systems and instructional supports/resources:

- MTSS
- NCDP I Advanced Learning Labs
- Pre-tests for compacting opportunities/extension
- House Bill 986 Enrollment in Advanced Math Courses
- Extension/enrichment of grade level content
- Partnerships with Career and Technical Education to offer advanced coursework and STEM opportunities to Middle School and High School students
- Purposeful planning of clubs and activities to meet the needs of gifted students
- Honors Implementation
- CCP and CDM

* Practice D

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

Through a multi-tiered system of support, Carteret County Public Schools is able to offer purposeful, flexible grouping practices in grade K-8. This allows each building to have intentional time set aside in the schedule for enrichment activities for AIG students and those with advanced learning needs. The groups are based on both quantitative (universal screening, formative assessment, summative assessment data) and qualitative (teacher observation, response to higher order thinking questions, rate of acquisition of skills) data. The groups are re-evaluated at least every 9 weeks and students can be added to groups at any time based on ongoing data collection. Student growth is monitored by both the MTSS team and the AIG department. In addition, Carteret County Public Schools provides professional development on flexible grouping and differentiation within the classroom for AIG students. Topics including compacting, problem-based learning, student choice boards, and acceleration are discussed in these training. As the classroom teachers build knowledge in practices that facilitate growth and achievement for students with advanced learning needs the opportunities for our students to grow at high rates increases. Cluster grouping recommendations are emailed out to all K-8 administrators at the end of each school year in preparation for scheduling. Ideally, 6 to 8 students make a reasonable group in a classroom of approximately 20 students. While this is not a finite number, it is a standard to aim towards. Each AIG specialist must meet with his/her administration to provide input/recommendations for AIG student scheduling based on area of exceptionality. This allows for increased differentiation and pullout/push-in service delivery. In accordance with policy, AIG students must be placed with teachers who are AIG licensed or locally trained. Based on a "typical" class size, below is the chart that is provided to administration each year based on recommendations from Winebrenner and Brulles (2008).

Cluster Grouping: 24 Students in 3 Classes			
	Teacher A	Teacher B	Teacher C
Gifted	6	0	0
High Achieving	0	5	5
Average	9	9	9
Below Average	9	5	5
Far Below Average	0	5	5

Practice E

Inform 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.

Each year, we include all administrators in the county in professional development to support understanding of both policy and practices so that they would better design support for differentiated services. Upon approval of this plan, a presentation outlining key components of the plan will be created and shared at district professional development offerings, administration meetings, and in school based training. Within the presentation, we will include a link to our digital resource files to provide all county employees access to the available AIG resources. The slidedeck will be shared on our district AIG webpage as well through

the AIG specialists' webpages. Each year, a student will receive a Differentiated Education Plan (DEP). This presents another opportunity to inform teachers, administrators, parents and support staff about the delivery of differentiated services and instruction. Key definitions will be provided and resources will be given with explanations for use. This additional, individualized level of support during the development of the DEP helps remind everyone of needs of gifted students and regulations for gifted students. It is critical that the DEP is shared with all staff members so that they can better understand the strengths and needs of gifted students. AIG specialists will share the DEP with each teacher during PLC's to help ensure they understand the student's needs. The AIG Specialists have created a professional development calendar that aligns to the regulations for gifted education. Each session will include the resources/strategies included in this plan. In providing this support, we hope to increase the utilization of the differentiation resources available and increase all county employees' knowledge of our program and plan. These will be provided for all K-8 teachers to ensure evidence based materials and teaching strategies needed to meet the needs of gifted students are used within the classroom. We provide ongoing district wide professional development that encourages utilization of higher level skills in the classroom and problem based learning. In addition, we have provided 5 professional development opportunities for all high school honors level teachers. These were done by content area, across all schools to align practices and expectations of students based on the new Honors Implementation Guide. We will continue this PD series into next school year by diving deeper into tiered assignments and creating county-wide assessments that can be used to evaluate the effectiveness of our instruction on students at the high school level.	
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	Carteret County Public Schools has put in place articulation processes for each grade level and during key transition periods (Elementary to Middle School, Middle School to High School), to support the learning needs of gifted students. The AIG specialists in each building meet with teachers to review the DEP of gifted students in their classroom and what the children's current skills are. Each specialist also reviews any students who are not yet identified but show evidence of potential giftedness. Each specialist keeps a spreadsheet that include student names, services received, cluster group recommendations and previous test information (including formative and summative test information). As students are referred and added to AIG services, whether through Talent Development or the referral process, they are added to the spreadsheet. This information is then shared with the AIG specialist of the receiving school specialist and administrator during key transition periods. Each specialist meets with the receiving school specialist to review the students and their needs/eligibility. The AIG Specialist of that school then uses that information when they meet with the administrator regarding cluster grouping and advanced coursework. The Director provides each AIG specialist, Administrators and High School Counselors with a list of all students that have received a level 5 in math to ensure appropriate placement for student's transitioning into a new building. State reports ensuring compliance with placement will be shared with each school to ensure that the student's are placed appropriately or that we have received a waiver from the student's parent. At the high school level, a 4 year plan for services encourages students and staff to consider the long term needs of the student and allows for us to easily communicate the student needs should a transfer occur. Prior to high school, the AIG specialist assigned to the middle school meets with students to review their goals for high school and to plan for appropriate coursework to help the student meet those goals. This plan is then shared with the AIG Specialist for the high school to support students and start them on a path towards success at the high school. Prior to each school year, the AIG specialist will print a list of AIG students within the building and provide this to administration. Each newly identified student will have AIG eligibility entered into the student information system. During the fall and spring headcount window, the AIG specialist assigned to the building will review student data in the Student Information System for accuracy, make all necessary changes, and review the roster with administration face-to-face. This is another way of ensuring continuation of K-12 services for gifted students and advocating for their educational needs.
* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.	Carteret County Public Schools provides professional development and support with implementing curriculum compacting. In curriculum compacting, a teacher or team of teachers develops a pre-test that assesses which students already have mastery of the topics/learning outcomes about to be introduced. Replacement instruction or activities are then provided for the students that have demonstrated mastery. To support implementation of curriculum compacting, we highly recommend the teacher-friendly resource by Winebrenner & Brulles (2012), Teaching Gifted Kids in Today's Classroom. To help alleviate the stress felt by teachers to create additional materials for students who demonstrate mastery with compacting, Carteret County Public Schools' AIG Department will work with teachers to create materials and have created a shareable resource file for teachers to go to for ideas based on standard and grade.

At the high school, we have 3 opportunities for acceleration: CDM, CCP and AP Coursework. Our county has a clearly articulated Credit by Demonstrated Mastery process which allows for students to receive credit for courses in which they have shown content mastery prior to taking the course. The two-stage process involves passing the content EOC/NCFE and submitting an artifact that demonstrates deep understanding of the content. A district based team for each CDM area that consists of at least two content area experts related to the course, principal, Director of AIG and instructional specialist will create artifact expectations and scoring rubric. The "For Parents" tab on the CCPS website gives a flowchart and information for parents on the process as well as a referral link and student application to begin the process (https://www.carteretcountyschools.org/for_parents/credit_by_demonstrated_mastery). Carteret County Schools' Board Policy 3101 states: "in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity." This dual enrollment opportunity, provided for high school students, allows for students to be awarded credit towards graduation as well as college credit. Each year, high schools counselors and administrators are emailed the CDM windows for the year as well as the referral link and the procedures. Prior to each window, the Director of AIG emails a reminder so that any students that have spoken with them regarding CDM can be reminded to apply. We employ a CCP Coordinator that meets with students to help ease the enrollment process and make it accessible to all students that meet the requirements. She goes to each high school every week and schedules meetings with the students to help align their coursework to their educational/career goals. This Coordinator serves as a liaison between CCPS and Carteret Community College. If a student is interested in early enrollment, the Coordinator will reach out to the Director of AIG to make sure the student meets the state required criteria. As a county, we continue to expand our access to AP coursework. Students in each building are offered a variety of AP courses and our pass rate is 86.49%. 20% of our high school students are currently enrolled in an AP course and 45% are taking at least 2 AP courses this year. Our partnership with NCAPP has allowed us to train at least 8 teachers a year in their AP course content.

The county has created clearly defined acceleration policies and procedures for gifted or advanced students that need subject and/or grade acceleration. While G.S. 115C-288 clearly gives authority to the principal to place students, our county process utilizes research based criteria to increase the likelihood of success with acceleration. In order to be considered for acceleration, a child should be performing at the highest level of the grade in the area that is considered (content only) or for all academic areas. The process is clearly delineated in a flow chart with linked forms in the AIG Procedural Handbook. The first step is for the classroom teacher and AIG Specialist to communicate regarding the student and provide learning opportunities that may challenge the student. If this is not intensive enough support, then the child is presented before the GIT and building administration. If the GIT agrees to move forward with the process of gathering additional data to consider acceleration, the AIG Specialist or administrator will reach out to the Director of AIG. For grade level acceleration, the Iowa Acceleration Scale-3rd Edition is utilized to support the decision-making process. Both on-grade and above-grade level data must be collected as part of the process as well as aptitude/ability data. The AIG Coordinator will involve all necessary Curriculum and Instruction team members in the data collection process. A comprehensive discussion and observations of social-emotional functioning and support systems are conducted as part of the process. Once the necessary data is collected and compiled by the Gifted Identification Team in coordination with the Curriculum and Instruction team, the AIG Coordinator meets with the building team and a recommendation is made. For subject area acceleration, a similar data collection and decision making process is utilized. The only difference between grade level and subject area acceleration is that we do not require the utilization of the Iowa Acceleration Scale, although it can be employed to provide thoughtful consideration of all areas of functioning. For grade and subject level acceleration, a thoughtful plan must be created to monitor the success of the acceleration and the student should be included in the plan development process. Areas to consider in the plan are:

- Transportation
- State Assessments
- Maintaining peer connections through school based activities and class placement
- An identified point of contact for parents in case there are concerns with the plan or to receive updates on the success of the plan
- Communication plan between parents and teachers-When the team will meet to discuss the success of the plan/modifications
- How gaps will be filled
- If it is subject level, how the teachers will communicate with each other, how grades will be shared, and transportation if necessary

Each plan should include frequent, scheduled time with the student and the AIG specialists early on as well as scheduled communication between the classroom teacher and AIG specialist to review grades and to ensure there are no gaps that need filling or social emotional needs. After the first 9 weeks, the AIG specialist, classroom teacher, administration and parents should have the opportunity to meet and discuss the acceleration plan and make adjustments as needed. Students who have been granted by the principal "early entrance to kindergarten" or who are considered for grade acceleration by the principal will

have an IDEP developed once all testing has taken place and the decision is made. This IDEP will be developed in collaboration with the principal, the AIG Specialist, teacher(s) of the student and the parents. Additional acceleration opportunities are available to our 8th grade students to take Math 1 and Earth and Environmental Sciences. There is clear criteria that is utilized across the county for entrance into those courses.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Carteret County Public schools offers talent development opportunities through: -Direct service in our intervention to enrichment blocks -Teacher training and resources to help identify and differentiate to meet student needs in the classroom -Co-teaching and co-planning As part of this process, students are provided talent development beginning in Kindergarten. Our talent development protocols provide for increased access for students through an expanded pool and use of local data. This process continues K-8 in all buildings. This provides for access to advanced learning opportunities as well as extension. Data collected through this process drives decision making on advanced learning needs. Beginning in Kindergarten, CCPS AIG Specialists work with teachers to understand gifted characteristics and provide extension and enrichment work for students with advanced learning needs. Regardless of whether the student came in with advanced skills because they went to the best preschool or because they are showing higher order thinking skills but lacked early exposure to preschool programming, our job is to meet the students where they are and nurture their talents. These students are identified through observation by the classroom teacher based on gifted characteristics checklists and data collected through formative/benchmark assessments. Beginning in 1st grade, our AIG Specialists provide pull-out services or co-teaching during the MTSS intervention to enrichment block. We rely heavily on vocabulary scores, formative assessments and benchmark assessments to screen for potential talent development, but also include work samples/classroom examples showing the need for advanced learning support to ensure equitable access to services. Due to the large number of high achieving students in the county, we provide resources and planning support for to teachers for additional talent development groups to meet advanced learning needs during the intervention and enrichment block. This is supplemental to the support provided through differentiation in the classroom. The database of AIG certified and locally credentialed teachers helps to drive our teacher selection process for enrichment groups. In 3rd grade, a similar data-based decision making process is utilized for direct services from the AIG specialist for talent development. However, we also utilize BOG data and follow the Advanced Math legislation. Our talent development opportunities are flexible. A parent letter is provided outlining our program each semester or when a student is added to the talent development group.	* Practice 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. Carteret County Public Schools utilizes a multi-tiered system of supports to ensure that all students' needs are met. As part of this process, students are provided talent development beginning in Kindergarten. Our talent development protocols provide for increased access for students through an expanded pool and use of local data. This provides access to advanced learning opportunities during built in extension time. Data collected through this process using multiple sources such as MClass, Schoolnet tests, and STAR benchmark drives decision making on advanced learning opportunities. This process is ongoing in grades K-8. We encourage pre-testing for compacting to be offered whole class in order to increase access to compacting (an advanced learning opportunity) for typically underrepresented populations. The data collected from compacting can also be used in support of decisions for additional advanced learning opportunities including grade level or subject acceleration. In 3rd grade, all students across CCPS take part in a CogAT prep class to become familiar with test taking strategies, types of questions asked, and gain familiarity through solving practice questions prior to the screening of students. As part of the process to
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ensure that all students are receiving equitable access to advanced math courses, we comply with House Bill 986, Section II. This bill states that counties, when practicable, must put in place advanced math courses starting in grade 3. Any student receiving a level 5 on the math End of Grade the year prior must be enrolled in those advanced math courses. We provide ongoing support to administrators to ensure implementation of this bill as intended. We continue to collaborate with our English Language teachers and our Exceptional Children's department. High school specialists help gifted student placement in honors level classes, AP courses, dual enrollment, School of Math and Science classes, and North Carolina Virtual Public High School courses, as well as helping in EOG, EOC, and AP test prep. Our high school AIG Specialist invites the top 10% of each class in each high school to a virtual classroom, whether they are identified as AIG or not. In this classroom, a student can schedule an appointment to meet with her to review coursework and extracurricular to align with post-graduation goals, find opportunities for advancement (Governor's School information, NCSSM information, training opportunities, leadership academies, etc). and get links to great articles that align to their needs. Advanced Learning opportunities are reviewed with the teams to increase awareness so that those supporting our students can advocate on behalf of learners and allow for better access to relevant resources such as text or multimedia to best support students. The AIG Committee will regularly review data on advanced learners in the county and discuss equitable access of advanced learning opportunities. This focus on the strategies implemented and outcomes will allow the county to evolve processes if needed.

* Practice J

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Carteret County Public Schools is located on the eastern coast, geographically isolated from large cities making access to resources through extra-curricular programming critical for our gifted learners. We continue to work to provide for the interests of students through enriching clubs and after school activities and rebuild our extracurricular programming. By level, these activities include (but are not limited to) the following:

Elementary:

- Stock Market Game
- Book Clubs
- InvestWrite Competition
- Young Authors Competition
- Battle of the Books
- Drone Clubs

Middle School:

- Scripps National Spelling Bee
- Quiz Bowl
- Battle of the Books
- Robotics
- Young Authors Competition
- Stock Market Game
- InvestWrite Essay
- National Junior Honor Society or BETA Club
- Future Business Leaders of America
- Chess Club

High School:

Our Gifted students at the high school level are eager participants in many extra-curricular activities. These include sports, band, choral music and the theater, art clubs, and extra-curricular clubs offered through their schools. Many of students have unique passions and our teachers are eager sponsors for their extra-curricular clubs. Some examples of extra-curricular opportunities that are offered are:

- Scholastic Leadership Academy
- Governor's School
- Honors Courses
- Math Competition
- Dual-Enrollment College Courses
- North Carolina School of Science and Math Dual-Enrollment

-Youth and Government Club -SkillsUSA Competitions -Future Business Leaders of America -National Honor Society or Beta Club -National Technical Honor Society -Young Authors Competition -Key Club			
* Ideas for Strengthening the Standard 2 goals for strengthening the standard were created in this area. 1. Compacting: We have many buildings that provide compacting opportunities for students. It is important that students still be provided with meaningful learning opportunities after compacting out of unit. Our team is going to work to ensure that the teachers have both the training and the resources to ensure our students are provided with support and appropriate materials when they have compacted out of a unit. 2. Clubs/extracurricular: At the high school level, our students have many extracurricular opportunities that are tailored to their interests. However, the number of opportunities that our younger students are exposed to vary by school. As a department, we need to work to partner with our community resources to provide some equity around extracurricular opportunities for our students.			
Planned Sources of Evidence * Colangelo, N., Assouline, S.G., Lupkowski-Shoplak, A., Lipscomb, J., Fortstadt, L. (2009). Iowa Acceleration Scale (3rd Ed.). Dayton, OH: Great Potential Press. * National Center for Research on Gifted Education. (2018).Exploratory Study on the Identification of English Learners for Gifted and Talented Programs. Storrs, CT * Winebrenner, S. and D Brulles (2008). Cluster Grouping Handbook: Using Cluster Grouping to Challenge Gifted Students and Improve Schoolwide Achievement. Minneapolis: Free Spirit Publishing.			
Type		Documents	
Document Template		Document/Link	
AIG Standard 2 Additional Resources		N/A	

Standard 3: Differentiated Curriculum and Instruction

Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Program specialists collaborate with general classroom teachers to discuss individual student needs and to provide research-based information and materials for the teachers use with identified AIG students using the North Carolina Standard Course of Study as the entry point for differentiation. Additionally, program specialists co-teach/co-plan with general classroom teachers in an effort to enrich the gifted students' experience with the instructional concepts/content delivered within the general classroom environment.

According to § 115C – 150.5, Academically or Intellectually Gifted students "require differentiated educational services beyond those ordinarily provided by the regular educational program". NCDPI goes deeper by explaining that "differentiated educational services" = something that is "different" than the standard educational services provided to the student. Differentiation typically occurs through content, process, and/or product.

- Content – Change pace, depth and or complexity of the material. Teachers may teach different or more difficult material. They may delve deeper into the subject matter or cover the content in greater complexity.

- Process - Teachers may present material at an accelerated pace, use higher levels of thinking (Bloom's Taxonomy of Learning) or incorporate different teaching strategies. The purpose is to provide strategies that challenge high-end students and stretch their thinking to a more advanced level.

Product – Teachers provide options for students to demonstrate mastery of the core curriculum. These options can range from digital presentations, oral presentations, tiered-assignments, tic-tac-toe boards, extension menus, independent studies, etc.

Ongoing data collection is utilized to determine student needs. This can include pre-testing to determine pre-existing knowledge on the topic, rate of acquisition shown on work samples, and other formative/summative data collection. The Curriculum and Instruction department of Carteret County Schools provides ongoing professional development and support to ensure that all teachers have deep knowledge of the standards to be taught and utilize research-based instructional practices to engage students. The AIG department, in coordination with the Curriculum and Instruction department, will support teachers in the process of differentiation to meet the needs of gifted students through content, process, or product. This partnership between classroom teachers and specialists can only exist if specialists are able to co-plan with teachers (either virtually or in person) and have access to the resources needed to support differentiation. These resources will support enrichment, extension, or acceleration of the content standards. Resources such as the state advanced learning labs, Challenge Math, Junior Great Books and Jacob's Ladder allow teachers to extend the standards currently being taught for gifted students. Gifted specialists can help identify the appropriate lessons based on the standards being taught for utilization in the

classroom or in pull-out services. The county provides problem-based learning activities tied to standards/topics. This resource and other interdisciplinary units that specialists have worked to create

can allow students to extend beyond the standards and apply their learning to real scenarios. During pull-out time or through co-teaching, AIG specialists can support teachers in implementing these and other enrichment, extension, and acceleration opportunities.

Middle School mathematics adapts the curriculum by offering accelerated math opportunities in grades 6, 7, and 8 as required by House Bill 986. The standards alignment provided by the county allows for compacting of topics that align across the grade levels. In 8th grade, Math 1 is provided to students showing a need for accelerated coursework, including student's who have received a level 5 on the most recent math EOG, as required by House Bill 986. In Grades 9-12, students are offered a variety of Honors and AP classes which by nature include increased depth and

complexity. An AIG Specialist is assigned to each high school to collaborate with counselors and support students as they seek out additional opportunities and appropriate coursework. Other acceleration opportunities are provided through dual enrollment and Credit by Demonstrated Mastery.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Our district believes that each gifted student is a unique learner with unique needs. There is not one instructional approach that will meet the needs of all learners. The following instructional strategies will be focused on to strengthen our approach to instructing K-12 gifted learners based on student need and interest:

Compacting-Giving students full credit for what they know about an upcoming unit and/or providing advanced students' opportunities to learn new material in a shorter period than needed by classmates.

Higher Order Questioning and Critical Thinking strategies-Using high level, open ended questions meant to challenge thinking and learning.

Flexible grouping-Grouping and regrouping students throughout the year according to readiness, interest, learning styles, achievement level, activity preference or special need.

Extension Menus -A selection of topics from which students can choose to pursue an independent study that extends the learning beyond already mastered content.

Learning Contracts-A signed agreement between student and teacher regarding specific tasks to be done by the student.

Interest centers/groups-A way to organize students to work together on activities.

Independent study-Ongoing in-depth research on a topic of a student's own choosing.

Grade Acceleration-Acceleration is one of the most effective curriculum interventions for the gifted. Grade acceleration allows a student to be moved to a higher grade.

Socratic Seminars-An open-ended discussion based on text where students are encouraged to think critically and respond to others.

Problem Based Learning-Students work to solve an open-ended problem.

The AIG department will focus on providing support in utilization of the above strategies to meet the needs of gifted students by ensuring that gifted children's education meets the following standards.

1. Learning experiences must be rich and organized by key concepts rather than just facts. AIG students need content which causes them to process at high levels. They also need tasks which require them to grapple with meaningful problems and pose defensible and thoughtful solutions. The AIG department will continue to support appropriate utilization of Bloom's Taxonomy and extension learning (including problem-based learning) to ensure students are engaged in their learning. Good teaching for gifted learners is paced in response to their individual needs. Often, highly able students learn more quickly than others their age. Opportunities for compacting are provided to students. AIG specialists can support teachers with implementation of learning contracts, extension menus, and tiered assignments to facilitate utilization of compacting. Training teachers to use strategies such as "Most Difficult First" allows for students who have not compacted out prior to instruction to demonstrate mastery after direct instruction with less practice. These strategies provide for multiple opportunities for gifted students to move at a pace that is adjusted to their instructional need.

3. Good teaching for gifted learners requires an understanding of "supported risk." Usually gifted learners make good grades with relative ease, expect to get the right answers, and lead the way. In other words, they succeed without the normal encounters with failures. Yet, when a teacher presents a high-risk task, the student feels threatened. AIG specialists will support teachers in providing instructional tasks that result in gifted students experiencing productive struggle. This can be done through differentiating the content, process, or product and through acceleration opportunities, including continuous acceleration to provide continuous struggle.

Inappropriate Instruction for gifted learners:

1. Instruction for the gifted is inappropriate when it asks them to do things they already know how to do, and wait for others to learn. Gifted students can be pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.

2. Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff". Reading more books that are too easy and doing more math problems that have ceased to be challenging are killers of motivation and interest.

3. Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at the back of the room and move through a math book alone ignores the child's need for affiliation and overlooks the fact that the teacher is a crucial factor in all children's learning. It violates the importance of meaningful peer interaction in the learning process, as well as social and emotional development.

4. Instruction for gifted learners is inappropriate when it is structured around "filling time" or novel and piecemeal experiences. Highly able students are sometimes asked to complete chores while others finish. These chores may be along the lines of serving as "junior teacher" or "teacher's helper".

From Carol Ann Tomlinson, EdD, The University of Virginia

"What it means to teach gifted students well". In addition: <https://www.nagc.org/blog/serving-gifted-students-general-edclassrooms>

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Carteret County Schools is continuously working to improve the evidence-based resources available to gifted students. The county's AIG department utilizes a variety of available programs/resources to assist with serving students.

These include:

PBL Project

Lego Robotics lesson plans

Zaccaro Primary Math Challenge

Project M2/3

Makey Makey

Jacob's Ladder Primary

Jacob's Ladder Grades 2-3

Jacob's Ladder Grades 4-5

Jacob's Ladder Grade 5-6

Jacob's Ladder 7-9

Junior Great Books

Beast Academy Resources

Bloxels build your own video game

Duke Teacher Workshop

Socratic Seminar

Novel Navigators

Creative Calendar

The Stock Market Game

IRP and Advanced Learning Labs from NCDPI

Bloxels

Spheros

MakerSpace/STEAM labs

Our department also has an online repository of resources and materials that will continue to be expanded and filed by standard. We encourage teachers to utilize professional development opportunities to learn about updated practices and programs as well as to provide professional development so that the resources are regularly utilized by all those in the district.

We strive to stay abreast of current and emerging research regarding evidence-based practices for gifted students. The National Center for Research on Gifted Education and National Association for Gifted Children's Gifted Quarterly are monitored by the department for updates on gifted education in order to further inform the county. We also attend AIG Regional Coordinator and state level meetings to ensure that we are providing our students with the services they need and deserve.

* Practice 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.

Gifted students need opportunities to actively engage with the material they are learning in ways that foster critical and creative thinking, collaboration, and personal responsibility. Our AIG specialists work closely with classroom teachers to provide extension activities and tiered assignments that promote higher-order thinking and real-world application of learning. These activities are designed not only to challenge gifted students but also to enhance their adaptability and deepen their understanding through meaningful engagement.

Currently, our county utilizes both teacher-created and AI created problem-based learning (PBL) scenarios. These address critical and creative thinking, often embedded in larger community service projects such as book donations, beach cleanups, and support for homeless shelters and domestic violence centers. These local connection enabled students to critically examine real-life events and propose solutions, fostering a deeper sense of community awareness and responsibility.

Several of our schools have partnered with local businesses and organizations to reinforce the importance of collaboration and communication in authentic settings. Examples include the Chick-fil-A Leadership Academy and forensics lessons conducted in partnership with local police departments. These partnerships not only support academic learning but also encourage students to develop interpersonal and leadership skills vital for success beyond the classroom.

To promote thoughtful dialogue and build communication skills, the county provides ongoing professional development in the use of Socratic Seminars for K-12 teachers. These seminars are encouraged as a way to strengthen critical thinking, respectful conversations, and reflective communication within diverse classrooms.

Throughout the county, educators design and implement interdisciplinary units and STEAM activities that require students to think across content areas. These units promote adaptability, collaboration, and creativity, while also cultivating curiosity and fostering lifelong learning. Our AIG team plays a pivotal role in supporting classroom teachers in crafting these engaging lessons and encouraging exploration and inquiry.

We have a strong partnership with Career and Technical Education (CTE) program which helps to provide mentorships and honors-level internships, especially for high school AIG students. These opportunities allow students to explore career interests, take initiative, and practice personal responsibility in professional settings.

Additionally, the plan-writing committee continue to work to identify opportunities to expand access to academic competitions and enrichment opportunities, such as Quiz Bowl, Battle of the Books, Robotics Teams, Youth and Government, Math Teams, and Future Business Leaders of America. These programs allow students to challenge themselves, collaborate with peers, and develop key skills in leadership, adaptability, and strategic thinking.

* Practice E

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Carteret County Schools utilizes ongoing data collection in grades K-12 to inform grouping practices through a multitiered system of supports. A variety of tools are utilized for this at this time (mClass, Scholastic Reading Inventory, FastBridge, Schoolnet, STARS). This data helps determine student skills and reading levels and is utilized, in conjunction with teacher observational data, to inform enrichment and talent development groups. The groups are reassessed at least every 9 weeks. In addition, we utilize the NC Check-Ins to help determine mastery of content taught and skills. AIG specialists and classroom teachers monitor this data for students that are consistently at the highest end of performance to ensure that the child's instructional needs are being met and for student growth. The AIG coordinator also monitors this data after each collection to analyze student growth and achievement. These assessments can be utilized off-grade level to determine mastery of content for students that are subject accelerated. In middle school, the NC Check-ins and STAR measures are considered in addition to classroom performance data to help inform grouping practices. End of Grade and Course information is used to inform future class enrollments as well as to ensure that AIG students are growing within the building. As a county, EVAAS data helps us to look at AIG student growth in each building and grade and to look at trends in student growth across the county. This data can help inform practices. Questions we use to drive our data conversations are: -Was our plan implemented as intended? -What are the practices that were observed and utilized regularly in the building? -Did our practices work? Why/why not? -What can we do differently next time to enhance our services? -What professional development, resources, and support are needed in the buildings? At all levels, the utilization of pre-assessments is a focus area for improvement. Offering AIG students the opportunity to show mastery of the content prior to teaching is a best practice in gifted education as this allows us to effectively implement curriculum compacting and helps us plan other differentiated instruction for gifted students. Other differentiated instruction that is planned based on ongoing assessment scores include PBLs, questions/novel studies using differentiated texts, independent studies of selected topics or problems, and learning contracts. We will continue to work with teachers to utilize pre-assessment data for grouping practices and planning.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Each AIG specialist meets with teachers during planning to help support differentiation and enrich their instructional materials. Differentiated curriculum planned together include novel studies using questions of increasing depth for gifted students to demonstrate knowledge (Bloom's Taxonomy), and problem-based activities tying to topics that students may be currently studying. Other ways that AIG specialists partner with teachers to better meet the needs of gifted students include Break-out Boxes, Stock Market Games, and activities using Jacob's Ladder. These activities create opportunities for students to deepen their knowledge of what is being learned. When compacting is offered, AIG specialists work with teachers to create learning experiences such as math menus and tiered assignments for all students who have demonstrated mastery of the topics. While specialists share materials created across the county, as the specialist student to teacher ratio continues to increase we find availability to be present in planning sessions to be decreasing. Therefore, the AIG department has created an online database of lessons that can be accessed by any teacher. Our specialists have also created a calendar of professional development sessions to facilitate micro professional
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learning communities at their schools. The Curriculum and Instruction department of Carteret County Schools works with teachers during PLC's to help differentiate for learner needs. Some focused training has been extension opportunities, question generation, and accelerated standards.

* Ideas for Strengthening the Standard

As a county, we have identified differentiation within the classroom as a key focus for professional development. Our AIG specialists will work with teachers during their PLC's to understand differentiation and to create differentiated lesson plans to meet the needs of learners. A key part of the success of this is to be sure to support the classroom structures that are required in order for differentiation to occur.

Planned Sources of Evidence

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|---|--|
| * | Neihart, M., Winebrenner, S. and D Brulles (2008). Teaching Gifted Kids in Today's Classroom. Minneapolis: Free Spirit Publishing. |
| * | Carol Ann Tomlinson, EdD, The University of Virginia "What it means to teach gifted students well". |
| * | National Association of Gifted Children, Serving Gifted Kids, retrieved from https://www.nagc.org/blog/servinggiftedstudents-general-ed-classrooms |
| * | Smutney, J., Walker, S., Honeck, I. (2015). Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing, and Challenging Children Ages 4-9; Free Spirit Publishing: Mi |

Type	Documents	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development	
Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Carteret County Public Schools employs a Director of AIG who is licensed. This person serves as an advocate for AIG students in the Curriculum and Instruction Department during Administration meetings and PLCs. Being a part of the Curriculum and Instruction Department allows for coordination between AIG and all academic areas to ensure that AIG students' needs are always present during decision making and that this policy is implemented as intended by: -Ensuring that county-wide professional development opportunities are provided addressing the learning needs of gifted students -Facilitating the development and expansion of the AIG program -Supporting the growth of the AIG specialists to provide evidence-based programming and supports for gifted students -Providing guidance to parents and teachers looking for information regarding programming options and the AIG plan -Serving as a liaison between community partners and the school system -Maintaining communication with stakeholders regarding programming and services -Advocating on behalf of AIG students, teachers of AIG students and support staff to ensure needs are considered in planning -Communicating plan components in an ongoing method to support implementation of the plan -Providing support to parents and teachers regarding best practices in gifted education and identification -Monitoring plan implementation for fidelity -Providing details to the Board of Education regarding the plan and working with the Board of Education for approval of the plan and any needed revisions -Overseeing screening, referral and identification processes at the district level -Ensuring equitable access to programs and services	
* Practice 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. Elementary level gifted education specialists are responsible for: - gathering evidence to demonstrate alignment and implementation on of all six standards of the AIG plan; - maintaining a school AIG website that shares up to date information with parents and resources for teachers - reviewing and analyzing data for all AIG students; - implementing a talent development program that fosters critical thinking skills - utilizing county provided curriculum that is aligned with eligibility and is appropriate for gifted students; -partnering with classroom teacher for activity implementation for talent development and gifted students during Intervention to Enrichment period - collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students; - working directly with classroom teachers to provide feedback on differentiation for gifted learners; - facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;	

- facilitating initial placement meetings and annual DEP reviews with AIG families by the end of the first 9 weeks;
 - facilitating informational sessions to inform parents of the identification process and criteria;
 - providing at least 3 professional development opportunities for teachers per year
 - ensuring the AIG roster in the student information system is accurate;
 - promoting extracurricular opportunities for gifted students;
 - advocating for gifted learners in the school;
 - facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making
 - communicating with families regarding services
 - ensuring student screening, referral, and identification processes
- Middle School level gifted education specialist are responsible for:
- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
 - reviewing and analyzing data for all AIG students;
 - creating instructional and coaching targets based on data;
 - utilizing curriculum that is aligned with the NCSCOS and is appropriate for gifted students;
 - creating extension and enrichment activities that are interdisciplinary and/or align to the NCSCOS
 - collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
 - working directly with classroom teachers to provide feedback on differentiation for gifted learners;
 - facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;
 - facilitating initial placement meetings and annual DEP reviews with AIG families by the end of the first 9 weeks;
 - facilitating informational sessions to inform parents of the identification process and criteria;
 - providing at least 3 professional development opportunities for teachers and staff
 - ensuring the AIG roster in the student information system is accurate;
 - promoting extracurricular opportunities for gifted students;
 - advocating for gifted learners in the school;
 - facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making;
 - overseeing student screening ,referral, and identification processes
- High School level gifted education specialists are responsible for:
- developing and discussing with AIG students and parents the student's 4 year plan that aligns to their post-high school goals
 - ensuring students are prepared for specialized programs, scholarships, and applications
 - maintaining a school AIG website with current information
 - disseminating extra-curricular opportunities to AIG students and families;
 - advocating for gifted learners;
 - ensuring that the AIG roster in the student information system is accurate
 - providing seminars for gifted students aligned to their needs
 - collaborating with the CTE department to assist in providing students with information regarding honors internships and additional course opportunities
 - reviewing at-risk reports for AIG students and facilitating support
 - overseeing screening, referral, and identification processes
 - reviewing records for dual enrollment for AIG students in 9th /10th grade

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Classroom Teachers and Instructional Specialists

-Specialized professional development and follow -up coaching/feedback on the curriculum and instructional approaches outlined in this plan to meet the unique needs of gifted students. This will include:

-Gifted education screening, referral and eligibility procedures as outlined in the AIG Procedural Handbook

- Curriculum compacting and acceleration
- Instructional practices that work for gifted students: embedding critical thinking and higher order thinking questions in the classroom, tiered assignments, extension menus, integrated units including problem-based learning
- How to create a portfolio for students
- Advanced Math Legislation
- Honors Implementation Training and follow-up coaching
- Resources to support students in the classroom
- Exceptional Children's Department and English Language teachers
- Professional Development on screening, referral and eligibility information as well as information from the plan that pertains to twice exceptional students or EL students
- Understanding of the social needs of gifted students
- Understanding of the instructional practices outlined in this plan
- Student Services Personnel:
- Screening, referral and eligibility criteria for AIG students
- Cluster grouping and acceleration policies
- Overview of the AIG plan with a focus on meeting the social needs of gifted students and understanding of the 4 year high school plan
- Advanced Math Legislation
- Honor Policy

*Each high school has one AIG point of contact for specialized programs, scholarships, and applications. They will need specialized training in the processes and procedures for each.

Administrators:

- Overview of the AIG plan, including key features that pertain to training requirements and differentiated instruction for classroom teachers
- Yearly review of cluster grouping and acceleration policies
- Yearly review of comprehensive programming and differentiated curriculum and instruction including evidence-based resources and supports intended to meet the needs of gifted students

* Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Upon approval of this plan, Carteret County Schools will begin implementing a yearly, comprehensive, local AIG professional development opportunity. The AIG specialists will do this in PLCs at each building. Specialists will utilize the same training plan but differentiate the materials to meet the learning needs of the grade levels.

The plan includes:

- Characteristics of Gifted Students, Talent Development, and Eligibility
- Differentiated Education Plans, Differentiation in the Classroom and Curriculum Compacting
- Data Driven Instruction and Best Practices for AIG Students

The sessions are based upon input from elementary and middle school teachers, AIG Specialists, and School Administrators regarding the needs within their building. We hope to re-establish regular AIG training through these PLC's which address student and teacher needs.

This training will include mentoring, co-teaching, and planning support with the AIG specialist. Given our capacity, we must identify key teachers to begin mentoring and co-teaching with. Each year, we will expand by adding additional cluster group teachers. Due to the large number of AIG students in our county (approximately 1 in 6 students), there are many teachers with cluster groups. We recognize that the building of true co-teaching relationships and mentorship takes time. However, we know from implementation science that the follow-up coaching is key to the implementation of meaningful changes in teaching practices for gifted students in the classroom.

Carteret County Schools also uses cluster grouping strategies to help meet the needs of our gifted students. Students are clustered based on identification area(s) with a teacher who has completed their AIG add-on licensure or a teacher who is currently working on their licensure, has completed the above outlined process, or completed the Local Education AIG Preparation (LEAP) training in the past.

* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Carteret County Schools recognizes that AIG-certified teachers bring a unique lens to their classroom. They have the training needed to implement DEP's, IDEP's, and differentiate to meet the needs of gifted learners in the classroom. Our county has representatives who attend hiring fairs throughout the state in order to find quality teaching candidates. In order to build this area, we will continue to remind administrators of our responsibility to ensure that we "provide general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position". As they are reviewing applicants, checking for AIG certification and asking about training in differentiating to meet the needs of AIG students is key in recruiting AIG-licensed professionals. To retain them, we will work to ensure that they have AIG clusters within their classrooms so that they can use the training they have received. Our county's Superintendent has regular meetings with the Citizens for Diversity in Education. These meetings are focused on the recruitment and retention of candidates from diverse backgrounds in our school system. Carteret County Schools actively recruits AIG-licensed professionals from within the district by having our AIG specialists and district lead work directly with classroom teachers in team teaching environments, weekly team planning, PLC meetings as well as one-on-one coaching and/or "brainstorm" sessions. During these opportunities, the AIG specialists within our district are able to develop rapport and trust with classroom teachers enabling teachers to build their gifted education pedagogy and resources. Developing and nurturing these professional relationships have enabled our team to recruit top candidates to work with clusters of AIG students within the general education classroom as well as recruit highly qualified AIG specialists when positions become available. Additionally, our district partners with multiple external groups to help with recruitment that include; partnerships with colleges, job fairs hosted by outside entities, partnerships with other AIG programs within the state as well as maintaining a partnership with the Retired Teachers Group of Carteret County.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Regular professional development has been provided and will be provided to help schools understand and use local norms to better identify and serve students that are high performing within their school. In addition, coaching is provided to ensure that the data we collect is understood and used to drive talent development opportunities. We will continue to provide professional development on characteristics of gifted education. This training, coupled with resources given to all teachers including monthly creative calendars, will improve teachers' ability to provide meaningful cognitive tasks in order to trigger a response that can be observed allowing student's to show their gifted characteristics. We also provide professional development and lesson plans in each school prior to giving the Cognitive Abilities Test. Helping teachers to understand the value of the tasks that are assessed and allowing all students to engage in learning that supports those tasks provides a more equitable opportunity for each student in the class.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. The AIG department in Carteret County Public Schools is within the Curriculum and Instruction Department. Due to this integration, our team can work to align goals, initiatives, and professional development opportunities. This includes providing professional development to implement curriculum compacting, create pre-tests, and develop course opportunities for high school students. Our team helps to facilitate Honors Implementation and Advanced Coursework training, which provides support in utilizing critical thinking and higher order thinking skills within the classroom. We have partnered with the Director of CTE and our Arts Education to create additional Honors courses within their departments and opportunities for collaboration to increase job shadowing, mentorships, and internships. We are partnering to focus on differentiation within the classroom in order to better meet student needs. These are just some of the examples of alignment of initiatives. In our county, we see it as everyone's job to ensure students' needs are met. There is no one person who oversees the education of gifted students, but a team of people who help pave the path.	* Ideas for Strengthening the Standard As a county, we continue to work on meaningful professional development to support differentiation and student centered learning within the classroom.
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Planned Sources of Evidence

	* Colangelo, N., Assouline, S.G., Gross, M.U.M. (2004). A nation deceived: how school's hold back America's brightest students (Vol. 1). Iowa City, IA: The University of Iowa
	* Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.). Upper Saddle River, NJ: Pearson Education.
	* Neihart, M., Winebrenner, S. and D Brulles (2008). Teaching Gifted Kids in Today's Classroom. Minneapolis: Free Spirit Publishing.

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

Standard 5: Partnerships	Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. To successfully facilitate two-way communication and foster relationships, we will seek to strengthen our county AIG advisory groups to increase parent/guardian, family, and community engagement in the AIG program. We will have face to face meetings with AIG parents at the beginning of each year to share Differentiated Education Plan information and to allow them to provide us with information regarding their child and the specific needs of their child(ren). Information regarding policies and procedures will be discussed and explained at this meeting so that they are aware of the different standards and components included in our plan and the services to be provided at their school. The families will also be provided with a copy of the AIG Handbook on Parent's Rights. Each specialist provides regular newsletters that allows parents to know what their child has been doing in the AIG program and what is coming up as well as offering an opportunity for parents to schedule meetings to discuss their child and their progress. In addition to these newsletters and DEP meetings, there is a transition meeting for parents of 8th grade students to discuss expectations at the high school level prior to registering for classes, review anticipated timelines for opportunities that will be available each year, and to begin their <u>four-year high school planning</u> document which includes possible class pathways, <u>timelines</u>, extracurricular activities, service opportunities, leadership roles, and a number of additional high school related items. In an effort to increase parent/guardian engagement in the program, our elementary and middle schools participate in events together across the county. These events are an opportunity for AIG students from across the county, who come from a variety of backgrounds to get together and socialize. During the events, the AIG Coordinator speaks to parents about the characteristics of gifted students and provides information about resources to help the parents at home. The director also discusses the gifted program in Carteret County, and Parent Advisory. This allows the middle schoolers to talk to elementary students about services at the middle school and builds their communication skills. These had been successful events for our county, with high levels of engagement.
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.	Carteret County Public Schools has a strong history of partnership with Carteret Community College providing opportunities for gifted students to have access to additional courses while in high school. The AIG Department continues to rely on partnerships with NC State Marine Lab, Duke Marine Lab, UNC Institute of Marine Sciences to provide for additional professional development opportunities for teachers and as well as extracurricular opportunities for students. Local government agencies have provided our students with hands-on opportunities in forensics, city planning, and emergency medicine. In addition, Chick-Fil-A has sponsored a leadership program for students. These opportunities allow our students to prepare for their future through hands-on learning experiences. North Carolina School of Science and Mathematics has been a strong partner with Carteret County Schools. Through their Interactive Virtual Courses, our students

have access to rigorous courses at the high school provided by NCSSM. We continue to look at ways to expand our partnerships through their expanded virtual options. There is also a night dedicated to college planning for our high school students and their families where representatives from different universities including, NC State, UNC Chapel Hill, and the ECU Honors college are available to answer questions and provide updates to our families. We send surveys to students and parents to gather a list of possible questions they have and topics they would like addressed in advance in order to give them more ownership of the night and for our representatives to be prepared to discuss. We also utilize previous Carteret County students who have received scholarships including the Park Scholarship, the Morehead-Cain, the Goodnight Scholarship, and others to come speak to underclassmen about the application process, the expectations of the programs, and advice on how to be a competitive applicant. In addition to partnerships with universities and other educational institutions, we have developed partnerships with local businesses to offer honors internships both during the school year and during the summer for our high school students. Those include but are not limited to Carteret Health Care, local hotels, local law firms, and FRC East at Cherry Point.	* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	Carteret County Schools will utilize the Gifted Identification Team members to build an AIG Committee. These members will be well-trained on gifted education and our county plan. This committee will focus on the effective implementation of this plan. This committee will consist of a cross-section of those involved in educating gifted students, including families, community members, university partners, and educators. Information regarding implementation of this plan will be collected through building walkthroughs, interviews, feedback from the school-based teams and other data. This will be shared with the committee. Barriers to adequate implementation will be problem-solved.	* Practice 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.	We currently use school websites, the district website, informational fliers, emails, Google Classrooms, and letters home to communicate with parents/guardians. Our schools will utilize technology tools and translators to help parents feel connected and informed and allow us to reach more families. Each building will strive to keep an updated email roster for ease of communication and reminders. This can also serve to provide parents with updates regarding AIG services and programming. Ensuring that translation services are available for families is key to two-way communication and partnerships. The district translator and EL liaison supports and is knowledgeable about the AIG and services and is available to support this effort. A copy of the current AIG plan, a link to the AIG Program website, and the AIG Parent Handbook is provided at the beginning of the year meeting. Parents also are made aware of their rights and read and sign the Parent Bill of Rights. Parents/Guardians of students at the primary level who are part of the Talent
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Development Program are provided with informational letters and any updates to the program. We aim to keep our diverse learners and their families apprised of information provided in a variety of ways in order to ensure all stakeholder groups are well informed. Many specialists, especially at the high school and middle school levels utilize Google Classroom to post updates and resources. Parents are encouraged to link their emails to these classrooms so that they receive the same updates, important information, and opportunities and events. These same access points are posted on each specialist's website and each of their schools.		
* Ideas for Strengthening the Standard We continue to work to engage our families and re-build our parent advisory board. We have brought in speakers, special presentations from programs such as NCSSM, and organized the meetings but attendance has always lacked. We are hoping that by building parent/student events with speciality topics shared with families during the night we are able to re-engage our families and re-build a parent advisory group.		
Planned Sources of Evidence		
*	Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.). Upper Saddle River, NJ: Pearson Education.	
	* Powers and duties of Principal 2015 (NCGS) s. 115C-228.	
	* Article 9B, Academically or Intellectually Gifted Students [N.C.G.S.- 115C-150.5-.8 (Article 9B)	
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	N/A	 AIG Standard 5 Additional Resources  AIG Standard 5 Additional Resources

Standard 6: Program Accountability	
Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), 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. To ensure all students experience productive struggle, are actively engaged in learning, and receive personalized instruction, Carteret County Public Schools developed a comprehensive AIG plan through a collaborative process. The AIG Department partnered with parents, classroom teachers, Curriculum and Instruction leaders, the English Learner (EL) department, and school administrators to gather meaningful input. This collaboration was informed by instructional walkthroughs across all K-12 classrooms, using tools aligned with the new Honors Implementation Guide and feedback from our NCAPP Consultant for AP course fidelity at the high school level. The development of this plan was grounded in data and feedback, including parent and student surveys. Every AIG-identified student completed a survey during a designated time at their school, and this will continue annually as part of our continuous improvement cycle. These data sources help guide both programmatic decisions and instructional strategies, ensuring that time and funding are directed toward services that yield the greatest student impact. This Local AIG Plan addresses all six standards and the related practices required by Article 9B (N.C.G.S. §115C-150.5-.8) and State Board of Education (SBE) policy. It reflects both past successes and a forward-looking approach to meeting the needs of gifted learners. The plan has been reviewed internally and will be presented to the Carteret County Board of Education for formal approval. Upon approval, it will be submitted to the North Carolina Department of Public Instruction (DPI) for review and comment. All educators in the Carteret County School System are responsible for supporting gifted learners. The AIG Department will ensure that all staff are informed about the plan, its components, and strategies for implementation. Over the next three years, the AIG Committee will monitor the plan's fidelity, assess its effectiveness, and make necessary adjustments to enhance services and outcomes for gifted students.
* Practice B	Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components. An AIG Committee composed of a cross-representation of our county will meet twice a year to review how we are addressing the policies and practices outlined in our plan as well as equity of services. Feedback will be provided from the schools to consider as well as survey data. Walkthroughs will be conducted to look at how students are served across the county and supports provided will be reviewed based on schedules and lesson plans/feedback from specialists. Our goal is to determine whether we are implementing the plan as written and how we can provide support to ensure we are providing AIG students the services outlined in this plan. The team will identify professional development and coaching needs across the county.

As policies are passed that address the needs of gifted students, the AIG Committee will meet to review the policies and the implications on services for gifted students in our county. We pull the advanced math reports, CCP and AP enrollment and pass rates, complete course audit for high school, complete 5 full days of Honors Implementation training at the high school, complete walkthroughs. I complete spot checks of AIG eligibility paperwork and DEP's to ensure we are aligning our practices with our policy. Monthly PLC's with specialists allow us to discuss each of the standards and align our practices, we focus on 1 standard a month, review what we said we would do and PDSA our services through the lens of the intention of the plan.	* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. Each year, Carteret County Schools receives approximately \$500,000 to meet the needs of gifted students through the state. We are fortunate to receive local funding in the amount of \$25,000 to ensure we are fully staffed with 6 positions. Currently, our specialists are serving approximately 1:170 identified students as well as additional students through talent development. The majority of our funds are allocated to positions; we rely on grants written by specialists and building funds for materials. In the spring of each year when budget proposals are given by the state, the AIG Coordinator meets with our Finance Department to look at projected funds for the following year. Positions are allocated and filled based on those allocations. Updated budgets are provided regularly by the finance department and are requested prior to the approval of any requisition. Each year in the spring, AIG specialists are asked to provide a wants/needs list for meeting student needs. This helps inform budget decisions the following year.	* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. Our district consistently gathers, disaggregates, and analyzes multiple sources of student achievement and growth data, including EVAAS, local assessments, and annual dropout data, specifically for AIG students. This data is used to identify patterns and trends over time and to drive informed decisions that promote equity and excellence in service delivery. AIG student growth and proficiency data are integrated into the broader district and school accountability systems to ensure sustained focus on academic progress and outcomes for gifted learners. EVAAS data is reviewed in depth by the Curriculum and Instruction team and the AIG Coordinator. Group-level performance data is regularly shared with AIG Specialists to inform cluster grouping, instructional planning, and service delivery. Within each school, AIG Specialists serve as advocates during PLC meetings, supporting data-driven discussions focused on AIG student performance. They also provide resources and guidance to classroom teachers based on student needs and growth data. As part of our Multi-Tiered System of Support (MTSS), AIG Specialists and school teams collect and analyze data to monitor the progress of both identified AIG students and those demonstrating advanced learning needs. This enables us to provide timely interventions and ensure appropriate academic challenges. Our district also utilizes DPI's AIG Data Tracking to examine AIG student graduation rates at both the county and school levels. We disaggregate the data to evaluate 4-year and 5-year graduation trends, identify target areas for improvement, and support student success through rigorous course enrollment and academic planning. As we strengthen this standard, our AIG Department continues to explore key questions: ▪ How can we make AIG data more visible and valued within our schools? ▪ How can we improve consistent communication with families about individual student growth?
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- How can we better use this data to ensure AIG students are appropriately challenged and enrolled in rigorous coursework?

*** Practice E**

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

Carteret County Public Schools is committed to ensuring equitable access to gifted education for all students, regardless of race, ethnicity, socioeconomic status, language background, or the presence of other exceptionalities. To support this goal, we regularly maintain and analyze multiple data sources focused on referral, identification, services, and retention within the AIG program.

A key part of our process includes reviewing AIG headcount data twice each year. These data reviews allow us to monitor the demographic composition of our AIG population and compare it to the overall student population in our district. Through this analysis, we identify trends and disparities that may exist and use that information to guide conversations and actions aimed at addressing potential barriers to access and participation in gifted services.

We also recognize that not all students who show high potential are immediately identified for formal AIG services. As such, we place a strong emphasis on our talent development programs, which are designed to nurture potential in students from a broad range of demographic groups. Although students served through talent development are not included in our official headcount, we collect and review data from these programs to understand how they are supporting students across different backgrounds and how they may serve as a bridge to future identification.

Our district-level AIG Committee, in collaboration with school-based AIG teams, plays a critical role in leading data-informed discussions around program access and student participation. These teams regularly examine data to assess the effectiveness of current identification practices, service models, and support structures. As part of our continuous improvement efforts, we are also in the process of expanding our identification framework to include a portfolio review process. This approach allows for a more comprehensive understanding of a student's abilities and potential, especially for those whose talents may not be captured through traditional standardized measures.

By using multiple data points—including local, school-level, and student-specific information—we strive to ensure that students from all demographic groups have equitable opportunities to be referred, identified, and served in our AIG program. These efforts help us create a more inclusive and representative gifted education program that reflects the diversity of our district and meets the needs of all learners.

*** Practice F**

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

Our district maintains and actively utilizes up-to-date data regarding the credentials of all personnel serving K-12 AIG students to ensure alignment with the goals and strategies outlined in the Local AIG Plan. We currently employ six full-time AIG Specialists, each of whom holds state AIG licensure obtained either through passing the licensure exam or completing an approved university program.

We collaborate with school administrators to identify AIG-certified teachers with a demonstrated history—supported by both observational and quantitative data—of effectively meeting the needs of gifted students. These teachers are prioritized for AIG cluster group placements. In cases where an AIG-certified teacher is not available, we use student growth data (such as EVAAS) to identify teachers who have shown success with gifted learners, and we place AIG students in their classrooms.

To support alignment with our Local AIG Plan, AIG Specialists provide these teachers with targeted training and continuous support. Additionally, our professional development cycle is designed to build capacity among teachers, equipping them with effective strategies to serve AIG students. This comprehensive, data-informed approach ensures personnel assignments and professional learning are intentional, strategic, and supportive of AIG student success across K-12.	* Practice 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.	Carteret County Public Schools is committed to gathering regular, meaningful feedback from students, parents/guardians, teachers, administrators, and other stakeholders to inform the implementation and continuous improvement of the AIG program. At the school level, AIG Specialists meet with teachers during regularly scheduled PLCs to facilitate two-way communication and foster collaborative relationships. These meetings help build trust, encourage dialogue around instructional strategies and student needs, and allow for timely feedback on AIG services and supports. At the high school level, information is consistently shared with students and families through Google Classrooms created for each graduating cohort. These platforms serve as centralized hubs where students and parents can access important announcements, application deadlines, summer enrichment opportunities, appointment scheduling links, and more. This method of communication allows for ongoing interaction and transparency between AIG staff, students, and families. Annually, face-to-face Differentiated Education Plan (DEP) meetings are held with parents/guardians of AIG students to ensure that families are engaged in the planning and implementation of their child's gifted education services. These meetings also provide opportunities for parents to share feedback directly with AIG staff. Surveys are provided to students at the end of each school year to determine what they felt was the most valuable part of their services and what areas they felt were lacking from our services. We use this drive for improvements in the next school year and fund ongoing programs/curriculum. Additionally, the district administers end-of-year student surveys to gather input on what aspects of the AIG program students found most valuable, as well as areas they feel need improvement. An administrator survey is also conducted to assess perceptions of AIG services, clarity of policies and procedures, and the responsiveness of the AIG Department. This ongoing cycle of stakeholder engagement and feedback collection ensures that the AIG program remains student-centered, equitable, and responsive to the needs of all learners. The feedback collected is reviewed by the AIG Committee and used to inform decisions, guide professional development, and adjust services to enhance program effectiveness.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Upon approval of this plan, we will begin creating an infographic based on our data that will allow parents to see a snapshot of our data collected, highlights, and yearly goals for improvement. This will be available on our website and will be shared out through specialists for families and students. This will also be shared out through district administrator meetings.	* Practice 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. Carteret County Public Schools is committed to protecting the rights of all AIG students and their parents/guardians through clearly established written policies, procedures, and practices. These safeguards are outlined in both our AIG Handbook on Parent Rights and our AIG Procedural Handbook, which are
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accessible to all stakeholders.

The AIG Handbook on Parent's Rights provides families with a clear understanding of their rights within the gifted education program. It includes detailed information on the services provided under the AIG Plan, as well as parental rights related to informed consent for identification and placement decisions. It also outlines procedures for reassessment, transfers from other LEAs, and due process rights in the event of a disagreement or concern regarding AIG services.

The AIG Procedural Handbook serves as a comprehensive guide for educators, administrators, and parents. It includes all required forms, flowcharts, and timelines associated with the referral, identification, service, and exit processes. This handbook ensures transparency and consistency across the district, helping all stakeholders understand the steps involved and their roles in the implementation of the AIG Plan.

These resources, in combination with regular communication and annual review processes, help ensure that the rights of AIG students and their families are respected, that decisions are made collaboratively and transparently, and that there is a clear, equitable pathway for resolving any concerns or disputes.

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* Ideas for Strengthening the Standard

Over the last 3 years, we have not regularly surveyed all groups of stakeholders. We plan to begin surveying all stakeholders yearly and using that drive our services.

Planned Sources of Evidence

* Assouline, S.G., Lupkowski-Shoplik, A., Lipscomb, J., Fortstadt, L. (2009). Iowa Acceleration Scale (3rd Ed.). Dayton, OH: Great Potential Press.

* Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.). Upper Saddle River, NJ: Pearson Education.

* Article 9B, Academically or Intellectually Gifted Students [N.C.G.S.- 115C-150.5-.8 (Article 9B)]

Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/02/2025 

AIG Related Documents

Carteret County Public Schools (160) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	📁 Local Board of Education Approval Template	📁 Board of Education Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	🌐 AIG Standard 1 Additional Resources 🌐 AIG Procedural Handbook
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	🌐 AIG Standard 5 Additional Resources 🌐 AIG Standard 5 Additional Resources
AIG Standard 6 Additional Resources	N/A	

Phrase	
Definition	