

Mission/Vision Statement and Funding

Craven County Board of Education (250) 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)

The Craven County Schools AIG Program uses the Craven County Schools Mission, which reads as follows: *Craven County Schools provides a supportive, empowering, and academically rich learning environment that inspires and engages students, staff, families, and community to build a better tomorrow.*

CCS AIG Program Vision Statement: The CCS Program for the Academically and Intellectually gifted students envisions student support that challenges and equips gifted learners with the tools to imagine and create a successful life through differentiated learning experiences.

CCS AIG Program Goals for the 2025-2028 Plan Cycle:

1. Ensure access to advanced learning opportunities for gifted and potentially gifted learners to meet their learning needs.
2. Support instructional staff by providing differentiated professional development opportunities to increase rigor in the learning environment.
3. Implement and refine a variety of communication methods with stakeholders supporting advanced learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 706,224.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Screening and Referral Process for AIG Identification

Craven County Schools (CCS) AIG staff utilize multiple data sources throughout the screening and referral process to identify students who perform at significantly high levels of achievement compared to their peers in age, experience, or environment.

Screening Process

Requests for screening may be initiated by any member of the school staff, family, or community. Students or peers may also request screening. The community or family request form is available in the FAQ document on the AIG/Advanced Studies webpage on the Craven County Schools website. Teachers can initiate screening by emailing an AIG Specialist with the student's name and evidence supporting the request.

The CCS AIG team strives to identify all potential indicators that may demonstrate a student's ability to perform at high levels of academic or intellectual achievement. Universal screening takes place each time a grade level undergoes a comprehensive data review. Data sources reviewed include:

- NC Check-Ins/locally developed benchmark assessments
- Beginning of Grade assessments (3rd grade only)
- End of Grade assessments (grades 3-8)
- End of Course assessments (grades 8-12)
- mClass assessments (DIBELS 8)
- AIMSWEB benchmark assessments

- Cognitive Abilities Test (CogAT), administered to all 2nd grade students each spring (district-wide universal screening test)
- PSAT/SAT, ACT/Pre-ACT scores
- Unweighted GPA in the top 10% (High School Only)

Additional data points are also reviewed to support the screening process, such as:

- Performance in advanced coursework
- Observational checklists
- Anecdotal observations from teachers
- Classroom grades
- Participation in co-curricular and extracurricular activities

Reviewing both quantitative and qualitative data sources helps determine if there is evidence of high performance or the potential for high performance, which may necessitate further testing or referral. Multiple data source comparisons are reviewed to identify students as they compare to others of their age, experience, or environment.

Screening Timeline

First three weeks of school: (For Transfers)-Records of all students new to a school are reviewed for evidence of high potential, including prior identification from previous districts. (For Current Students)-Review of the previous spring's Cognitive Abilities Test (CogAT) results for all 2nd-grade students, focusing on students with a Standard Age Score Percentile range of 85-99. The raw data is also reviewed for students who may have missed parts of the test but answered at least 85% of the questions correctly.

Initial check with ESOL teachers: Review of students who have exited language services rapidly or demonstrated significant gains in language acquisition.

Mid-September: Review of Beginning of Grade (BOG) results to identify students in 3rd grade demonstrating superior reading skills.

BOY/MOY/EOY Benchmark Assessments (Beginning, Middle, and End of Year): Review of local diagnostic or state-required screener assessments to identify students performing above target levels in reading or math for grades K-5.

Spring (Typically April): Cognitive Abilities Test (CogAT) administered to all 2nd-grade students who have not undergone recent aptitude or ability testing. Parents are informed of the test dates, purpose, and how the data can personalize instruction. Parents of students with recent testing may opt out their student from the CogAT. During the Plan cycle, a process will be developed to address students who miss the 2nd grade CogAT due to transfer after grade 2.

Ongoing: Maintain partnership with the Exceptional Children's department to review testing data for students evaluated for possible twice-exceptional status.

Report card dates: Review of Honor Roll and Principal's List to identify high-performing students not currently identified as AIG.

District Benchmark or Check-In Assessments: Review of students scoring above 90% in reading and math assessments and the top 10% in each reporting group.

End of Grade/End of Course Assessments: Review of results for students scoring at or above 85% and top-performing students in each Student Information System (SIS) reporting group. Students with repeated Level V scores are considered for referral.

Additional screening may occur throughout the year based on incoming requests, though not every screening leads to referral or further testing.

Referral Process

When a student is referred for AIG identification, additional data is collected to determine if the student shows signs of academic or intellectual giftedness. The referral process may include additional aptitude or achievement testing depending on the identified pathway for potential AIG identification. Referral data is documented and stored in an electronic portfolio folder for each referred student, housed in a master referral Google folder. Referrals are reviewed monthly during the Referral Review Team meeting, where the AIG Coordinator and AIG Specialists evaluate whether further testing is needed or if the student qualifies for identification.

Possible Outcomes of Referral Review

1. *Meets identification criteria:* If the student meets the criteria for an identification pathway, they will proceed to the identification process.
2. *Exhibits evidence of giftedness but does not meet identification criteria based on achievement/ability scores:* If the student does not meet the district's criteria for identification but demonstrates giftedness and other pathway evidence, additional testing may be requested. The Referral Review Team ensures that criteria are met before testing to avoid unnecessary assessments. If additional testing is deemed necessary, it will be scheduled after obtaining parent consent.
3. *Exhibits some evidence of giftedness but does not meet criteria at this time:* These referrals may be appealed by the referring AIG Specialist by presenting a two year portfolio containing additional evidence of giftedness. This portfolio may also include local/school norming data if eligible. The referral may also just continue with AIG talent development for a specified period, during which further artifacts may be collected or additional testing may be administered. All documentation, including Initial Screening and Referral Forms, is maintained in the student's electronic folder with relevant paper copies added to the Talent Development folder for each grade level.

4. <i>Exhibits minimal evidence of high academic or intellectual performance</i>: If there is minimal evidence of giftedness or potential, the student's portfolio or data profile will be reviewed at least three times per year (August, January, May). Depending on the findings, the referral may be reactivated or remain in the Talent Development folder. These records transition with the student as they move from elementary to middle school and from middle to high school, allowing for continuous review while enrolled in Craven County Schools. Active participation in Talent Development may or may not continue based on the needs of the student outlined by the data and information collected. If a student transfers within the district, all screening and referral data is forwarded to the receiving school to ensure continuity in the review 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. Identification Process Overview Craven County Schools (CCS) identifies students in grades K–12 as Academically and/or Intellectually Gifted based on a body of evidence demonstrating consistent high performance or potential for high performance in comparison to students of similar age, experience, and environment. Students may be tested using the same measure only once per year, or per grade span, though the achievement and aptitude testing may occur at any point during the academic year. When enough evidence is collected, the AIG Specialist submits a Referral Review Request (via a Google Form) to the AIG Referral Review Team. This team meets monthly to evaluate referrals using the AIG Identification Matrix and the Referral Review Checklist. If identification is warranted, the AIG Specialist initiates communication with the parent/guardian to explain the identification, present the supporting data, outline the program options and seek consent. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will then be created with input from the AIG Team. Once parental consent is obtained, identification is recorded in the Student Information System (Infinite Campus), and the DEP or IDEP is finalized and shared with families for review. <u>Identification Criteria by Grade Span</u> <u>Grades K–2</u> Formal identification for gifted services in K–2 is rare but possible when strong indicators are present. Testing for ability typically begins in the spring of second grade for third or fourth grade placement. However, outside test results, including those from private providers or the Exceptional Children's program, may be considered. Identification Criteria Academically Gifted in Math (AM): 97th percentile or above on both a comprehensive aptitude/IQ test and a full math battery on an accepted achievement test.
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- Academically Gifted in Reading (AR): 97th percentile or above on both a comprehensive aptitude/IQ test and a full reading battery on an accepted achievement test.
- Academically Gifted (AG): 97th percentile or above on an aptitude/IQ test and on both reading and math achievement batteries.
- Intellectually Gifted (IG): 97th percentile or above on a nonverbal reasoning battery of an accepted aptitude test.
- Academically & Intellectually Gifted (AI): Meets the criteria for both AM and IG, AR and IG, OR AG and IG.

Grades 3–8

Formal identification typically begins at grade 3. Students may qualify under multiple pathways in reading, math, or intellectual domains.

Academically Gifted in Math (AM)

- Pathway 1: 97th percentile or above on either a full quantitative aptitude test or full math achievement test.
- Pathway 2:
 - 90–96th percentile on a full quantitative aptitude test or math achievement test OR
 - Two consecutive math EOG scores at or above 95th percentile
 - AND two or more artifacts supporting advanced reasoning in math

- Pathway 3: If Pathway 1 or 2 are not met, use local/school norming data for math/quantitative testing results (when the school has less than 10% AIG identification for grades 3–8) in portfolio consideration. Include the Pathway 3 Documentation form in portfolio for review.
- Pathway 4: If Pathway 1 or 2 are not met and Pathway 3 does not apply, use two-year portfolio demonstrating advanced ability and strong evidence of area giftedness; must include diverse artifacts and relevant test scores.

Academically Gifted in Reading (AR)

- Pathway 1: 97th percentile or above on either a full verbal aptitude test or full reading achievement test.

- Pathway 2:

- 90–96th percentile on a full verbal aptitude or reading achievement test OR
- Two consecutive reading scores (including BOG3) at or above 95th percentile
- AND two or more artifacts supporting advanced reading ability

- Pathway 3: If Pathway 1 or 2 are not met, use local/school norming data for reading/verbal testing results (when the school has less than 10% AIG identification for grades 3-8) in portfolio consideration. Include the Pathway 3 Documentation form in portfolio for review

- Pathway 4: If Pathway 1 or 2 are not met and Pathway 3 does not apply, use two-year portfolio demonstrating advanced ability and strong evidence of area giftedness; must include diverse artifacts and relevant test scores.

Academically Gifted (AG): Must meet the district criteria for identification as both Academically Gifted in Math AND Academically Gifted in Reading as outlined above.

Intellectually Gifted (IG)

- Pathway 1: 97th percentile or above on a nonverbal aptitude test

- Pathway 2:

- 90–96th percentile on a nonverbal test
- AND at least two artifacts supporting advanced intellectual functioning

- Pathway 3: If Pathway 1 or 2 are not met, use local/school norming data for reading/verbal testing results (when the school has less than 10% AIG identification for grades 3-8) in portfolio consideration. Include the Pathway 3 Documentation form in portfolio for review

- Pathway 4: If Pathway 1 or 2 are not met and Pathway 3 does not apply, use two-year portfolio demonstrating advanced ability and strong evidence of area giftedness; must include diverse artifacts and relevant test scores.

Academically & Intellectually Gifted (AI): Will refer to students who have met the district's criteria for identification as Academically Gifted in at least one academic area (reading and/or math) and also meets criteria for identification as Intellectually Gifted through one of the pathways listed above. Services for AI students will include those for IG as well as the academic area(s) identified.

Grades 9–12

Identification in high school is based on a combination of standardized test performance and trend data.

Academically Gifted in Math (AM)

High performance in mathematics as evidenced by two or more of the following:

- Minimum score of 95th percentile on Math I or III EOC
- Minimum three-year trend of high math achievement
- Score of 4 or 5 on an AP math-related exam
- ACT Math score at or above the 90th percentile (typically 27 or higher)
- SAT Math score at or above the 90th percentile (typically 700 or higher)

Academically Gifted in Reading (AR)

High performance in English Language Arts/Reading as evidenced by two or more of the following:

- Minimum of 95th percentile on English II EOC
- Three-year trend of high English achievement
- Score of 4 or 5 on an AP English-related exam

- ACT Reading/Writing score (typically 28 or higher)

- SAT Evidence-Based Reading/Writing score (typically 700 or higher)

Academically Gifted (AG): Meets criteria for both AM and AR.

Intellectually Gifted (IG): may be considered with non-verbal ability scores (minimum percentile of 90) supported by a portfolio of artifacts showing consistent evidence of intellectual ability over three years.

Alternative Portfolio-Based Pathway:

AIG Specialists may request to appeal for AIG identification based on a portfolio of evidence which is highly indicative of academic and/or intellectual giftedness as established by Article 9b and has been compiled over the course of 3 or more school years. Data to be reviewed will include quantitative measures such as aptitude and achievement test scores as well as any qualitative data such as observations and documentation of behaviors typical of gifted learners by multiple teachers, work samples demonstrating high performance on complex and rigorous tasks, anecdotes outlining any testing issues experienced, social and/or emotional issues experienced, etc. A District AIG Review Team, which will be comprised of the AIG Coordinator and at least one AIG Specialist who is unfamiliar with the student, will use a checklist (Pathway 4 Documentation Form) to evaluate the portfolio and share results with the AIG Specialist requesting the appeal. In the event that an appeal is requested by the district AIG Coordinator on behalf of a student served, the District AIG Review Team will include at least two AIG Specialists unfamiliar with the student.

Transfer Students with Previous AIG Identification

Students transferring from other districts, particularly those affiliated with military installations (e.g., Cherry Point Marine Corps Air Station), will have their records reviewed within 14 days of receiving documentation from the transferring school. All previous aptitude and achievement test scores affiliated with a prior identification decision will be honored, regardless of date. Students will be placed in provisional services that align with their prior programming while the AIG team completes the formal review.

Non-military transfers from other NC districts listed in Infinite Campus as AIG will retain their identification. Services will be determined through the identification or annual review process.

Accepted Assessments

Aptitude/Ability Tests:

- CogAT, OLSAT-8, CTONI-2, DAS-II, KBIT-II, Naglieri General Ability Tests (V, Q, NV), NNAT3 (NV), RIAS-2, SB-5, WISC-IV/V, WASI-II, WNV, KABC-II

Achievement Tests:

- ITBS, TerraNova, Stanford 10, WJ-III/IV Ach, KTEA-2/3, WIAT-III/IV

Standardized Tests:

- EOG, EOC, ACT, SAT, Advanced Placement (AP)

Artifact Criteria

Artifacts may include:

- Benchmark or NC Check-In data showing sustained high achievement (at least two out of three consecutive scores of 90 or above or consistent high ranking in the top 5 as compared to school performance measures and mean)
- Teacher work samples, observations, or performance anecdotes
- Evidence of complex reasoning, creativity, and problem-solving



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*** Practice C**

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

District and AIG Demographics

According to data reported in the Infinite Campus Student Information System, current district demographics are seen in the chart below (taken from the April 2025 AIG Headcount). While improving incrementally, the students currently identified for gifted services in CCS are not fully representative of the district's overall population. In particular, students from some measured populations as listed in the practice are underrepresented in the AIG program.

Addressing Underrepresentation Through Identification Processes

To intentionally respond to the district's various population measures and reduce disparities in identification, CCS has implemented multiple, proactive processes designed to expand access to gifted services. These include:

Process 1: Use of Alternate Pathways in Identification

Refinements made to Pathways 3 and 4 during the 2022–2025 AIG plan will continue. These approaches are used to support schools with lower identification rates and include:

- Analysis of local norming data (district and school-level) from universal screening in both ability and achievement areas;
- Use of a multi-year portfolio process with varied data points to ensure students with potential are not overlooked due to single measures.

This process is especially helpful in identifying students who may demonstrate advanced potential in non-traditional ways or who are affected by environmental or linguistic factors.

Process 2: Subgroup Data Monitoring

AIG staff participate in scheduled reviews of screening, referral, and identification data disaggregated by subgroup. During these reviews, particular attention is given to:

- The use of school-specific norm data to reveal patterns and gaps;
- Comparisons between Talent Development (TD) group composition and overall school demographics.

AIG Specialists are responsible for compiling and reviewing data on students who have been screened or served in TD groups, with disaggregation by state measured subgroup populations. This information is shared with the full AIG team and AIG Coordinator throughout the year to guide adjustments and maintain continuity for transferring students. Additionally, cross-collaborative meetings held with the MTSS (Multi Tiered System of Supports) Interventionists, the ESOL (English to Speakers of Other Languages) Team, and with EC (Exceptional Children) representatives will help support practices, particularly with potential 2E (twice-exceptional) students.

Process 3: Increasing Early Talent Development Opportunities

CCS recognizes the importance of early access to enriched learning for students who may not yet be formally identified as gifted. Beginning with grade 2 and working down to first and then kindergarten as time allows, the district provides:

- Instructional enrichment through Primary Education Thinking Skills (PETS);
- Embedded lessons focused on cognitive skill development, including convergent, divergent, spatial, and evaluative thinking.

Performance on classroom-based enrichment tasks is regularly reviewed by teachers and specialists to identify students demonstrating advanced thinking skills. Additional opportunities are provided to help nurture these abilities over time.

Process 4: Expanded Screening Practices

AIG Specialists continue to lead comprehensive screening and referral efforts at each school. Key practices include:

- Automatic screening of any student earning a Level 5 on Reading or Math EOGs;
- Screening of students performing at least one grade level above expectations on mClass assessments;
- Consideration of students in the top 10% of their reporting group (based on Infinite Campus data);
- Acceptance of screening requests from staff, families, students and community members.

All screening results are documented on the CCS Initial Screening and Referral Form and maintained in both Talent Development folders and student digital files. These records are reviewed during annual audits and in coordination with the AIG Coordinator.

The universal screening test of the CogAT in grade 2, as well as the use of the Naglieri General Ability Tests for referred students, includes nonverbal components that are particularly effective in assessing students from diverse linguistic and cultural backgrounds.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	8.68%	<5%	5.13%	---	10.00%	---	14.84%
Male	11.99%	5.13%	7.52%	---	10.99%	---	14.79%
Total	10.41%	<5%	6.39%	---	10.50%	---	14.81%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice D

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

Systems to Monitor Consistent Implementation of Screening, Referral, and Identification Processes

To ensure all schools across the district consistently implement screening, referral, and identification procedures for gifted services, Craven County Schools has developed a comprehensive monitoring system that includes training, documentation, scheduled reviews, and oversight by the AIG Coordinator.

Training and Professional Development

At the beginning of each school year, the AIG Coordinator provides training to all AIG Specialists during the initial AIG Team PLC meetings. This training covers all aspects of the screening, referral, and identification process. This includes supporting paperwork and electronic forms/folders as well as document flows affiliated with these processes. Ongoing reinforcement of screening and referral processes along with identification pathways and processes occurs monthly through the use of the internal AIG documents, and especially the Referral Review Checklist during Referral Review meetings, where submitted referrals are reviewed collaboratively.

Each AIG Specialist is required to review the district's AIG Plan (2025–2028), with a specific focus on Standard 1, which details all screening, referral, and identification procedures. To support consistency, a Screening/Referral/Identification Flowchart is shared and referenced regularly. All AIG documentation is centrally stored in the AIG Docs folder, accessible to all specialists.

School-Level Support and Communication

AIG Specialists are responsible for educating teachers at their assigned schools on screening and referral processes. This support may occur through one-on-one meetings, PLC sessions, or staff meetings. Teachers also have access to a dedicated Canvas AIG resource and an “AIG 101” overview shared at the start of each school year.

Scheduling, Monitoring, and Data Review

District-wide screening dates are scheduled annually, with timelines monitored through monthly PLC check-ins. The AIG Coordinator also conducts annual records audits to ensure completion of required activities.

Digital portfolios for previously screened or referred students are reviewed at the beginning of the year and after each testing window or student headcount period to determine whether new evidence of gifted potential is present and if additional testing is warranted.

All screening and referral data, along with identification decisions, are maintained by the AIG Coordinator. This data is reviewed and updated during the fall (November 15–30) and spring (April 15–30) headcount windows each year.

Documentation and Transition Procedures

Referral packets/folders—which include all supporting documents, reviewed artifacts, and testing results—are stored in each student's digital folder by grade level. Relevant hard copies are maintained in Talent Pool folders. These records follow the student as they transition between school levels (elementary to middle, middle to high school) to ensure continuity of services and accurate historical documentation.

Oversight and Data Integrity

The AIG Coordinator is responsible for reviewing all documentation prior to identification decisions. This includes:

- Monitoring referral and identification meeting processes;
- Verifying the completion and accuracy of each student's Differentiated Education Plan (DEP);
- Entering all new identifications and sources of evidence into the Infinite Campus Student Information System (SIS), ensuring proper flags are in place.

The SIS (Infinite Campus) is used to run regular reports for internal audits of identified students. Additional referral and identification tracking spreadsheets are reviewed monthly during AIG PLC meetings to further ensure procedural consistency across schools.

*** Practice E**

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

Communication of Screening, Referral, and Identification Processes to Stakeholders

Craven County Schools is committed to ensuring that all stakeholders are well-informed about the K–12 screening, referral, and identification processes for gifted services. Information is communicated in a variety of formats and through multiple channels to reach school and district personnel, parents and guardians, students, and the broader community.

School and District Personnel

At the beginning of each school year, all certified staff in Craven County Schools participate in an “AIG 101” overview presentation. This session includes key information regarding the screening, referral, and identification procedures as well as other key components of the CCS AIG Program.

AIG Specialists assigned to each school reinforce these procedures throughout the year by providing informal professional development during teacher planning periods, staff meetings, and collaborative sessions. In addition, a comprehensive online Canvas AIG resource is available for reference to school staff, offering detailed information on procedures and tools related to screening, referral, and identification, as well as classroom strategies for supporting advanced learners.

District and school administrators also receive updates from the AIG Coordinator to ensure they remain informed and equipped to support consistent implementation of the program.

Parents and Guardians

An annually updated overview document outlining the district’s screening, referral, and identification process is posted on the Craven County Schools website. AIG Specialists also provide this information directly to families during the referral and identification process.

AIG Specialists share relevant information during school-wide events such as Open House, parent nights, and curriculum information sessions. The AIG team publishes newsletters three to four times per year, which include updates and explanations of gifted service procedures.

Specific communication is provided to parents and guardians of second-grade students when the CogAT universal ability screener is administered. This includes an explanation of the screener and how results are used to share learner ability profiles and highlight student potential.

At the elementary level, AIG Specialists explain the Talent Development model and how it supports the identification process when working with families of participating students. Additionally, general information related to ongoing talent development is addressed in parent communication or newsletters.

Students

Students participating in Talent Development groups receive age-appropriate information about the components of the gifted identification process.

AIG Specialists use student-friendly language to explain the purpose of screening, how referrals occur, and the different identification pathways. Middle and high school students who are identified as gifted have access to dedicated Canvas AIG resources for their respective grade bands, which include information about gifted characteristics, service options, and how identification was determined. <u>Community-at-Large</u> Members of the community can access information about the district's gifted screening, referral, and identification procedures through the AIG/Advanced Studies page on the district website, where an FAQ document and other resources are available. Upon request, the AIG Coordinator provides printed materials or offers information through individual meetings or interviews with community members interested in learning more about the process. Each school also serves as a point of contact for the community. AIG Specialists or members of the school's AIG Team are available to provide information to interested individuals. When appropriate, communication materials related to referrals, testing, and identification are translated into additional languages to ensure understanding and accessibility for all families. Finally, the AIG Advisory Group—composed of community members, parents, and teachers—receives regular updates about screening and identification procedures. Their input is used to support the district's ongoing review and improvement of gifted services.	* 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. Documentation, Review, and Maintenance of AIG Identification Records Craven County Schools implements a comprehensive and structured process to document, analyze, and maintain records for all students referred for possible gifted identification. This process ensures that decisions are based on multiple sources of evidence, that parents/guardians are informed and involved, and that documentation is organized and accessible throughout a student's academic career. <u>Collection and Analysis of Identification Evidence</u> The process begins with the completion of the Initial Screening and Referral Form, which serves as the foundation for collecting and organizing referral data. This digital form allows space for academic data, relevant indicators, and anecdotal evidence or links to artifacts as needed. It reflects a holistic approach to considering a student's potential. The AIG Identification Matrix, used in conjunction with the internal Referral Review Checklist, outlines four distinct pathways for identification. Evidence is gathered accordingly and placed in a student-specific digital referral folder created by the AIG Specialist within the shared AIG Google Drive. These folders include all documents relevant to the referral, such as test scores, work samples, and teacher input. Referral details are also entered into a Google Form, which populates a district-managed spreadsheet used to track progress and status across schools. When all necessary documentation is collected, the AIG Team convenes as a Referral Review Team to formally review the student's
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evidence in the order of the identification pathways. If additional testing is needed, it is scheduled and results are added to the digital folder before a final decision is made.

Review with Parents/Guardians

After a student qualifies for identification, the AIG Specialist obtains Consent for Placement from the parent/guardian. If testing was the final piece of evidence, this consent may be included in the Permission to Test form. Once consent is received, the student's identification status is submitted via another internal Google Form for entry into Infinite Campus, the district's student information system and leading to the creation of the Differentiated Education Plan (DEP).

Parents are notified of any test results within two weeks of administration. Results are mailed home with a clear, accessible explanation of scores and implications for placement.

Initial Placement Communication occurs where all documentation is reviewed using the district's review guidelines for initial placement to ensure consistency in describing the process used to identify the student as Academically and/or Intellectually Gifted. The option for this Communication may be phone, video, email or in person to accommodate the parent/guardian needs.

During the plan cycle, a Placement Criteria Notice will be explored for use in the student cumulative record and the student's folder. This information will outline the specific pathway and supporting pathway data used to identify the student and may be used as reference when communicating with the parent about Initial Placement. Pertinent Information from the following forms used to document all gifted identification decisions will help inform this notice as well as be shared with parents during the Initial Placement Notification, and are available to parent(s) at any other time upon request.

- Completed Initial Screening and Referral Form including all test data used when making identification decisions listed in Practice 1B
- Artifacts used in the identification process including reference to any forms or rubric from any appeal to the AIG Review Team.
- AIG Identification Matrix which outlines area(s) of identification and criteria for each pathway (Academically Gifted in Math, Academically Gifted in Reading, and/or Intellectually Gifted).
- Summary information for student placement according to Pathways in the AIG Identification Matrix

Parents of students who do not meet criteria for identification may request a conference with the AIG Specialist to review data collected and explain the process used in making the identification decision.

Maintenance of Student Documentation

All AIG records are maintained through both digital and physical systems. The AIG Specialist at each school is responsible for maintaining:

- A digital folder in the district's shared AIG Google Drive for each referred student, which houses all documents used during the screening, referral, and identification process.
- A paper AIG folder for each identified student, which includes data records, consent forms, and copies of the student DEPs. These folders are housed at the student's school of record and travel with the student as they change schools within the district.

- A purple folder housing class information related to Talent Development and Universal Screening Test scores

To support record-keeping, especially at the middle school level, AIG Support Personnel assist with the organization and auditing of these documents.

At the district level, the AIG Coordinator ensures the integrity of student records by entering and maintaining gifted data in Infinite Campus, which serves as the official Student Information System. This includes designation flags for gifted identification and storage of electronic records tied to identification criteria, as well as monitoring for student transfers.

As mentioned above, a Placement Criteria Notice is being considered for future use in cumulative records to summarize the student's identification pathway and supporting evidence. This would ensure continuity as students transition from elementary to middle and high school.

All documentation summaries remain accessible to parents upon request and are reviewed regularly as part of ongoing monitoring, reassessment, or appeals.

*** 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.

Development and Review of Service Plans (DEPs/IDEPs) for AIG Students, K-12

Service plans for Academically or Intellectually Gifted (AIG) students in Craven County Schools are developed through a collaborative process involving data analysis, staff input, and family engagement. These Differentiated Education Plans (DEPs) or Individualized Differentiated Education Plans (IDEPs) ensure that identified students receive appropriate services matched to their strengths, academic needs, and learning profiles. Gifted identification and initial service decisions at all schools are made through the Identification Process. In conjunction with school staff, the AIG Team will recommend appropriate service delivery options based on student need. The information will be reviewed by the AIG Coordinator and be entered into the student information system (Infinite Campus) following parental consent. The AIG Summary Report from Infinite Campus will then be used for the creation of the electronic Differentiated Education Plan. This plan replicates the information recorded in the student information system and is generated as a PDF (K-8) or is a part of the ACP (Academic Course Progress) or like course report from the Major Clarify Platform (9-12) or other like high school software program provided by Craven County Schools for student records and parent review.

DEPs will be shared annually to review services, or more often if additional needs arise during the school year or if additional areas of identification are made. In years following initial or amended placement, parents will be offered the opportunity to review and/or provide input into service delivery planned for the upcoming year. DEPs maintain active status while relevant services remain the same; however a change in identification area and/or service merits a DEP update and a new parent review.

Personnel Involved in Service Plan Development

Personnel that may be involved in the development of a student's service plan include:

- AIG Specialists

- General education teachers
- School counselors
- School and district-level administrators (as needed)
- The AIG Coordinator (for oversight and system entry)

Parent and Guardian Involvement

Parents/guardians are integral to the service planning process. They are invited to participate in the Initial Placement Communication, during which the following topics are reviewed:

- Identification evidence and decision
- Consent for placement
- Proposed service options and how they meet student needs
- How to provide input into the DEP
- Steps to address any concerns or disagreements (including a copy of the Procedures to Resolve Disagreements document)

This communication may take place in person, over the phone, through video conference, or via email—depending on family preference. If an in-person or virtual meeting is not possible, documents may be sent home through student folders, electronic delivery, or postal mail for review and/or signature.

Annual Review of Service Plans

DEPs are reviewed annually to ensure alignment with the student's current needs, academic performance, and school services. Parents are provided an opportunity each year to review and give input into planned services, even if there are no changes in identification status. If additional areas of identification emerge or a student's academic needs shift significantly, the DEP will be updated accordingly, triggering a new parent/guardian review.

In the event that services remain unchanged, the DEP continues to remain active without modification, though parents may still review annually.

Transitions and Long-Term Planning

Smooth transitions and forward planning are also prioritized:

- Elementary to Middle School: AIG Specialists at the elementary level coordinate with their middle school counterparts, sharing information about individual student needs and identification areas. A transition spreadsheet of rising sixth graders is developed and provided to middle school administrators and counselors to support course placements.
- Middle to High School: The AIG Team works closely with middle and high school counselors to inform students and families about advanced course options and graduation planning. During 8th grade, students should begin creating a career and four-year high school plan in Major Clarity or other like program provided by the district, which is accessible to counselors throughout high school to guide course recommendations and planning discussions.

High school AIG students also have access to advanced learning opportunities and interest-based options through course planning tools shared in the AIG Canvas resource. Counselors are given a list of identified students along with their areas of giftedness to support individualized guidance during registration periods or course advising.

*** Ideas for Strengthening the Standard**

Ideas for Strengthening the Standard: Develop a Placement Criteria Notification that can be used as documentation in cumulative records and internally to assist with student records transfer and information sharing with parents of newly identified students. Continue to build an aligned system for onboarding new AIG staff in the communication aspects of the identification and referral process with parents/guardians.

Planned Sources of Evidence

* Digital Records (Spreadsheets, student electronic folders, AIG process and planning folders; Testing records; DEP files)	
* Infinite Campus Records--Student Information System Records and Reports, including Headcount data	
* Referral Review Meeting Minutes	
* AIG PLC Agendas and Notes	
* Data Reviews and Headcount Analysis	

* AIG Resources shared with staff and stakeholders, including the Canvas Resource in the Staff Hub, newsletters and the AIG website

Type	Documents	Document Template	Document/Link
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AIG Standard 1 Additional Resources	N/A		
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Standard 2: Comprehensive Programming within a Total School Community

Craven County Board of Education (250) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Overview of AIG Services: K–12 Continuum

Craven County Schools provides a range of services to support students identified as Academically Gifted (in reading, math, or both), Intellectually Gifted, or Academically and Intellectually Gifted. Services are tailored to the learner's grade span, area(s) of identification, and demonstrated needs, and are delivered through collaboration among classroom teachers, AIG Specialists, counselors, administrators, and support staff. Throughout all grade spans, AIG services are grounded in this cross-functional collaboration. Professional learning is provided by the AIG Program to build teacher capacity in differentiating instruction for advanced learners. These offerings are tailored by grade span and content area and may include workshops, co-teaching, coaching cycles, and digital learning modules.

K–12 AIG Service Delivery Table

Grade Span	Identification Area	Services Provided	Delivery Personnel & Collaboration	Learning Environment(s)
Grades K-2 / Potential IG or AG	Talent Development	- Whole-class enrichment lessons based on the PETS curriculum - Push-in support modeling strategies for gifted learners - Early identification observations	AIG Specialists, Classroom Teachers	General Education Classroom Pull out resource support

	-Targeted rotating small groups		
	- Support for early entrance to Kindergarten or subject acceleration	AIG Specialists, Families, School Admin	General Ed Classroom with Consultative Support
Grades 3-5	Academically Gifted (Reading/Math/Both)		
	- Differentiated instruction (push in, pull out, consultative classroom support)	AIG Specialists, Classroom Teachers	General Ed Classroom, Pull-Out Resource Groups
	- Cluster grouping		
	- Weekly resource pull-out groups aligned to standards (extension/enrichment)		
Intellectually Gifted	- Weekly STEM-based enrichment groups focused on nonverbal reasoning	AIG Specialists, Classroom Teachers	Pull-Out Groups, STEM Enrichment Settings
	- Visual-spatial problem solving		
AIG	- Enrichment projects	AIG Specialists, Teachers, Families, Admin	Classroom, Individualized Plans
	- One-on-one planning for personalized learning		
	- Acceleration support as needed		

Grades 6-8	Academically Gifted (Reading/Math/Both)	- Placement in advanced ELA/Math courses (ELA Plus, Math Plus, Math I) - Opt-out policy in place -Differentiated and Consultative support in regular classroom (during opt out)	AIG Specialists, Teachers, Counselors, Admin	Advanced General Education Classes (can have collaborative units with AIG Specialist support)
	Intellectually Gifted	- Pull-out groups for interdisciplinary units, competitions - Collaborative enrichment with media and core content teachers (all AIG identified)	AIG Specialists, Media Coordinators, Content Teachers	Pull-Out, Media Centers, Cross-Grade Enrichment
	AIG	- Academic and emotional support through counseling collaboration - Acceleration as needed - Middle School AIG Resources course access -Enrichment block support with PBL Project access	AIG Specialists, Counselors, Teachers	Classroom, Digital Platforms

Grades 9-12	Academically Gifted (Reading/Math/Both)	- Honors, AP, and CCP course enrollment - Academic planning based on strengths and interests, including extracurricular offerings	AIG Team, Counselors, Teachers	Advanced Courses, CCP Pathways, Extracurricular School Offerings
	Intellectually Gifted	- Emphasis on STEM and creative electives - Planning for post-secondary pathways - Informational sessions on Governor's School, NCSSM, etc. - Access to a CCS Career Platform for course and career planning --HS AIG Canvas Resource	AIG Specialists, Counselors	High School Courses, Electives
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* 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. Gifted learners possess unique social and emotional needs stemming from their advanced abilities and heightened sensitivities. To address these needs, a collaborative approach involving various personnel and learning environments is essential. Below is a detailed outline of the services available for each grade span (K-12), the roles and responsibilities of involved personnel, and how collaboration occurs. Specific Services Supporting Social and Emotional Needs by Grade Span <i>Elementary School (K-5):</i>				

- AIG Specialists provide mini-lessons, lessons, or student conferences on topics such as growth mindset, stress management, goal setting, and self-advocacy.
- School counselors use picture books and other resources to address issues like underachievement, perfectionism, and social skills.
- Classroom teachers implement strategies shared during collaborative planning sessions to support healthy social-emotional development.

Middle School (6-8):

- AIG Specialists conduct sessions like "What Does Gifted Mean?" for newly identified gifted students to address common social-emotional issues.
- Counselors use resources such as The Gifted Teens Survival Guide to provide small group lessons on stress management and executive functioning.
- Teachers collaborate with AIG Specialists and counselors to address specific concerns observed in gifted students.

High School (9-12):

- Counselors check in with gifted learners regarding goal setting, course selection, and overall well-being.
- AIG Specialists support students through access to information about giftedness in the HS Canvas Resource
- Teachers implement advanced instructional strategies to foster positive social-emotional development.

Roles and Responsibilities Across Collaborative Personnel

<u>Personnel/Group</u>	<u>Roles</u>	<u>Collaboration Methods</u>
<i>AIG Specialists</i>	<i>Deliver lessons/conferences; share strategies; communicate with families/counselors.</i>	<i>Consultative sessions; professional learning; direct communication.</i>
<i>Classroom Teachers</i>	<i>Observe/report concerns; implement strategies; participate in MTSS discussions.</i>	<i>Collaborative planning; MTSS team meetings; data reviews.</i>

School Counselors	Conduct lessons/groups; use SEL programs; communicate with families/staff.	Coordination with teachers, administrators, parents; participation in professional development.
AIG Coordinator	Provide resources/training; stay informed on research; collaborate across departments.	Professional development sessions; interdepartmental meetings; newsletters for parents.
District Mental Health Team	Address mental health needs through referrals/interventions.	Collaboration within the MTSS framework; integration into district-wide mental health plans.
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* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. The 2025–2028 AIG Plan is closely aligned with the district's strategic plan, developed during the 2024–2025 school year. The AIG Program supports the district's mission to ensure that all CCS students are empowered and supported in an academically rich learning environment that inspires and engages students, staff, families and community to build a better tomorrow. Through this alignment, the AIG Plan emphasizes the development of an academically challenging and engaging learning environment that supports all stakeholders. There is a strong connection between the Craven County Schools' 2024–2029 Strategic Plan and the AIG Program Standards (with practice responses). Specifically, the alignment includes: ▪ AIG Program Standards 1–3 with the district's goal of Successful Students; ▪ AIG Program Standard 4 with Premier Professionals; ▪ AIG Program Standard 5 with Committed Community; and		

- AIG Program Standard 6 with Superior Systems.

Allocation of Resources to Support AIG Implementation

To support the implementation of the AIG program, the district allocates personnel and time for active collaboration and professional learning. The AIG Coordinator serves as a vital link between the district and the NCDPI Office of Advanced Learning and Gifted Education. This includes participation in divisional meetings, district goal teams, principal and assistant principal leadership sessions, and leading professional development focused on advanced instruction.

AIG Specialists are provided with ongoing training aligned with new district initiatives. They collaborate with general education teachers to develop enrichment and extension activities that are aligned with district-adopted curriculum. These resources are made available to schools, particularly elementary, to ensure consistent and enriched learning experiences for advanced learners.

The AIG program also partners with the Student Services division and school counselors to address the social and emotional needs of advanced learners. This includes shared delivery of counselor-led lessons and the provision of specific materials and professional learning to support gifted students in areas such as course selection and understanding relevant legislation.

Policy and Practice Supporting AIG Learners

Craven County Schools has embedded the support of advanced learners into both policy and daily practice. AIG Specialists collaborate with Exceptional Children's (EC) staff to support twice-exceptional students, including participating in the development of Individualized Education Program (IEP) goals when appropriate. Additionally, AIG Specialists maintain communication with English to Speakers of Other Language (ESOL) staff to identify multilingual students who demonstrate signs of high aptitude, ensuring they are considered for AIG services. The AIG team partners with the district's Digital Teaching and Learning staff to promote the development of problem-solving skills through coding and digital tools. Professional development in the use of digital resources is also prioritized for AIG staff. The district's Media Coordinators and Media Team work with AIG staff to encourage reading and literary engagement through activities such as the Battle of the Books competition or partnering for collaborative units. AIG Specialists support these efforts by helping to identify participants and provide targeted resources. AIG staff also helps support by working at the competitions when scheduling allows.

At the secondary level, AIG staff collaborate with high school principals and central office leaders to expand Advanced Placement (AP) offerings, monitor student performance, and share data to inform instructional decisions. Furthermore, AIG representation on the Honors Course Implementation Team ensures that rigor remains central to course design and delivery. This team evaluates proposed Honors courses and supports educators through the attestation process.

Through these strategic efforts, Craven County Schools ensures that the needs of advanced learners are met not only through policy, but through intentional and sustained actions that are embedded across instructional systems.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Craven County Schools (CCS) recommends the use of cluster grouping within general education classrooms to support the academic needs of identified gifted learners. Cluster grouping involves placing a small group—typically 4 to 10 students—with similar academic strengths or

demonstrated high performance into a heterogeneous classroom setting. This practice includes not only formally identified AIG students, but also those who scored at Level 5 on the previous year's End-of-Grade (EOG) Math assessment.

To facilitate effective grouping, AIG Specialists share updated identification data and student performance information with school administrators and classroom teachers each spring. This ensures that decisions regarding student placement for the upcoming year are informed and intentional. For rising sixth graders, the AIG team prepares transition spreadsheets with relevant data to guide middle school counselors and administrators in making advanced course placements. These spreadsheets are provided during the summer by the district AIG Coordinator, who also remains available to assist with questions as course rosters are finalized.

To maintain balanced and effective learning environments, the district recommends that identified gifted students not exceed 50% of a classroom population—unless the course is specifically designed for advanced learners, such as Plus, honors or Advanced Placement (AP) classes in middle and high school. It is also recommended that students with similar academic profiles, such as highly gifted learners, be grouped together when assigned to multiple classes within the same grade level. When planning placements, administrators are encouraged to consider students' areas of identification, as well as the qualifications and experience of teachers working with advanced learners. The AIG Coordinator provides ongoing guidance to principals, including expectations and best practices for effective cluster grouping. This includes support in using identification data, performance trends, and teacher input to make informed decisions that promote strong instructional matches.

Throughout the academic year, Craven County Schools also encourages the use of flexible grouping strategies to meet the evolving needs of advanced learners. These strategies allow for regrouping students based on current achievement, readiness levels, or specific learning goals, and may vary by subject, project, or instructional unit. AIG Specialists collaborate with classroom teachers to support differentiated instruction by co-developing enrichment materials and extension activities that align with the district-adopted curriculum. This collaboration promotes the use of flexible groupings within classrooms, enabling teachers to tailor instruction for students who demonstrate advanced understanding or accelerated pacing needs. Teachers are encouraged to use data from formative and summative assessments to guide ongoing group adjustments. AIG staff also offer professional learning to support instructional practices that accommodate varied academic strengths and encourage appropriately challenging learning experiences. By combining intentional beginning-of-year placement procedures with responsive, flexible grouping throughout the school year, Craven County Schools can prioritize advanced learners having access to instruction that reflects both their current performance and future potential.

*** Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Craven County Schools (CCS) ensures that all staff members are informed about the local AIG program, instructional expectations for gifted learners, and relevant legislation through a structured and comprehensive communication plan.

At the start of each school year, all certified staff participate in the AIG 101 presentation, which outlines the structure of the CCS AIG Program and key elements of the current AIG Plan. This training highlights expectations for the delivery of differentiated instruction and explains how services are provided to students identified as academically or intellectually gifted. New hires receive this training as part of their onboarding process, and content is reinforced throughout the year in professional development sessions, PLCs, and collaborative meetings. Principals are responsible for ensuring staff participation in the AIG 101 presentation and for submitting documentation of completion to Human Resources, which maintains records for compliance.

Key Information Shared with Staff Includes:

- An overview of Article 9B and the North Carolina Definition of Giftedness
- Information about the CCS AIG/Advanced Studies webpage, which hosts the 2025–2028 AIG Plan and supporting documents
- Highlights from the AIG Plan, including identification criteria and procedures for screening and referral
- Roles and responsibilities of classroom teachers and support staff in delivering differentiated services
- An overview of services provided by AIG Specialists and the AIG team
- Guidance on providing input and feedback related to AIG programming
- Explanation of Differentiated Education Plans (DEP)

Differentiated Education Plans (DEPs):

AIG Specialists review DEPs with classroom teachers prior to the start of the school year to ensure a clear understanding of student services and how they should be implemented. If adjustments to DEPs are needed during the school year, teachers, administrators, and relevant support staff are informed and given the opportunity to provide input.

Ongoing Resources and Support:

The AIG Specialists Handbook, updated annually, is distributed to all AIG staff as part of their onboarding process. It includes procedural guidelines, instructional expectations, and detailed information about the district's AIG Plan. The AIG Plan is also reviewed at the beginning of each school year during team meetings to ensure consistency across the district. AIG Specialists provide ongoing consultation to teachers working with gifted clusters. These consultations may include data reviews, collaborative development of instructional resources, and support for individual student needs.

The CCS AIG/Advanced Learner webpage provides public access to:

- AIG Frequently Asked Questions (FAQs)
- AIG newsletters and updates

- The current AIG Plan

- Parent Overviews of AIG services by grade band, which are distributed during the identification process

Targeted Collaboration and Professional Learning: The AIG team partners with district instructional coaches and secondary content specialists (when CCS staffing model allows) to align supports for advanced learners across content areas. This includes integrating strategies for advanced learning into pacing guides and PLC planning, as well as offering professional development focused on differentiation and instructional strategies for advanced learners. In the event there are no coaches or content specialists, the AIG Program will partner with whichever staff is working on curriculum documents for this integration.

Throughout the year, the AIG Coordinator presents policy updates and program information to administrators during monthly Principal Meetings, Assistant Principal Leadership Academies, and Curriculum and Instruction Division meetings. The AIG Coordinator also shares relevant information at meetings with counselors, MTSS interventionists, and ESOL staff. As a member of the CCS Honors Implementation Team, the AIG Coordinator supports staff in understanding regulations, expectations, and instructional standards for Honors-level coursework.

*** Practice F**

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

Craven County Schools (CCS) maintains a thorough and intentional communication plan to ensure that student needs and AIG services are understood and continued seamlessly as students transition between grade levels, schools, or into the district from outside.

Maintenance and Sharing of Student Records

Each AIG-identified or potentially gifted student has a comprehensive record that includes performance data, learner profiles, academic interests, and service documentation. These are maintained both in hard copy folders and digital formats. In cases of school-to-school transfers within the district or changes in AIG Specialist assignments, these records are easily shared to ensure uninterrupted support.

During the 2025–2028 AIG Plan cycle, CCS AIG will design and implement a Placement Criteria Notice designed to flag a student's AIG identification and qualifying data within their official academic file. This notice will serve two purposes: (1) to alert school staff reviewing cumulative files of additional AIG records housed by the AIG team, and (2) to help highlight AIG information including identification and test scores when students transfer from other districts or states.

Grade-Level Transitions Within Schools

AIG Specialists participate in regular data discussions and referral reviews through monthly professional learning community (PLC) meetings. These meetings offer opportunities to discuss student needs and adapt services as students progress through grade levels. Prior to the start of a new school year, AIG Specialists review each student's Differentiated Education Plan (DEP) to ensure appropriate services are outlined based on updated learner profiles and performance data. Students who participate in talent development but are not formally identified are also tracked. Relevant information is shared at transition points to support continuity in services and guide future identification efforts.

School-to-School Transitions

Elementary to Middle School:

In the spring, AIG Specialists compile spreadsheets summarizing fifth grade student identification data and services. These are shared with counselors and administrators at each middle school to inform course placements and clustering decisions. Middle school AIG Specialists or support staff then review student DEPs and learner needs, including social-emotional considerations, with teachers and administrators before the school year begins.

Middle to High School:

As students move to high school, the AIG team shares data on rising ninth-grade students identified as gifted or demonstrating high academic potential with counseling staff and school leaders. Over the summer, high schools receive identification records and course placement guidance. The high school counseling team, supported by AIG staff, meets with students to review advanced academic pathways and create academic course plans, which function as the high school DEP. These plans are shared with families through the CCS Career/Course Planning Platform such as Major Clarity, providing transparency and an opportunity for parent input. A course planning resource is also shared on the CCS AIG/Advanced Studies webpage for student and family use as well as being housed in the AIG Canvas resource for students.

Transitions from Outside the District

When a student transfers into CCS from another district or state, school counselors and AIG Specialists review any available records related to gifted identification and services. If necessary, additional data is collected to determine eligibility for AIG services in CCS. The proposed Placement Criteria Notice will also support the intake process by alerting staff to review the student's full AIG history and related services.

Parent and Family Communication

To ensure families remain informed and engaged, schools host group parent meetings and open house sessions at key transition points—especially at the middle and high school levels. These sessions, led by counselors and supported by the AIG team, highlight academic opportunities for gifted learners including Honors, Advanced Placement (AP), Career and College Promise (CCP), and Dual Enrollment options. In addition, the CCS AIG/Advanced Learners webpage and the AIG High School Resources Canvas course provide families with ongoing access to up-to-date information about rigorous course planning and available enrichment opportunities. The AIG team will continue to partner with school counseling staff to ensure communication materials and transition guidance reflect the unique needs of advanced learners.

*** 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.

Craven County Schools (CCS) is committed to meeting the unique needs of gifted learners by providing a range of acceleration options. These services are designed for students who demonstrate advanced abilities and may benefit from compacted curriculum, subject/grade acceleration, and other forms of advanced educational opportunities.

Compacted Curriculum

CCS recognizes that some students may require a faster pace in their learning, particularly gifted and potentially gifted learners. When students demonstrate mastery of grade-level standards, through formative and summative assessments, performance tasks, or other comparable evidence,

they may be provided with opportunities to engage in a compacted curriculum. For students receiving a compacted curriculum, assignments will extend and enrich the North Carolina Standard Course of Study, sometimes incorporating standards from the next grade level, using high-level thinking activities that align with the Depth of Knowledge framework. These activities will be developed in collaboration with the student, classroom teacher, AIG Specialist, and parents.

In the 2022-2025 plan cycle, CCS implemented advanced learning courses for middle school students in Mathematics and English Language Arts. These "Plus" courses combine acceleration with enrichment options, such as project-based or problem-based learning. Additionally, the Math Plus course allows for the integration of compacted content in its pacing. Specialized content experts or teacher leaders work with teachers to adjust pacing and include advanced learning elements, ensuring students are challenged appropriately. For example, students scoring at the highest level on their previous math or ELA EOG (Level 5) assessments are automatically placed in accelerated courses, with a parent option to opt out. District requirements for course placement are followed to determine student readiness for the rigor of the coursework. High School Math 1 would still be available as an accelerated model for eighth grade students who meet criteria. Other high performing students have a list of qualifying considerations for placement, including AIG identification in the course area (Reading and/or Math).

Subject and Grade Acceleration

When enrichment and extension activities do not sufficiently meet the needs of a gifted student, acceleration may be considered. The process for subject or grade acceleration includes the following steps:

1. A teacher, counselor, or parent requests a review of the student's eligibility for acceleration.
2. The principal forms a committee to collect and review relevant data.
3. If needed, the AIG team provides the Iowa Acceleration Scale (IAS) or guiding questions to assist with data collection and analysis.
4. While principals hold the final authority on grade placement, all acceleration decisions are reviewed with the Executive Director of Secondary Education and presented to the Superintendent's Cabinet before implementation.

During the 2025-2028 Plan cycle, the AIG Program shall explore the creation of a guidance document for administrators and their teams to use in the event that an acceleration (subject or grade) request is made.

Early Admission to Kindergarten

CCS follows State Board of Education Policy on Early Admission to Kindergarten (KNEC-001). This policy requires a review by a committee of professional educators to consider the following factors for each child:

Student Aptitude:

The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

Achievement:

1. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

Performance:

1. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency.
2. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
3. The principal may also require a teacher to complete an informal reading assessment of the child.

Observable Student Behavior/Student Interest:

1. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day.
2. The child shall be capable of following verbal instructions and functioning independently within a group.

Process

1. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development. Motivation/Student Interest.
2. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.
3. The parent shall present the information required by this policy to the principal within the first 30 calendar days of the school's instructional year.
4. All testing shall be administered after the April 16th that follows the child's fourth birthday.
5. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information.
6. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting.
7. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment.

However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Dual Enrollment (CCP/CIHS)

CCS offers dual enrollment opportunities through a partnership with Craven Community College. The Career and College Promise (CCP) program allows high school juniors and seniors who meet GPA or ACT/SAT criteria to take college-level courses while completing their high school education. These courses may be taken on the community college campus, virtually, or on the high school campus with a college instructor. The program provides an avenue for gifted students to pursue an associate's degree while still earning their high school diploma, as well as opportunities for Career and Technical Education (CTE) pathways. The two CCS Early Colleges, part of the Innovative High School program, integrates a course plan across five years to include attainment of both a high school diploma and a 2 year Associate's Degree from Craven Community College.

Credit by Demonstrated Mastery (CDM)

CCS offers the Credit by Demonstrated Mastery (CDM) option for students who have already mastered the content in a certain course and seek to earn credit without completing traditional classroom instruction. The CDM process involves a multi-phase assessment, including:

1. A standard examination (such as EOG/EOC or a local final exam).
2. A performance task that demonstrates application of the content standards.

Certain courses, such as CTE work-based learning, ELL courses, and Honors/AP/IB classes, are excluded from CDM. Students may apply for CDM once per course, and the District CDM Review Panel, including AIG staff, counselors, and directors, will assess the application. If the panel recommends denial of credit, families may appeal the decision within 10 days. A student must apply for and complete the CDM process prior to any enrollment in the same course. More information related to the CDM process for Craven County Schools, including the application windows, may be found on the CCS website.

Additional Acceleration Options

In addition to the primary acceleration opportunities, CCS offers the following specialized pathways:

- Accelerated Pathway for Early Graduation (GRAD-006): This program enables students to graduate in three years, accelerating their coursework and allowing for early entry into post-secondary education or career paths.

Craven County Schools continues to refine and enhance its acceleration opportunities to provide all students, especially those who are highly gifted, with the appropriate challenges and opportunities for academic growth.

* Practice H

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

During the 2025-2028 AIG Plan cycle, Craven County Schools will continue to use Primary Education Thinking Skills (PETS) to nurture the academic, intellectual, and social-emotional potential of K-3 students. This initiative focuses on early intervention and talent development opportunities. Whole-class lessons using PETS will be conducted across the primary grades, with the AIG Specialist delivering direct instruction while the classroom teacher observes and identifies evidence of student potential in the targeted thinking skills.

The AIG team will work, as staffing allows, to apply PETS to the following grade-level programs:

- 3rd Grade: Selected topics will be targeted with small groups of students, including those identified as gifted and talent development learners.
- 2nd Grade: Whole-class lessons will focus on divergent and visual/spatial thinking, followed by small group lessons after each topic.
- 1st Grade: Starting in December/January, whole-class lessons will address convergent and divergent thinking, followed by small group instruction for several weeks on each thinking skill.
- Kindergarten: Beginning in the second semester, whole-class lessons will be conducted as staffing permits.

The AIG Specialist will work closely with teachers to provide extension activities that enhance the thinking skills introduced during lessons. These activities will be tailored to support students in the classroom, with progress monitored through collaborative planning sessions. Additionally, AIG Specialists are equipped with resources at each elementary school to meet the academic and intellectual needs of gifted and potentially gifted students.

Available resources include:

- Junior Great Books: A resource to support high-level reasoning and text analysis for K-3 students.
- Jacob's Ladder: Used to promote reading comprehension through inquiry and critical text analysis.
- Dash and Dot Robotics / Spheros: Tools for coding instruction that foster problem-solving and creativity.
- AIG Lending Library: Includes STEM resources such as EIE units and William and Mary science units designed for K-3 students.

Through these efforts, Craven County Schools will continue to provide intentional and purposeful programming that fosters the academic, intellectual, and social-emotional growth of young students with outstanding potential and advanced achievement. Collaboration among teachers and specialists will remain a key focus, ensuring that the needs of K-3 learners are met through consistent, evidence-based practices and tailored educational experiences.

*** Practice 1**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Talent Development plays a critical role in ensuring that students with exceptional potential are identified and supported throughout their educational journey. In addition to regular screening efforts, Craven County Schools utilizes a local norming pathway and a portfolio pathway for identification, expanding opportunities to discover students who may otherwise be overlooked. This is particularly important in schools where fewer than 10% of students are identified for advanced programming compared to other schools in the district. Semi-annual data will be collected and analyzed regarding participation in talent development programming, specifically focusing on students from historically underrepresented groups. This data will be examined for patterns and trends, guiding adjustments in curricula and instructional practices to identify and develop talent early.

Students are often identified through observations during whole-class lessons or by classroom teachers who notice potential. The AIG Specialist plays a key role by observing or inquiring about students, or when a teacher reaches out for additional support. Ability testing, such as the CogAT or Naglieri General Ability Test, may also uncover students with strong reasoning skills who have not yet demonstrated their academic potential or who may face challenges related to language acquisition.

These data points are incorporated into regular screening efforts, broadening access to advanced learning opportunities and talent development. This approach ensures that all students, including those from underrepresented groups, have equitable access to talent development programming. Talent development practices across various grade levels include:

Grades 4-5:

- Talent development students are grouped with peers in Math, Reading, or Independent Gifted (IG) groups under the guidance of an AIG Specialist.
- Classroom teachers collaborate with the AIG Specialist to share differentiation techniques and support strategies.
- Frontloading of content is provided to these students, either in the regular classroom or through targeted instruction by the AIG Specialist, to support their advanced learning needs.

Grades 6-8:

▪ Students not yet identified as gifted, but who show gifted potential, are placed in advanced coursework to prepare them for rigorous high school courses. ▪ Group activities across content areas, in collaboration with the AIG Specialist, provide opportunities to observe and nurture student potential. ▪ Enrichment periods and extracurricular clubs offer avenues for further skill development and expose students to diverse learning experiences that may highlight hidden talents. <i>Grades 9-12:</i> ▪ Students are empowered to select advanced courses, regardless of identification, allowing teachers and counselors to recognize emerging strengths and track student progress for future course planning. ▪ Extracurricular activities provide additional platforms for identifying students' potential and areas for growth, offering real-world opportunities to nurture their talents and leadership skills. Understanding the importance of frontloading across all grade bands will be incorporated into staff professional learning during the plan cycle. Data from talent development are regularly examined and presented to various stakeholders—teachers, administrators, and parents—to ensure that all students, including those from historically underrepresented groups, receive the attention and opportunities they need. By fostering a mindset that values and supports the development of all students' strengths and talents, Craven County Schools aims to build an environment of excellence that promotes academic and personal growth for every student, preparing them for success in a variety of advanced learning settings.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. The AIG program at Craven County Schools enhances and further develops students' talents and interests by encouraging and supporting a variety of extracurricular opportunities. These opportunities, available through the district, external partnerships, and individual schools, are designed to match students' academic, intellectual, and social-emotional needs. Information about these offerings is communicated to students and families via newsletters, school and district websites, and sometimes through social media platforms. While AIG staff may assist in sponsoring these clubs, they do not have primary responsibility for them. Schools may offer different activities based on student interests, parent support, and available staffing. Extracurricular activities allow students to explore their individual interests and develop essential skills. Some activities are directly tied to academic enrichment, while others offer opportunities for students to pursue personal passions. The North Carolina Governor's School, for example, provides selected advanced learners with a collaborative, rigorous academic experience during the summer on a college campus. Informational meetings are held with interested students and their families, and counselors support the application process.
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Across grade levels, schools offer a variety of extracurricular clubs and activities. In elementary and middle schools, students can participate in book clubs, math clubs, coding clubs, and other interest-based clubs during enrichment times or after school. These clubs provide social interaction and the chance to further develop academic and intellectual skills. Schools may also offer sports-related clubs such as Girls on the Run and First Tee Golf.

Other extracurricular opportunities allow students to work with teams on tasks or create products aligned with their areas of interest. These opportunities may include:

- Battle of the Books: A district-supported competition for elementary, middle, and high school students, coordinated by media coordinators with the help of district coaches and AIG Specialists.
- Lego Competitions: Middle school students participate in these events, facilitated by AIG Specialists and Digital Instructional Staff, building on skills with coding in a competitive and collaborative environment.
- Multi-age Chess Clubs, Science Olympiad, and Odyssey of the Mind: These clubs encourage collaboration and problem-solving.
- Technology Student Association: Middle and high school students can engage in engineering challenges and compete in this association's events.

High school students also have the opportunity to participate in organizations that foster academic and leadership growth, including opportunities such as:

- BETA: Promotes academic achievement, leadership, and service.
- DECA: Focuses on preparing students for careers in marketing, finance, hospitality, and management.
- FBLA: Future Business Leaders of America offers opportunities for students to develop business and leadership skills.
- FFA: Future Farmers of America helps students develop leadership and technical skills in agriculture.
- FTA: Future Teachers of America supports students interested in pursuing a career in education.

Community partners also provide opportunities for Craven County students to enter contests and showcase their work in various forms, including posters, artwork, and writing. For example, students can participate in the Young Author's Competition, sponsored by the North Carolina Reading

Association and the local Twin Rivers Council. Additionally, while band and chorus are part of the curriculum, students can participate in select competitions if chosen. Creative expression is further nurtured through extracurricular activities such as the Yearbook committee, where students develop skills in photography, writing, layouts, and public relations. Other arts-related opportunities include music and arts clubs, drama or improv groups, and participation in district-wide events such as the All County Chorus (Elementary, Middle, High), All County Band (Middle, High), and District Art Shows (K-13). Some schools also offer opportunities to participate in Poetry Out Loud, encouraging students to explore both the writing and performance aspects of poetry. Extracurricular activities in Craven County Schools also promote leadership development. Student councils and Student Government Associations provide students with opportunities for agency and involvement in school decision-making. In middle and high schools, the National Junior Honor Society and National Honor Society highlight students' academic and leadership achievements. Additionally, some schools offer National Technical Honor Societies, recognizing technical excellence and leadership. Finally, schools offer one-time events that allow students to explore and develop specific interests, such as read-a-thons, Math Olympics, Science Fairs, and classroom competitions. These events foster student engagement and personal growth. Through these varied extracurricular opportunities, Craven County Schools, with support from the AIG program, provides avenues for students to nurture and develop their academic, intellectual, and social-emotional strengths. These opportunities contribute to a well-rounded education that prepares students for future success and leadership.	
* Ideas for Strengthening the Standard Ideas for Strengthening the Standard: Continue to collaborate with Student Services and the Counseling Team as well as MTSS interventionists regarding social and emotional support for gifted and advanced learners. Strengthen communication clarity regarding student focused services and the differing formats that they may take. Add to resources shared and offered to classroom teachers regarding their support of advanced learners.	
Planned Sources of Evidence	
* AIG 101 Presentation	
* Presentation information and sign-ins for training/meetings offered to different stakeholder groups	
* AIG Specialist Handbook and Google AIG Docs folder	
* AIG Overview and/or Talent Development communication for stakeholder groups	

* Student data for talent development		
* Documentation of collaboration with different internal groups working with gifted and advanced learners		
Type		
Documents		Document/Link
Document Template		
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction	
Craven County Board of Education (250) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	
<i>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.</i>	
* 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.	
In Craven County Schools (CCS), the North Carolina Standard Course of Study (NCSCOS) for grades K-12 serves as the foundation for all differentiated curriculum and instruction.	
K-5 English Language Arts (ELA):	
Since the 2018-2019 school year, CCS has adopted the EL Education Language Arts curriculum for all K-5 classrooms. This curriculum is used alongside the standards-based resources provided by the North Carolina Department of Public Instruction (NC DPI). The curriculum is divided into modules that integrate Next Generation Science standards, and it includes suggested activities and resources for advanced learners provided by the publisher. Additionally, the vertical progression of the standards, as provided by NC DPI, is incorporated into each CCS English Language Arts pacing guide. This progression supports the extension of the standard to further address the needs of gifted learners. Elementary teachers, along with groups such as EC and ESOL, have participated in the Language Essentials for the Teaching of Reading and Spelling (LETRS) training, which enhances learning applications. District personnel have also created specialized phonics lesson plans for elementary classrooms. Throughout the plan cycle, AIG Specialists and district coaches will continue collaborating with classroom teachers to provide further extension and enrichment activities for gifted learners in reading.	
It is important to note that the adoption of the new K-12 NCSCOS for English Language Arts will take place during this plan cycle, leading to some shifts in curricular resources to align with the new standards.	
Any formal or informal data collected by AIG regarding students' abilities and interests will be shared with classroom teachers and used to plan enrichment, extension, and acceleration activities shared by the AIG team as needed.	
AIG Specialists will deliver or model instruction for differentiated tasks when working with students in either a pull out or push in model. They may provide extensions in support of classroom instruction. Extension and enrichment activities will focus on the standards being targeted in the classroom driven by the Craven County Schools Pacing Guide for ELA at respective grade level. The classroom teacher and AIG Specialist will share responsibility for developing, implementing, monitoring, and evaluating extension and/or enrichment tasks to differentiate for students. AIG Specialists have created a bank of resources that classroom teachers may use. They also provide enrichment activities for students to explore interests related to the content in a small group setting or consultatively.	
K-5 Math:	

In the 2022-2023 school year, CCS adopted HMH Into Math as the core curriculum for use during this plan cycle. This curriculum, aligned with the NCSCOS, includes opportunities for students to be challenged through differentiated assignments. The AIG team also encourages the use of pre-assessments to guide instruction. Using the district pacing guide, AIG Specialists will extend or enrich math learning for gifted students by providing interactive tasks in small group settings or consultatively.

K-12 Science and Technology:

The 2023 K-12 Science Standards were first implemented in the 2024-2025 school year. Using support documents and locally established pacing guides and resources, the science standards are taught with a mixture of teacher facilitated instruction and hands-on learning. The NC Standard Course of Study for Digital Learning standards presents students with a STEM (Science, Technology, Engineering, Math) focused curriculum to further develop problem solving and reasoning skills. Many of these skills are used to identify students as Intellectually Gifted. Instruction of these standards can include units of study in coding, tasks exploring various fields of engineering, earth and life sciences. Problem-solving, reasoning and inquiry-based learning will often be a part of the standard exploration and learning.

Grades 6-8 English Language Arts (ELA):

For the 2022-2025 school years, CCS adopted Springboard as the core curriculum for middle school ELA. This curriculum includes differentiation opportunities for advanced learners. In the previous plan cycle, the AIG team worked with district coaches to develop advanced middle school ELA courses for gifted students to work at a more accelerated pace with increased opportunities for enrichment and extension. The "Plus" ELA courses for 6th, 7th, and 8th grades are based on the Springboard curriculum, with additional enrichment components. As the English Language Arts standards are updated during this plan cycle, curricular adjustments may follow. The AIG team will continue to collaborate with ELA teachers to extend, enrich, and accelerate the curriculum based on pre-assessments, student work, and classroom observations using the NCSCOS as a framework for differentiation. Personalized learning opportunities involving research, higher-order thinking, problem/project-based learning, collaboration, and leadership will be offered to students identified for advanced reading or talent development services.

Grades 6-7 Math:

Beginning in the 2024-2025 school year, CCS adopted the Reveal Math curriculum by McGraw Hill for use in middle school math. This curriculum emphasizes conceptual understanding and application of math standards in real-world contexts. An accelerated, compacted curriculum for middle school math has been developed for gifted learners or those in talent development. The Plus/Advanced course serves 6th and 7th grade students, with teachers supported by district coaches and AIG staff. This curriculum is also supported by ALEKS, a computer-adaptive program that provides personalized differentiation for students' math development.

Grade 8 Math:

AIG math students will continue to have two options for math: acceleration through Math I or 8th grade math. In both settings, AIG staff and district coaches (as funding allows) will collaborate with math teachers to incorporate advanced learning indicators within curricular instruction. ALEKS will also be available to support personalized differentiation. Opportunities for competition will also be explored during the plan cycle.

General Middle:

In middle school, AIG Specialists will work to extend and enrich the NCSCOS across content areas through interactive support based on problem-based or project-based learning activities. They may collaborate with content teachers to develop advanced learning units that incorporate elements of coding, design, construction, and creativity. These activities can offer opportunities for students to work individually or in groups, promoting collaboration and critical thinking.

Grades 9-12:

In 8th grade, AIG students will begin developing a plan for high school courses based on their interests and post-secondary goals. These options include Honors, Advanced Placement (AP), College and Career Promise, and dual enrollment, as well as potential Career and Technical Education (CTE) pathways. This plan should be revisited in 10th grade to inform course planning. Graduation requirements and state guidelines will also influence course choices. The AIG team, in partnership with the school counseling department, will ensure that students understand their options and have guidance in choosing courses that align with their strengths, interests, and future goals. Students can earn different high school diploma endorsements, such as the NC Academic Scholars Endorsement, indicating completion of a rigorous and balanced academic program.

Additionally, the AIG team will provide needed professional development for teachers regarding the differentiation strategies that gifted learners require. A particular focus during the plan cycle is the Honors Attestation Process ensuring that Honors courses being taught at our high schools include appropriate advanced learning indicators and strategies to align with the NCSCOS, and provide distinguishable differences from the standard non-honors course.

The AIG team will continue to collaborate with the counseling departments to promote scholarship opportunities and support students in navigating course pathway options. Resources will be available through the AIG Resources High Schools Canvas Course, shared with all identified high school students.

General All:

When evidence supports acceleration (e.g., consistent exceptional performance on differentiated tasks), academic acceleration options may be considered by school administration. This could involve placement in advanced math or reading classes, or subject or grade acceleration (K-8). If needed, AIG will provide tools such as the Iowa Acceleration Scale to assist with decisions regarding subject or grade acceleration. Additionally, during this plan cycle, the AIG Team will explore creating a resource tool for administrators when reviewing a student for subject or grade acceleration. Final decisions on acceleration are made by school principals in collaboration with district leadership.

*** Practice B**

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

To effectively address the wide range of learning needs from kindergarten through twelfth grade, Craven County Schools (CCS) utilizes both quantitative and qualitative student data collected throughout the school year. This data-driven approach supports the development and implementation of differentiated instruction.

Initial Data Review and Instructional Planning

At the beginning of each academic year, classroom teachers review students' historical data, including academic records, assessment results, and instructional support plans. This information informs instructional decisions such as grouping strategies and content delivery to meet individual student needs. School administrators also analyze collective data and collaborate with teacher professional learning communities (PLCs) to assist in student placement decisions. This may include forming classroom rosters with cluster groups or recommending students for advanced coursework based on readiness and ability.

Grades K-5: Supporting Differentiated Instruction

The AIG Team supports these efforts by communicating with teachers about gifted students as well as those in talent development. Sharing information related to specific gifted identification areas allows the classroom teacher to understand the recognized abilities through a gifted lens. This can be supported by AIG Specialists sharing observed student interests. For those in Talent Development, the communication of the qualitative

skills observed can reinforce or introduce elements to the classroom teacher to help with instructional responsiveness. This is also important when communicating with EC regarding twice exceptional students.

Both classroom teachers and AIG Specialists track the quantitative data of the students such as BOG/EOG, NC Check-Ins, Aimsweb, mClass and grades. Observing trends in this data can pinpoint readiness, intervention and enrichment opportunities for students.

Grades 6–12: Strategic Course Planning and Instruction

In middle and high school, teachers are encouraged to examine student data upon course entry. To support this process, the AIG Team provides transition data in the form of spreadsheets that include gifted identification information and details on students involved in talent development. This data is shared each spring as students move from grade five to six and from grade eight to nine, helping inform appropriate placement in advanced or enriched courses. Additionally, reminders about Advanced Math course placement legislation (and any other pertinent legislation or policy) is shared in the spring and again summer as new student schedules are designed for the upcoming year.

A career and course planning platform such as The Major Clarity platform, implemented during the previous plan cycle, plays a central role in supporting differentiated instruction. Students can use the district selected platform to explore their interests, reflect on their strengths, and identify career aspirations. These insights inform course selection and academic advising and planning through the development of an individualized Academic Career Plan. Teachers, school counselors, and families can access this information to better support students' learning goals and long-term pathways.

Instructional Strategies and Professional Collaboration

Across all grade levels, CCS educators utilize various strategies to differentiate instruction based on student data. Teachers work collaboratively in PLCs to review assessment results and adjust instruction using Common Formative Assessments (CFAs). These assessments help identify mastery levels, signal the need for re-teaching, and guide decisions about when to enrich or accelerate content for students who are ready to move forward. Additionally, pre-assessments are recommended by the AIG program to further support differentiation planning.

The AIG Team and instructional staff continue to refine and implement strategies that promote academic growth for all learners. Differentiation efforts include small-group instruction, interest-based learning opportunities, and tasks designed to foster higher-order thinking skills. These practices ensure that instruction is responsive, challenging, and aligned with each student's academic potential.

*** Practice C**

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

Craven County Schools (CCS) integrates a wide range of evidence-based resources to support the academic, intellectual, and social-emotional development of students served through the AIG Program. These resources are selected and implemented to provide appropriately challenging learning opportunities and foster the holistic growth of gifted learners.

Academic and Intellectual Resources

During the plan cycle, AIG Specialists will have access to a plethora of evidence-based supplemental resources to augment reading and mathematics instruction. Resources such as Jacob's Ladder Grades K-8, Center for Gifted Education ELA and Math Units (William and Mary Units), and Junior Great Books allow AIG Specialists to challenge student thinking and build vocabulary by using complex texts and inquiry based analysis and discourse. Noetic Learning provides math challenges for students, as does the Problemoid series of resource materials.

Resources such as Breakout EDU and Byrdseed TV appeal to the academic and intellectual needs of gifted learners by providing AIG students with opportunities to problem solve, collaborate and creatively design products or solutions. Additionally, Byrdseed TV PD allows AIG Specialists to share evidence-based practices with classroom teachers for use with AIG students, as well as others, in the regular classroom setting. Intellectual development is further supported by resources such as the following:

1. Engineering Is Elementary units for K-5
2. Engineering Everywhere grades 6-8
3. Spatial Reasoning, Moving Through Dimensions units from Center for Gifted Education at William and Mary
4. Cue Robotics for middle schools
5. Dash and Dot robotics for elementary schools
6. Spheros/BeeBots robots for elementary schools
7. 3D Problem Solving with Ominifix Cubes
8. Keva Block designs

Intellectual development is furthered by the AIG Program's use of evidence-based resources. This includes a focus on strategies allowing students to participate in challenging deductive, conductive and spatial reasoning.

The AIG program will also continue to provide The PBL Project resource to middle school "Plus" and enrichment teachers to provide interdisciplinary, inquiry-driven learning experiences. As budget allows, the AIG Program will also contribute to the purchase of enrichment tools in digital platforms such as the Gizmos program (6-12) for classroom teachers to support the NCSCOS in Science and Math or the Actively Learn program supporting the ELA, Social Studies and Science standards for grades 6-12.

Participation in regional and state gifted conferences keeps AIG staff abreast of research-based curriculum and resources to support gifted learners. These resources are shared among AIG staff as they become available. AIG staff are also afforded time in their weekly schedules to locate and prepare materials for use with gifted learners. During monthly PLCs, the AIG Team collaborates in the development or sharing of lessons for gifted learners, as well as that of new resources. Information from NCDPI (Departments of Advanced Learners and Gifted Education, ELA, and Math) also inform AIG Specialists about instructional resources for gifted learners.

Social-Emotional Resources

The AIG program has supplied each school with materials and resources to support the affective/social and emotional needs of gifted students in the form of reference books. These titles were given to the guidance department of each school based on appropriate developmental level. They include a collection of books that counselors may reference or use when working with small groups of students including gifted learners, as well as lessons. Topics can include those related to giftedness such as perfectionism, peer relationships, underachievement, and emotional intensity. AIG staff also use Affective Jacob's Ladder materials for support in elementary instruction. Craven County Schools uses the Second Step curriculum K-12 to

address social/emotional needs of all learners, including gifted students. Each school develops an implementation plan for how this resource is used during nine week cycles. During the end of the prior plan cycle, AIG Specialists completed a course on supporting the Social and Emotional Needs of the Gifted produced by Lisa Van Gemert (The Gifted Guru). Resources and information from this experience will help with the development of professional development tools the AIG Program can provide counselors and certified staff to assist with their understanding of how to better understand and support their gifted students. Communication will occur between the Student Services counseling department and AIG Team leadership annually to remind of resources that have previously been shared for the purpose of supporting gifted learners or to share additional information. This can include sharing in the counseling or staff newsletters, presentations at the counselor monthly meetings, and individual consultative sessions. Book resources provided include lessons that can be used in all K-2 classrooms, 3-5 classrooms, as well as resources targeting behaviors more commonly arising in adolescence such as underachievement and depression. The AIG Team will also partner with the MTSS Team to align support for gifted learners with regards to social-emotional and academic needs. Zones of Regulation and Think Social are two curricula in CCS that may be used for intervention purposes, particularly with twice exceptional students. While the CCS counseling or EC department play a large role in supporting these curricula and instructional practices they involve, the classroom teachers implement many of the lessons with their students and the AIG Specialists can reinforce the learning.	* 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. Craven County Schools is committed to nurturing durable skills and mindsets that prepare students for lifelong learning and post-secondary success. Through intentional curriculum design and authentic learning experiences, students are encouraged to develop adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility. <u>Classroom Integration of Durable Skills</u> Educators across the district, including AIG Specialists, intentionally embed opportunities for collaboration, problem-solving, and real-world application into their lesson plans. Project-based learning, inquiry-based strategies, and interdisciplinary units allow students to see the relevance of their learning while developing the ability to think critically and creatively. AIG Specialists frequently design activities that center on problem-solving and open-ended exploration, helping students expand both their cognitive flexibility and their ability to approach challenges from multiple angles. Empathy is fostered through literature discussions, thematic studies, and reflective dialogue that encourage students to explore diverse perspectives and connect emotionally with others. Activities that involve peer feedback, group work, and collaborative planning further support the development of interpersonal understanding and emotional intelligence. Personal responsibility and a learner's mindset are encouraged through goal setting, student choice, and metacognitive practices. Students are empowered to monitor their own progress, reflect on feedback, and adapt their approach to learning, cultivating a sense of ownership and resilience. <u>AVID and WICOR Implementation</u> In many of Craven County's traditional middle and high schools—as well as in two elementary schools—the AVID (Advancement Via Individual
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Determination) framework is embedded into school culture, instructional practices, and leadership systems. AVID strategies emphasize WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), providing structured, intentional opportunities to develop durable skills across content areas. Even in schools where AVID is not formally implemented, the instructional components of WICOR are widely practiced, ensuring consistent exposure to these essential skill sets where the learner and the learning are infused with opportunities to provide student agency and durable skill development.

Career Exploration and Goal Setting

Career awareness begins in elementary school, where students begin exploring their interests and understanding how these align with various professions. As students progress into middle and high school, they engage in course planning and career mapping, supported by counselors, teachers, and AIG Specialists. These activities require students to take initiative and personal responsibility for their educational paths while also building adaptability as they revise goals based on new experiences or insights.

Professional Development and Instructional Modeling

Teachers and staff receive professional development that models and encourages the integration of durable skills into instruction. Training provided by the AIG Program and district-level staff emphasizes collaborative structures and promotes a growth mindset among educators. This mindset translates into classroom practices that help students persist through challenges and embrace learning as an evolving process.

Extracurricular and Leadership Opportunities

Beyond the classroom, students can apply and refine durable skills through various extracurricular opportunities, including Student Government, service organizations, performing arts groups, clubs, teams, and honor societies. These experiences promote decision-making, collaboration, communication, and leadership. Through activities such as peer review, self-reflection writing, and group initiatives, students develop personal responsibility and a sense of purpose in contributing to their communities.

The AIG Team also supports and encourages student participation in enrichment opportunities such as Battle of the Books, the Young Authors Program, Lego League competitions, and STEM-based events. These programs offer real-world connections and opportunities for creative thinking, teamwork, and innovation.

Community Partnerships and Real-World Application

Strong partnerships with local businesses and community organizations—many through the district's Career and Technical Education (CTE) program—provide students with internships, mentorships, and workplace visits. These experiences expose students to professional environments where adaptability, collaboration, and communication are essential, reinforcing the practical value of the skills they are developing in school.

Continuous Improvement and Student Voice

Craven County Schools uses the PDSA (Plan, Do, Study, Act) cycle as a standard practice for both staff and students. This continuous improvement model incorporates student voice in shaping instruction, encouraging learners to reflect, adapt, and advocate for their needs. The AIG Specialists also apply this cycle in their instructional planning and student interactions, promoting a growth mindset and fostering a culture of continuous learning and self-improvement.

*** Practice E**

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

Craven County Schools employs a variety of assessment tools to guide instructional decisions and ensure the needs of gifted and advanced learners are met through appropriate differentiation. A combination of formative, summative, standardized, and observational assessments provides a well-rounded view of student performance and potential.

Assessment Practices to Inform Instruction

Classroom teachers, in collaboration with AIG Specialists, use multiple data points throughout the academic year to guide flexible grouping and tailor instruction. These data sources include:

- Formative assessments
- Pre-assessments
- Benchmark assessments
- Summative assessments
- Anecdotal observations

Weekly or unit-based Common Formative Assessments in core content areas help educators identify students who may benefit from reteaching, as well as those ready for deeper exploration. The data generated from these assessments enable AIG Specialists and classroom teachers to differentiate instruction through small-group interventions and enrichment opportunities. In grades K–5, this includes flexible talent development groups in reading, math, and interdisciplinary gifted (IG) clusters.

Standardized Testing and Long-Term Planning

Summative assessments such as End-of-Grade (EOG), End-of-Course (EOC), and Advanced Placement (AP) exams provide essential information for administrators and counselors when considering course placement and scheduling. These results also help teachers identify students' baseline understanding at the start of a new course, allowing them to adjust instruction accordingly. In advanced courses, differentiation is an expectation, with instructional strategies and assignments designed to match the higher readiness levels of students.

CogAT and Learner Profiles

The Cognitive Abilities Test (CogAT), administered universally to all second-grade students, serves as a key screening tool for identifying advanced learners. This assessment helps develop learner profiles across a range of cognitive abilities, giving educators insight into how students process information. The AIG Team collaborates with classroom teachers, Site Testing Coordinators, and the Accountability Department to facilitate the administration and interpretation of the CogAT. Ongoing professional development ensures teachers are equipped to use these learner profiles to inform grouping, instructional planning, and differentiation strategies for all students.

Subject-Specific Assessment and Differentiation

Mathematics:

Pre-assessment is strongly encouraged in K–12 math instruction to determine students' readiness and mastery of upcoming content. When students demonstrate a high degree of mastery (typically 90% or the highest rubric score), they may be allowed to "compact out" of whole-group instruction and work independently or in small groups on alternative learning tasks. Students with partial mastery may receive targeted instruction only in areas not yet mastered. Additional data from Aimsweb screenings and computer-adaptive math programs are used to inform ongoing instructional decisions and student grouping.

English Language Arts (ELA):

Students who demonstrate advanced performance in reading and language arts are given opportunities to engage in differentiated assignments that offer increased depth and complexity. Groupings are flexible and based on current performance and content needs; they may be short-term (daily or weekly) or extend over longer instructional units. All students, including high-achieving readers and writers, receive small group instruction and individualized feedback regularly. To support consistency and collaboration, lessons and enrichment resources are housed in shared digital spaces (e.g., Google Drives or differentiated Google Classrooms), making them accessible to educators across schools.

All Subject Areas:

In all subject areas, data collected from ongoing assessment provide the teacher with ways to differentiation classroom curriculum and the instructional practices used to engage students. Benchmark measures, observation, formative checks, pre-assessments and summative assessments all contribute to the individual student profiles and allow for targeted responses in tailoring personal learning.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Craven County Schools is committed to meeting the academic and developmental needs of advanced learners through purposeful collaboration among instructional personnel. The AIG Coordinator works closely with leaders in the Curriculum and Instruction Division to ensure differentiated curriculum is effectively implemented across K–12 classrooms. Recognizing the essential role of collaborative planning between AIG Specialists, district instructional coaches, and classroom teachers, several key goals have been established for this plan cycle to strengthen instructional support for gifted learners.

Collaborative Goals and Initiatives

- Differentiation Course Cohorts will be offered throughout the year to support ongoing professional learning.
- When scheduled, planning sessions between AIG Specialists and classroom teachers can facilitate dialogue on student needs, pacing, and instructional alignment. This includes tools such as the elementary AIG Specialist newsletter to encourage communication and share strategies.
- Differentiation resources will be shared with classroom teachers to support curriculum extension for high-performing students. These materials are also available in the AIG Canvas Resource located in the Craven County Schools Staff Hub.

- AIG Specialists will encourage teachers in using pre-assessment data to identify students who need content enrichment, extension, or acceleration. They will also help select appropriate resources and monitor the effectiveness of differentiated learning tasks with the student groups they serve. When students demonstrate mastery of content, they may be offered individualized learning experiences in place of core instruction.

To guide and support this collaborative work, all teachers of gifted learners will be encouraged to reflect using key questions during instructional planning:

1. Do my students have opportunities to demonstrate content mastery before instruction?
2. Are gifted students regularly provided with learning experiences that enrich and extend beyond basic expectations?
3. Do my students encounter appropriate challenges that support the development of their talents and potential?

Roles and Responsibilities in Supporting Advanced Learners

Craven County Schools acknowledges that supporting advanced learners requires ongoing communication and shared responsibility among all instructional personnel. Each group contributes in the following ways:

Classroom Teachers

- Maintain communication with the AIG Specialist regarding students identified as gifted or those being considered for talent development.
- Collaborate with AIG Specialists to align lesson plans and pacing.
- Provide differentiated assignments and allocate class time for students to complete them.
- Participate in school and district professional development focused on meeting the needs of advanced learners.
- Work with district and school coaches (if in current CCS staffing model) during PLCs to identify and implement differentiation strategies.
- Support enrichment opportunities provided during intervention/enrichment blocks, tailoring experiences to student interests.

AIG Specialists

- Stay informed of district pacing guides to support alignment with classroom instruction.

- Offer support with pre-assessments and data interpretation to guide instructional decisions when requested.

- Share instructional resources suited for students with advanced learning needs.

- Actively participate in AIG PLCs to plan and respond to emerging instructional trends and professional development needs.

Support Staff (Title I, EC, ESOL, MTSS)

- Notify AIG Specialists when signs of giftedness are observed in students not yet identified.

- Collaborate with classroom teachers and AIG Specialists to meet the needs of students, including twice-exceptional learners or those receiving Tier 3 interventions in other subject areas.

- Participate in PLCs to share strategies for differentiation while balancing the support needs of all students.

- Assist in delivering enrichment during designated intervention or enrichment periods.

Counseling Staff

- Inform the AIG Coordinator or AIG Specialist when gifted-identified students transfer to a new school to ensure proper placement and services.

- Share insights or concerns about students that may warrant additional review by the AIG Team.

- Collaborate with the AIG Team when acceleration options—subject or grade—are being considered.

Curriculum Support Staff (Instructional Coaches and Content Specialists) (When district budget allows for these positions)

- Integrate strategies for advanced learning and differentiation into district pacing guides and instructional resources.

- Coordinate with the AIG Team to develop collaborative planning opportunities during PLCs.

- Support classroom teachers in embedding enriched content and strategies for advanced learners into lesson plans and instructional materials.

Administrators and School Leaders

- Develop a solid understanding of advanced learning indicators, grouping practices, and support needs of gifted learners
- Coordinate with the AIG Program to maintain expectations of rigor in classroom instruction.
- Give feedback to teachers working with advanced learners based on observational data and instructional walk-throughs

*** Ideas for Strengthening the Standard**

Ideas for Strengthening the Standard: continue to expand the usage of the secondary Canvas resources for AIG students. Connect enrichment groups/teachers at middle schools to the resources provided by the AIG program for this purpose. Work on maintaining partnerships with community groups for summer enrichment opportunities. Bolster classroom teacher knowledge regarding advanced learning indicators and their application in instruction. Continue to target transition periods for student support and stakeholder understanding of differentiated curriculum.

Planned Sources of Evidence

* Shared resources for staff

* Staff AIG Canvas Resource

* Newsletters; Opportunity flyers

* Student digital and paper folders (including DEPs), along with Infinite Campus documentation and records

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development	
Craven County Board of Education (250) 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.
AIG-Licensed Coordinator	Craven County Schools employs an AIG-licensed Coordinator to oversee the AIG program. The role of the AIG Coordinator includes the following responsibilities: ▪ Overseeing the development, monitoring, evaluation, and revision of the local AIG plan and services. This is achieved by participating in AIG Coordinators' Institutes, webinars, and other professional development opportunities, using the knowledge gained to guide plan development with input from internal and external stakeholders. ▪ Continuously monitoring the implementation of the AIG plan through site visits, feedback checks, and monthly professional learning community meetings with AIG Specialists. ▪ Leading the evaluation of the AIG plan by gathering formal and informal feedback (such as surveys) annually, along with the evaluation rubric. ▪ Facilitating the analysis of data trends collected from surveys and feedback, collaborating with the AIG Team and the AIG Advisory Group. ▪ Managing the screening, referral, and identification processes for all schools within the district. ▪ Monitoring the implementation of program services by supporting shared lesson planning, participating in the development and annual review of Developmental Education Plans (DEPs) for all students, and reviewing AIG Specialists' schedules and site visits to observe services provided. ▪ Organizing observations of AIG Specialist staff in collaboration with school-based administration and Human Resources. ▪ Providing ongoing professional development and resources to engage AIG Specialists in continued learning about gifted and advanced students during monthly AIG PLC meetings and other scheduled professional learning sessions. ▪ Maintaining documentation of student identification and services provided; enter all data into the Student Information System (Infinite Campus) for all students identified as AIG as well as maintaining data spreadsheets documenting DEPs, Referral Reviews, digital folders for AIG. ▪ Participating in professional development opportunities, including regional and statewide trainings to support gifted programs.

- Developing partnerships with and communication strategies for families and the community to support the AIG Program.
- Coordinating professional learning support and resources for the regular classroom teacher as identified by need.
- Planning and monitoring the AIG Budget for State PRC034.
- Tracking and approving AIG Headcount including representation of all reporting groups into the Student Information System (Infinite Campus).

*** 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.

AIG-Licensed Specialists

Elementary Grades

AIG Specialists, teachers with AIG licenses working as a part of AIG staff, collaborate and/or reference curriculum pacing documents to develop and provide lessons and content differentiation for reading and math designed to identify potential giftedness and to meet the academic, intellectual, social, and emotional needs of gifted learners. Differentiation support is provided through resources, training, and consultations with classroom teachers and often manifests itself through enrichment and extension. Services are provided through whole class and small group lessons, as well as supporting understanding of giftedness through formal (online and face-to-face course offerings) and informal (discussions during planning, articles to read and discuss, etc.) professional development.

The current AIG staff development plan continues to emphasize efforts to increase the number of staff with local AIG endorsements and NC certifications. Craven County Schools promotes the use of gifted clusters by meeting with administration to highlight the benefits of this grouping approach. These clusters are further supported by teachers who have received professional development or demonstrated success with gifted learners. Additionally, flexible grouping within the classroom is encouraged to better meet the needs of gifted students.

AIG Specialists address the academic, intellectual, social, and emotional needs of gifted students through a STEM-focused curriculum. This curriculum is provided during resource groups and emphasizes spatial reasoning, problem-solving, and divergent thinking. Units of study and available resources are outlined in Standard 3 of the district's guidelines.

Middle School Grades

At the middle school level, AIG Specialists are employed to better target the needs of gifted learners and the classroom teachers who serve them with a particular focus on the Intellectually Gifted students for pull-out service delivery model. While they work with IG groups, these AIG Specialists will also partner with various content teachers at their schools, including Plus teachers, for enrichment activities and collaborative units. Supporting the Plus and Math 1 instructors, who provide the advanced learning courses for the majority of the students identified in math and/or reading, is also a focus of the AIG Program for middle school. When schedules allow, they can support teacher Professional Learning Community planning from the advanced learning lens. Additionally they seek opportunities for students to participate in competitions within the district such as Battle of the Books, Lego or STEM competitions, or Math competitions. To assist with records and student identification processes including communicating with parents and reviewing headcounts and DEP facilitation, AIG Support Personnel will be in place at multiple middle schools to help the limited number of AIG Specialists in the middle school setting.

To ensure teachers understand the rigor and differentiation required for advanced courses, the AIG team provides training to reading and math core content Plus teachers on meeting the differentiated needs of advanced learners in their classrooms. The AIG staff development plan includes efforts to increase the number of middle school staff with local AIG certification, as well as NC certification. Craven County Schools also encourages the creation of gifted clusters and the offering of accelerated classes.

Middle school IG pull-out groups focus on opportunities to extend and enrich their proficiency in STEM through engineering, hands-on and technology-based units of study. These specialists partner with district and community groups, such as district blended technology staff, media coordinators, and FRC East FabLab, to plan units that engage and extend the North Carolina Standard Course of Study (NCSCOS) in these fields. Additionally, AIG Specialists collaborate with counselors and classroom teachers to identify and address factors that may impede students' achievement, despite their identified intellectual ability.

High School Grades

At the high school level, AIG Specialists or support personnel, such as student counselors, instructional coaches (should CCS staffing provide), or endorsed teachers, assist in several ways:

- Advise students on course selection to develop an academic and career plan aligned with post-high school goals.
- Maintain AIG records of students, schedule and facilitate Initial Placement Notifications—conducting an Initial Placement and communicating with parents.
- Review multiple data sources for potentially gifted students who have not yet been identified (such as final grades, EOG and NC Final Exams, SAT/PSAT/ACT scores, AP exams, cumulative records of new enrollees, teacher nominations from core and CTE subjects, etc.), and evaluate using the AIG Identification Matrix.
- Guide students to record or develop a portfolio of extracurricular activities for college admission in the district career planning platform.
- Assist students in locating scholarships, understanding application requirements, and submitting applications. Additionally, AIG staff track dual enrollment participation and completion rates.
- Promote and track student participation in summer programs for gifted learners, such as Governor's School, Summer Ventures in Science and Math, and various college outreach programs in students' areas of interest.
- Share opportunities and information related to giftedness with identified high school students through a resource AIG Canvas.
- Conduct staff training on topics related to gifted programming, including advanced learning strategies and classroom rigor.
- Collaborate with teachers to incorporate depth and complexity into assignments and tasks upon request.
- Assist in the facilitation of the Honors Attestation process with classroom teachers.

The AIG Coordinator will continue to collaborate with the Director of Student Services and the counseling team to align these services for AIG students, ensuring a cohesive approach to gifted education at the high school level.

* 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.

Professional Development for AIG Programming

During the 2025-2028 AIG Plan cycle, Craven County Schools (CCS) will continue to provide professional development opportunities for staff at all levels to ensure they are equipped with the knowledge and skills necessary to support gifted learners.

All certified staff are required to participate in the digital presentation, AIG 101, which offers an overview of the AIG Program in CCS. This training, shared during the beginning-of-year policies orientation and staff development sessions, includes information on the local AIG Plan, specific program details, and the screening, referral, and identification process. It helps participants recognize high academic and intellectual potential in students and understand best practices for differentiating instruction for gifted learners. Additionally, the training will address common misconceptions regarding giftedness and AIG programming in the district.

Additional Training

The AIG Program offers spring and summer cohorts for the Local AIG LEA Endorsement and NC Certification Course, open to all certified staff. This 30-hour blended course is advertised in the Staff in the Know newsletter and includes seven self-paced learning modules and two in-person sessions. The course is designed to deepen participants' understanding of giftedness and prepare them for the AIG Praxis exam and subsequent NC certification. Successful completion of the Gifted Education Praxis exam and licensure application will be reimbursed.

Throughout the year, select courses on topics such as differentiation, questioning techniques, addressing social and emotional needs, creativity, and designing personalized learning environments will be offered in quarterly or semester long cohorts for certified staff and administrators. These courses will provide continuing education credits and help build capacity for supporting advanced and gifted learners.

Professional Development Areas

The following are specific topic opportunities for professional development to explore or support during the Plan cycle, which may be offered through formal sessions, newsletters, shared resources from other providers such as NCDPI, mini-lessons, and other formats:

- *Regular Education Classroom Teachers:* Training on recognizing giftedness, strategies for differentiating instruction, and addressing the social and emotional needs of gifted learners.
- *Teachers of Resource/Elective Courses:* Training on recognizing gifted characteristics and understanding the social and emotional needs of gifted students.
- *School Counselors and Student Services Personnel:* Training on recognizing gifted characteristics, addressing the social and emotional needs of gifted students, and assisting students with goal-setting and academic or career planning.

▪ <i>Special Education Teachers:</i> Training on recognizing gifted characteristics among twice-exceptional students, understanding their social and emotional needs, and sharing psychological evaluation reports with AIG Specialists when giftedness is identified in specific areas. ▪ <i>English to Speakers of Other Languages (ESOL) Teachers:</i> Training on recognizing gifted characteristics in students from different cultural or linguistic backgrounds and maintaining a process for sharing data with AIG Specialists. ▪ <i>Instructional Interventionists, Coaches, or Content Specialists (District/Title 1 school level--as CCS staffing allows):</i> Training on recognizing high intellectual ability in students reading below grade level and differentiating for advanced learners. ▪ <i>Administrators:</i> Professional development on research related to cluster grouping, grade and subject acceleration, and early entrance to kindergarten. Administrators will also receive training on how to observe differentiation during classroom walk-throughs and analyze the growth of gifted learners using EVAAS data and proficiency breakdowns by identification areas on EOG testing. As needed for internal monitoring, the AIG Coordinator will track staff participation in various AIG program professional development activities and will conduct surveys as needed to assess additional professional development needs.	* 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. During the 2025-2028 AIG Plan cycle, the AIG division will continue offering cohorts of in-house professional development to help recruit new AIG certified staff members to support gifted learners, in the regular classroom or as an AIG Specialist. Completion of this cohort helps meet the district's expectations for serving gifted learners and allows for the attainment of the AIG LEA endorsement and also the opportunity for NC Certification in Gifted Education. This seven module virtual training with two face to face sessions is designed to prepare classroom teachers for understanding and meeting the academic, intellectual, social, and emotional needs of identified gifted learners, as well as identifying students who show the potential to perform at high levels in math, reading, and/or in general intellectual ability. Preparation for the Gifted Education Praxis is embedded into course instruction to assist interested participants in adding AIG Licensure through NCDPI. Depending on funding, participants with successful passing of the Gifted Education Praxis are reimbursed. In a partnership with the CCS Human Resources division, reimbursement for successful NCDPI licensure add-on in Gifted Education will be given while funding is available. Teachers successfully completing this coursework receive a certificate from Craven County Schools Board of Education. These educators who complete their endorsement and/or AIG licensure positively impact the general education services by bringing further support to their own students and assisting with support in their grade level PLCs. The district's AIG Coordinator collaborates with the Human Resources Division to maintain a list of teachers who have obtained AIG licensure or completed the local LEA Endorsement professional development requirements. This list will be shared with school principals to assist in the appropriate assignment of gifted students or cluster groups to classrooms. CCS strongly encourages the cluster grouping of gifted students in grades K-12 as a research-based best practice. However, the district also recognizes the principal's authority in student placement and grouping. A cluster group consists of 4-10 students with similar abilities or achievement
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within an otherwise heterogeneous class. All elementary and middle school administrators have received or will receive shared information pertaining to cluster grouping, and they are provided with resources to assist in the intentional placement of gifted students. The AIG Coordinator/Team can offer further guidance to principals on the formation of cluster groups based on the specific needs of their schools when requested. It is recommended that cluster groups be paired with classroom teachers who show growth data in working with gifted learners or have expressed a desire to work them. They should be willing to engage in co-planning and training opportunities to effectively serve gifted learners. AIG Specialists assigned to a school or specific curricular area can provide resources and support to these teachers. Throughout the year, additional professional development opportunities will be offered to build the capacity of classroom teachers in supporting gifted students. In addition, teachers working with gifted students in the general classroom also have access to a Canvas AIG resource to use for reference in the Staff Hub on the CCS website.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. In response to the need for recruiting and retaining AIG-licensed professionals in Craven County Schools, the following strategies have been devised and will be implemented during the 2025-2028 AIG Plan cycle: ▪ <i>Marketing AIG LEA Endorsement/NC Certification Cohorts:</i> Promote with incentives (as funding allows) to encourage the establishment of more locally and state-certified teachers who can support the needs of gifted learners. ▪ <i>Recruiting Teachers Within the District:</i> Invite teachers who demonstrate strengths in working with advanced learners to participate in the LEA Endorsement/NC Certification cohorts. These opportunities will be advertised in the district newsletter in the month prior to registration and highlighted during other professional development sessions focused on gifted education. ▪ <i>Collaboration with Human Resources and Administrators:</i> Partner with Human Resources and school administrators to identify candidates with AIG add-on licensure or those who possess strengths in meeting the needs of gifted and advanced learners. This can include incorporating questions about gifted education into the interview process. ▪ <i>Posting Open Positions:</i> Post open positions for AIG Specialists in the district's applicant system, with clear communication to stakeholders regarding the need for AIG-licensed professionals. ▪ <i>Interactive Professional Development:</i> During this plan cycle, design an interactive, one-hour professional development session focused on AIG for all staff. This session will offer a more in-depth overview than the AIG 101 course and will encourage interested teachers to take the next step by enrolling in the LEA Endorsement/NC Certification cohorts.
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▪ <i>Providing Ongoing Professional Development:</i> Offer additional professional development opportunities, such as courses from Lisa Van Gemert (The Gifted Guru), Dr. Brian Housand, or Byrdseed TV, to help staff build their comfort and skills in working with gifted students. ▪ <i>Recognition of Staff Efforts:</i> Recognize the efforts of staff members learning more about gifted learners through meetings, communications, and public acknowledgments. This can include presenting certificates of recognition from the Board of Education for those who successfully complete the AIG LEA Endorsement/NC Certification Cohorts. ▪ <i>Maintaining AIG-licensed Professionals Records:</i> Track the number of AIG-licensed professionals in the district to monitor current needs and anticipate future needs. ▪ <i>Encouraging Support Personnel to Pursue AIG Certification:</i> Encourage support personnel such as coaches, content specialists, and interventionists (as CCS Staffing allows) to pursue the AIG LEA Endorsement and/or AIG Add-on Certification to help support teacher planning and provide targeted support for gifted learners using district resources. ▪ <i>Ongoing Support for Current AIG Specialists:</i> Regularly monitor current AIG Specialist needs through monthly PLCs, check-ins, and surveys. Use feedback to provide additional resources, training, and social-emotional support.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Craven County Schools invites staff members to participate in local cohorts in gifted education geared towards an LEA Endorsement and preparation for pursuing NC Certification in Gifted. As part of this professional development, the district broadens the opportunity to enhance and expand excellence in gifted education by incorporating headcount and subgroup analyses and discussions as related to identified student data. The cohort also focuses on various pathways used by CCS to expand student identification processes, aiming to challenge the misconception that AIG identification is based solely on one test score. Throughout each year, the AIG Team will continue to offer professional learning opportunities that highlight the multiple ways students can be identified for gifted education, regardless of their background. Collaboration with the ESOL team ensures a deeper understanding of how giftedness can be identified in multilingual learners. This partnership is supported by the use of more student-centered ability testing, such as the Naglieri General Ability Tests, and by analyzing data, particularly related to the speed of language acquisition by multilingual learners. Additionally, the AIG Team will continue efforts to work closely with the EC team on supporting twice-exceptional students while also collaborating with the EC team and/or MTSS Interventionists and MTSS teams to ensure that student interventions are scheduled appropriately, allowing for both enrichment and the development of gifted areas. School administrators (principals and assistant principals) play a critical role as instructional leaders in understanding detailed information about headcounts and subgroup data. Teaching them how to break down the data to assess student growth and identify strategies for grouping students and supporting teachers helps foster a positive trajectory for gifted students, as well as those in talent development. This information can be addressed with them in the form of presentations at school leader meetings, conferences, conversations, and PLCs.
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Addressing misconceptions about giftedness is key to supporting a variety of professional needs. This includes tackling topics such as asynchronous development, referral and screening practices, identification processes, characteristics of giftedness, and effective differentiation strategies for advanced learners. To support these areas, the AIG Team offers a range of resources for professional development, including Byrdseed TV PD, courses from The Gifted Guru, the Booster Shot Series by the North Carolina Department of Public Instruction's Department of Advanced Learning and Gifted Education, and Gifted 360 by Dr. Brian Housand. By offering courses, providing professional development at various team meetings, sharing newsletter information and weaving in the pertinent topics in all interactions with staff, it is the intention of the AIG Program to attend to and address the current mindsets, policies and practices for broadening excellence in gifted education.

*** 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.

In Craven County Schools, time for professional learning, collaboration and planning is built into the year to allow members of the AIG Professional Learning Community (PLC) to build skills related to teaching gifted and advanced learners and to support AIG Program goals. During these sessions, AIG Specialists can share or discuss resources specifically for gifted or potentially gifted students across different grade levels and subject areas. Professional development notes, presentations, and resources form a reference pool for AIG Specialists and can be shared as needed with classroom teachers to support district initiatives and classroom learning. Internal trainings done by the AIG Team are reviewed and evaluated for future offerings or use to classroom and support staff.

Additionally, during PLCs, AIG Specialists share insights gained from external professional development opportunities such as state and regional conferences, professional reading, research, webinars, and other learning experiences. These discussions contribute to the ongoing professional development of all staff and provide input on the AIG staff development plan for each school year. Based on these conversations, ideas for incorporating AIG-focused professional learning into other district initiatives are discussed and planned. Each year, the AIG team will select a course or book as the foundation for their professional development. Additionally, all AIG Specialists will have the opportunity to participate in district-wide overview trainings on adopted curriculum and initiatives as they pertain in relevancy to their schools. They will continue to update their knowledge of best practices in gifted education through personal research, participation in professional development during AIG Specialist PLCs, and attendance at regional and state gifted conferences.

AIG Specialists also participate in staff meetings at their assigned base schools, engaging in professional learning aligned with district-wide initiatives. They may share strategies for supporting gifted students with staff members either through formal sessions or informally in consultative meetings. AIG Specialists are encouraged to participate in long-term planning sessions with grade-level teams in the schools they serve, as schedules allow.

After conducting a trend analysis of stakeholder feedback and engaging in a comprehensive plan review and self-assessment, the AIG team updated their program goals for the 2025-2028 AIG Plan cycle. These goals are as follows:

1. Ensure access to advanced learning opportunities for gifted and potentially gifted students to address their learning needs.
2. Support instructional staff by providing a range of professional development opportunities to enhance rigor in the learning environment.

3. Implement and refine a variety of communication methods with stakeholders supporting advanced learners.

In designing professional learning, a main district initiative is outlined in the current strategic plan and revolves around the goal of Premier Professionals. Allowing for more personalized professional development based on individual teacher needs, the AIG Team will offer a variety of professional learning choices that staff may sign up for as it fits their personal learning plan. Additionally, with a district focus on rigor and attesting to aligned advanced learning strategies within the Honors courses being completed at the CCS high schools, AIG professional development around these initiatives has been developed and will continue to be shared to build capacity of the relevant staff. Providing an opportunity for staff to pursue additional certification is supported by the AIG Local Endorsement and NC Certification course. Staff participate in training sessions such as "AIG 101" where they learn about the AIG Plan and services along with the key components needed to understand and support the gifted and advanced learners in their classrooms as they plan for their instruction. In alignment with the district's goal of "Successful Students," professional development aimed at differentiation will focus on enhancing enrichment and extension strategies to complement the district's work in having a remediation/enrichment time built into master schedules.

As mentioned, a major district focus is on delivering rigorous instruction to all learners. To support this goal, the AIG Program provides professional learning on advanced learning strategies for classroom teachers, particularly as they apply to Honors and Advanced/Plus coursework at the secondary level. This aligns with the district's Honors Attestation process, ensuring that rigorous standards are maintained in all honors classrooms. Additionally, a district process for reviewing and approving proposed new Honors courses is in development and is supported by the AIG Program.

*** Ideas for Strengthening the Standard**

Ideas for Strengthening the Standard: Communicate regularly with administrators regarding policies, data, and best practices surrounding the instruction of AIG students and advanced learners. Offer a variety of courses to grow the capacity of classroom teachers in the area of gifted, differentiated, and personalizing instruction. Offer follow-up opportunities for those completing the local endorsement/AIG certification cohorts. Seek feedback for continuous improvement in assisting staff in the realm of gifted. Design a well-informed AIG professional development plan each year, both for internal and external staff members.

Planned Sources of Evidence

* Records and/or survey data from local AIG cohorts

* Agendas, presentations, and rosters from various professional development sessions offered

* AIG Professional Learning Community agendas and minutes

* Copies of communication from newsletters, flyers and emails

Type	Documents	Document Template	Document/Link
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AIG Standard 4 Additional Resources		N/A	
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Standard 5: Partnerships	Craven County Board of Education (250) 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.
Craven County Schools (CCS) develops intentional, two-way partnerships with parents, guardians, and families to support the varied needs of AIG students in the following ways: 1. Surveys: CCS conducts surveys during the plan cycle for parents/guardians to provide feedback on AIG services. This feedback is essential for refining programming, communication, and overall service delivery. It allows families to share observations, suggestions, and concerns, helping the district identify trends for improvement or adjustments in services or programming. Additionally, feedback from students is also gathered both formally and informally by the AIG team to ensure that all perspectives are considered. 2. Communication Channels: Multiple communication channels, such as conferences, emails, and phone calls, offer parents/guardians an opportunity to partner with AIG staff. These interactions allow for discussions on a range of topics, including academic and intellectual needs, as well as social and emotional support for AIG students. When in-person or video meetings are not feasible, AIG Specialists and the AIG Coordinator are available for email or phone consultations. These flexible communication options ensure that parents can engage meaningfully in their child's educational journey. 3. Annual Developmental Education Plan (DEP) Review: During the annual DEP review, parents/guardians have the opportunity to evaluate services and provide input on potential adjustments. This review allows for a collaborative approach in ensuring that services continue to meet the needs of AIG students and aligns with any evolving requirements. 4. AIG Advisory Group: The AIG Advisory Group meets multiple times throughout the year to assess the implementation, evaluation, and revision of the AIG Plan. These meetings foster a two-way dialogue between school staff (both general education and AIG), parents/guardians, and community representatives, with discussions often leading to new initiatives that support the academic, intellectual, social, and emotional growth of AIG students. These initiatives can include informational sessions, summer opportunities, or academic competitions. The Advisory	

Group ensures that stakeholder voices are integrated into the ongoing development of the program.

5. *Parent/Guardian Engagement in Classroom Activities*: Parents/guardians are encouraged to serve as guest speakers in classrooms or during events like Career Days. This engagement strengthens the connection between the school and the home, while also providing AIG students with opportunities to interact with professionals and role models who can support both their academic and social-emotional development.
6. *AIG Information on the CCS Website*: The CCS website includes an AIG/Advanced Studies page that provides an FAQ document, along with other relevant information about the AIG program. This page is continuously updated and serves as a resource for families and the community. It also features contact details for the AIG Coordinator and AIG Specialists, ensuring that families have easy access to support.
7. *Family AIG Newsletters*: CCS produces Family AIG newsletters, which are divided into Elementary and Secondary editions. These newsletters share valuable information on giftedness and may invite parent feedback through surveys or forms. Parents are also encouraged to respond if they have questions or concerns, so the newsletters always include contact information for follow-up inquiries or sharing thoughts. This communication channel helps strengthen the ongoing conversation about AIG services.
8. *AIG Canvas Resource for Secondary Students*: Secondary students have access to an AIG Canvas Resource, where announcements about relevant opportunities are posted. Students can engage with the material, respond, or ask questions directly within the platform, with the option to connect with an AIG Specialist for additional support.
9. *Craven County Schools Parent's Guide to Student Achievement*: Information about the AIG program, along with related resources, is included in the Craven County Schools Parent's Guide to Student Achievement. This guide is distributed to families and includes contact information for the AIG Coordinator and Specialists, ensuring that all stakeholders can easily access support and learn more about the program.

The partnerships help support student interests in the academic and intellectual realm through highlighting opportunities to collaborate, extend their learning, compete, and explore new learning areas. There are also ways to bolster student social and emotional needs by outlining support of gifted learners in a partnership between the school and home, sharing opportunities and connections for students, as well as providing families with new knowledge to promote further understanding of gifted learner needs.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Craven County Schools (CCS) maintains numerous community partnerships that directly and indirectly support gifted learners in all grades. These partnerships contribute to enrichment, extension, and acceleration opportunities for students, while also providing professional development for teachers and staff. Key partnerships include:

- *Craven County Partners in Education:* This is the district's primary school/community partnership that supports innovative projects designed to extend, enrich, and accelerate learning for all students, including gifted learners. Grants are awarded to teachers across the district to enhance educational opportunities for students at all grade levels.
- *Craven Community College:* CCS collaborates with Craven Community College to offer accelerated course options for gifted learners at the district's two early college high schools. Additionally, the Career College Promise program, which includes College Transfer Pathways and CTE Pathways, allows students at the three traditional high schools to participate in dual enrollment classes. Craven Community College also provides summer STEM and Engineering camp opportunities for students in grades 4-12. When funding permits, the AIG Program sponsors identified students to attend these camps.
- *Eastern Carolina Aviation Heritage Foundation:* In partnership with the City of Havelock, Fleet Readiness Center, and NC State University, this foundation offers an elementary engineering camp for rising 4th, 5th, and 6th graders. The AIG Program provides sponsorships for identified students to attend this camp, when funding is available.
- *NC Space Education Ambassador (NASA's NC Space Grant Program):* CCS currently has a NC Space Education Ambassador who is fostering connections among STEM resources, field trips, materials, and events, creating opportunities for students and community stakeholders in Craven County, as well as the wider region and state.
- *NCSSM and NCVPS Partnerships:* CCS guidance counselors share opportunities with students regarding advanced coursework through NCSSM (North Carolina School of Science and Mathematics) and NCVPS (North Carolina Virtual Public School), connecting students with academic acceleration pathways.
- *Fleet Readiness Center East FabLab:* This mobile fabrication lab provides hands-on learning experiences for CCS middle school gifted students. The FabLab, equipped with advanced technology such as 3D printers, laser cutters, and design software, allows students to explore engineering and technical careers available at MCAS Cherry Point and through civilian contractors. FabLab also offers professional development opportunities for teachers to connect with local stakeholders and regional educational resources.
- *Economic Development Director:* Craven County's Economic Development Director can help connect schools with local businesses and industries, offering support for classroom projects, expertise, and other engagement opportunities. Teachers can work with the Director to find funding, advice, or collaboration for their projects.
- *Families in the Know Newsletter:* The district's Families in the Know Newsletter shares information about opportunities for gifted students to engage with community partner activities, such as events at Craven Community College, Summer Engineering Camps, and STEM days or open competitions held locally such as writing, poetry or art contests.

▪ <i>Regional Professional Development:</i> CCS AIG staff collaborate with neighboring districts in Region 2 to develop and implement professional development courses for classroom teachers, specifically designed to support gifted and potentially gifted learners. ▪ <i>Career and Technical Education (CTE) Career Expo:</i> CCS hosts a CTE Expo for 8th-grade students, where they explore career pathways through high school and dual enrollment. This event is supported by local community members, fostering career awareness. Additionally, the district holds a COW Fair (Careers on Wheels) for 5th graders, including gifted students, to introduce them to careers in transportation and featuring community partners. ▪ <i>The Science House (NC State):</i> The Science House, located in Morehead City, provides professional learning opportunities for AIG specialists. The AIG staff also has access to a variety of educational materials designed to support gifted students in their academic growth. ▪ <i>Farm to School Week (Nutrition Division):</i> The Craven County Schools Nutrition Division organizes community partnerships for Farm to School Week, offering students field trips to visit local demonstrations and learn about healthy school lunches. Competitions encourage students to engage with the food systems that support their school meals, furthering their knowledge of sustainability and healthy eating. ▪ <i>Twin Rivers Reading Council & NC Reading Association:</i> AIG Specialists work with the Twin Rivers Reading Council and the North Carolina Reading Association to offer gifted students the opportunity to participate in the annual Young Author's Competition, enhancing writing and literacy skills. ▪ <i>North Carolina Association for Gifted and Talented (NCAGT):</i> Members of the AIG team participate in NCAGT, receiving updates on legislative issues, gifted education research, and resources for parents. If the budget allows, AIG Specialists attend the NCAGT conference to further their professional development through self-selected learning opportunities. ▪ <i>North Carolina AP Partnership (NCAPP):</i> The AIG Coordinator collaborates with NCAPP and College Board to provide resources and professional support for AP teachers. This partnership helps analyze data to inform AP planning and practices across the district and is dependent on contract inclusion with the state of NC.	* 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. The AIG Advisory Group is composed of a diverse range of stakeholders from Craven County Schools (CCS), including parents/guardians, community members, school administrators, AIG Specialists, teachers and other instructional and support staff. These members are selected through an application process, ensuring that the group is representative of the district's student population and grade spans. This selection process takes into account the need for diverse perspectives, including different regions of the district and varied grade levels.
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To maintain an inclusive and efficient process, the group meets on a scheduled basis throughout the 2025-2028 AIG Plan cycle. These meetings will primarily take place virtually, based on feedback from the current advisory group, and members will receive advance notices, including "save the date" reminders and closer-to-meeting reminders. Meeting agendas and relevant materials will be shared prior to each meeting, and presentations will be distributed afterward, providing a record for those unable to attend. The AIG Advisory Group membership is designed to evolve over time, with new members joining as needed to ensure continued representation from a broad array of stakeholders. This rotation respects the time commitments of participants and promotes fresh perspectives. The AIG Coordinator leads the meetings, with support and input from the AIG Team and feedback from the Advisory Group itself. Members of the Curriculum and Instruction leadership team are also invited to attend, schedule permitting. During the revision period of the AIG Plan, the Advisory Group will meet more frequently to guide the planning process. These meetings will follow a backwards planning model, aligned with the development of the new plan. The group will review the current AIG Plan, analyze survey trends, provide feedback on the current status, and discuss potential needs and adjustments. Additionally, the group will have the opportunity to review and offer input on the relevant draft components of the new plan before its finalization. In the first two implementation years of a new plan, the Advisory Group will meet at least twice a year—once in the fall and once in the spring—to review the implementation of the plan and assess progress. These meetings will include updates on program data, such as student headcounts, and will provide a forum for addressing stakeholder concerns. If necessary, additional meetings will be scheduled based on the group's feedback. To ensure continuity and a balance between fresh ideas and consistency in purpose, members of the Advisory Group who contribute to the update of the 2025-2028 AIG Plan will be asked to serve two-year terms when possible. Parent/guardian and CCS staff interest in serving will be gauged through applications and nominations during the plan transition survey period. This ongoing process ensures that the AIG Advisory Group remains a dynamic and effective body that helps guide the development and implementation of AIG services, fostering strong two-way communication between all stakeholders.	* 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. Information about the AIG program, services, and policies regarding advanced learning and gifted education is readily available across multiple platforms, ensuring accessibility for families and the broader community. The Craven County Schools (CCS) AIG/Advanced Studies website serves as a central location, offering direct links to the current AIG Plan, Article 9B, and Parent Overviews detailing identification procedures and service options for different grade bands. The website is regularly updated with relevant newsletters and additional information related to gifted education as needed. A CCS course planning resource for high school students is also available on the site, supporting both parents and students in planning advanced coursework for high school.
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An AIG Parent Overview is provided to all parents during the Initial Placement Conference when students are first identified as gifted. This overview outlines identification areas and related gifted services for the applicable grade spans, as outlined in the local AIG Plan. It also includes details on the identification process and contact information for AIG support. Additionally, parents receive information regarding Procedures to Resolve Disagreements, following the district's grievance procedure policy. During this plan cycle, parents will also receive an informational notice that further details a student's identification process, including the Pathway used for identification and relevant data. Parents also receive a copy of the students Differentiated Education Plan (DEP) for review.

Materials such as presentations, handbooks, and brochures related to the AIG Plan and services are shared with the district Military Liaison Counselor to support a seamless transition for military-connected families, ensuring they have the necessary resources and information.

The AIG Team collaborates with the CCS Public Relations Department to communicate AIG services and information about the AIG Plan through social media, group emails, and the district's weekly newsletter for staff, administrators, and families. Additionally, information about AIG services, the AIG Plan, and policies related to gifted education is shared with all staff at the beginning of the school year via the AIG 101 presentation, the AIG Staff Resources Canvas, and DEPs (Differentiated Education Plans) shared with families for annual review.

Ensuring Language Accessibility: CCS is linguistically diverse, with students speaking over 30 different languages. To meet the diverse needs of our families, the AIG team works continuously to find ways to accurately interpret and communicate with parents. Although many parents may speak a different language fluently, they may require assistance with reading printed materials. In these instances, students or relatives may serve as interpreters, technological translation apps may be used, or the CCS Language Assistance request process will be completed. The AIG team will collaborate with the CCS ESOL team to translate documents and arrange for interpreters when necessary when this Language Assistance process is used. Documents such as CogAT testing notices are translated into the district's most commonly spoken languages prior to each testing window.

Additionally, staff from the Interfaith Refugee Ministry, including the RSI School Impact Coordinator, support families with interpreting school communications. For parent conferences, a translator through a language line can be requested for those who need assistance in understanding discussions conducted in English. During Open Houses, parents are encouraged to provide an email address for easy communication about upcoming events and opportunities for gifted learners. Communication programs like Class Dojo and Talking Points (when used and available) help bridge language barriers by offering translated messaging. Additionally, digital translation tools and the language accessibility features on the CCS website ensure that all families can easily access important information.

AIG Specialists communicate available opportunities to gifted students through quarterly newsletters, flyers, and individual AIG websites. Information is also shared through the AIG Canvas Resource for middle and high school students, where updates and announcements about advanced learning opportunities are regularly posted. Additionally, relevant information is shared orally in small group settings or sent to school leaders for dissemination to parents.

CCS secondary schools have access to a career planning program such as the Major Clarity or other like platform for course progress and career planning. The platform includes information for parents to monitor advanced learning course progress and career goals of the student. Families may also monitor student progress and schedules by affiliating with the Parent Portal of the Student Information System (Infinite Campus). Schools release weekly updates via phone calls, emails, social media or other platforms, providing information about opportunities of interest for students, including gifted students. At the high school level, information is also sent home for parents containing information on Career and College Promise Dual Enrollment, AP courses, and enrichment opportunities like extracurricular activities and the Governor's School. Middle and high school counselors also share registration details and discuss advanced course options and career pathways with all students, including those identified as gifted.

By utilizing multiple communication platforms and offering a range of accessible formats, CCS ensures that information about the AIG program, services, and opportunities is continually shared with all families in a way that meets their diverse needs.

* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard: Continue to partner with the district Public Relations department to feature information or communicate newsletters and opportunities to families of gifted students. Update forms used in plan implementation as needed, including the information shared with the public and community on the AIG/Advanced Studies website. Encourage participation among members of the AIG Advisory Group. Continue to expand opportunities for sharing information with parents/families in various formats. Monitor need for added translation services for parental forms or types of communication regarding gifted services.

Planned Sources of Evidence

* AIG Newsletters; Families in the Know Newsletters; Constant Contact information shared with AIG Families	
* AIG Parent Overview	
* AIG Advisory Group Agendas/Minutes	
* Presentations and Attendance Rosters	
* Translated AIG documents for families, including testing notifications	

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

Standard 6: Program Accountability	Craven County Board of Education (250) 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. The 2025–2028 AIG Plan was developed gradually through a backwards planning process. Starting with the NCCIP submission deadline and the target date for presenting the final plan to the local Board of Education for approval, each month’s planning tasks were outlined in a timeline to include the period of the initial revision process in July to the plan’s implementation the following July. The planning process began with input from both internal and external stakeholders with an interest in gifted programming and services. This feedback was collected through surveys, focus groups, interviews, and a team self-assessment as part of a comprehensive review. Each standard underwent a detailed review and analysis, guided by the input from various stakeholder groups. Based on this feedback—as well as reflection on the current plan’s tenure and the self-assessment completed in fall 2024—the team developed a rough draft of the new plan. An AIG Advisory Group, composed of parents/guardians, educators, AIG Specialists, district personnel, and community members representing diverse regions and the varied backgrounds of the student population, provided in-depth survey responses and trend analyses. This group also reviewed the relevant components of the rough draft and offered comments and questions to further refine the plan. The feedback was incorporated into a final draft, which was reviewed by support personnel for writing clarity and necessary edits. The revised draft was then submitted and presented to the Superintendent’s Cabinet for review, discussion, and any requested modifications. Once any suggested changes were completed, the plan was presented to the Board of Education for review and approval at their May work session meeting. After receiving Board approval, the plan was submitted to the state via the NC CCIP portal for review and feedback by the State Board of Education and the Department of Public Instruction (SBE/DPI). Local AIG services and the plan itself are evaluated from the perspective of multiple stakeholders using a range of data points, including: ▪ Surveys of parents, students, teachers, AIG Specialists, and school/district staff ▪ Site visits to schools to observe programming and services for gifted learners ▪ Formal and informal stakeholder feedback (e.g., parent conferences, AIG focus groups)

- Performance data of gifted learners on state and national assessments
- Progress toward service goals established during plan development
- Stakeholder questions and comments from newsletters and website communications

The AIG team analyzed all collected data to identify trends and assess effectiveness. The AIG Advisory Group conducted a parallel review of its own input. Collectively, this analysis informed decisions about which practices to retain, modify, or change in the next plan cycle.

Throughout the revision process, NCDPI's Office of Advanced Learning and Gifted Education provided valuable support and resources. Webinars, unpacking documents, email consultations, and video meetings helped ensure a clear understanding of plan standards and effective implementation strategies. Additionally, feedback from the 2022–2025 AIG Plan for Craven County Schools served as a key resource in developing the 2025–2028 Plan.

*** 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.

Craven County Schools has established clear structures to ensure the ongoing implementation and monitoring of the 2025–2028 AIG Plan. These efforts are systematic, involve multiple stakeholders, and are designed to confirm that practices outlined in the plan are being carried out with fidelity across all schools.

District Monitoring Efforts

The district employs a year-round approach to monitor AIG program implementation, using both qualitative and quantitative data. This includes:

- Monthly AIG PLC Meetings: AIG Specialists meet as a Professional Learning Community to report on key activities such as referral screening, instructional support, differentiated instruction, professional development provided to staff, and engagement with school-based support teams (e.g., ESL, ECP, counselors, Title I). These meetings foster collaboration and promote consistent implementation of the plan.
- Shared Documentation Systems: All AIG documentation is stored in a centralized Google Drive system of folders, where AIG Team members maintain up-to-date records on referrals, identified students, service delivery, testing results, and enrichment activities. These records provide a clear audit trail of implementation practices across the district.
- Formal Data Reviews: Assigned times are scheduled for reviewing referral and identification data, talent development efforts, and other measurable outcomes. Specialists use these reviews to evaluate progress, identify trends, and guide instruction and support services.

- Annual Spring Review: Each spring, the AIG Team conducts a districtwide review of plan implementation. This includes analyzing AIG Spring Headcount data, student achievement scores, and growth metrics. The results are compiled and shared with school administrators, highlighting successes and areas for potential improvement.
- Mid-Cycle Evaluation: At the midpoint of the plan cycle, a spring evaluation will be considered to highlight progress on implementation and alignment with AIG program goals. Feedback collected during this period will be analyzed to determine whether adjustments to the plan are necessary.

Roles and Responsibilities of AIG Personnel
AIG Specialists are responsible for:

- Implementing practices aligned with each AIG Standard and contributing to ongoing plan evaluations.
- Keeping organized records in the district's shared folders.
- Collaborating with classroom teachers to deliver services and enrichment.
- Providing professional learning and communication to school staff and families.
- Participating in regular review and revision of AIG documents and processes.

The AIG Coordinator is responsible for:

1. Managing shared documentation systems and reviewing teacher-submitted materials (e.g., schedules, referrals, resources, referrals).
2. Coaching AIG Specialists through site visits and one-on-one sessions.
3. Facilitating stakeholder feedback opportunities, such as focus groups and surveys. The AIG Advisory Group can act as a focus group.
4. Addressing stakeholder concerns or escalating them to appropriate leadership.

5. Supporting schools in developing service support models, including cluster grouping and scheduling.

6. Designing and supporting professional development for general education teachers working with gifted and advanced learners.

7. Analyzing gifted student performance data and identification trends across schools, including managing the fall and spring AIG Headcount data verifications.

8. Communicating policy updates and legislation changes to all relevant stakeholders.

9. Ensuring accurate data entry and reporting in Infinite Campus, including use of district tracking tools.

10. Including relevant updates in newsletters and district communication.

Ensuring Fidelity to the Plan

To ensure the practices documented in the Local AIG Plan are being faithfully implemented, the district relies on:

- A structured monitoring calendar and protocols for data collection and review.
- Ongoing collaboration between AIG Specialists and the AIG Coordinator to track plan-related activities.
- Stakeholder feedback loops, including parent input and advisory group reviews.
- Use of technology tools like Google Drive and Infinite Campus for consistent documentation and reporting.
- Formal reporting to district leadership, including the Superintendent's Cabinet and Board of Education, with opportunities for review and adjustment as needed.

These systems create a feedback-rich environment that promotes accountability, encourages continuous improvement, and aligns daily practices with the written goals and standards of the Local AIG 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.

The AIG Coordinator is responsible for developing and monitoring the AIG program budget in accordance with state policy. At present, no local funds are allocated to AIG programming. The district's AIG budget is funded through PRC034, which is calculated using a state allotment formula based on 4% of the district's Average Daily Membership (ADM), as outlined in Article 9B.

Budget planning is directly tied to the goals of the AIG program and is designed to address the needs of gifted learners and those participating in talent development services. The AIG Coordinator collaborates with the Finance Department and the designated PRC034 bookkeeper to create an annual budget and spending plan that ensures alignment between available resources and the implementation priorities of the Local AIG Plan.

To ensure transparency and accountability, the AIG Coordinator meets monthly with the PRC034 bookkeeper to:

- Monitor expenditures
- Request and evaluate quotes
- Place and approve orders related to AIG programming
All financial activities follow the guidelines outlined in the State Allotment Policy Manual.

Additionally, budget-related updates and discussions occur during monthly AIG Specialist Professional Learning Community (PLC) meetings. This regular communication allows for shared awareness of available resources and spending priorities across the district.

Expenditure Allocation and Oversight

Approximately 90% of state-allocated AIG funds are designated annually for staff salaries and benefits. This includes:

- Salaries for AIG Specialists (teachers with full or provisional AIG licensure who serve identified gifted students or those in talent development groups as documented in Infinite Campus)
- Stipends for support personnel with AIG responsibilities or for those performing duties beyond their primary roles

The remaining 10% of the PRC034 budget is allocated to areas that directly support plan implementation and student enrichment, including:

- *Professional Development*: Training opportunities for AIG Specialists and general education teachers, including online course licenses, conference fees, instructional materials, and access to digital platforms such as Byrdseed TV

- *Student Opportunities:* Tuition for Craven County Schools students selected to attend Governor's School

- *Travel:* Mileage for itinerant staff, professional learning travel, or transportation costs related to field trips supporting gifted education

- *Instructional Resources:* Software, classroom materials, and other instructional tools that support the academic and creative growth of gifted learners

- *Assessment Costs:* Administration of local gifted screening and identification tools, including the Cognitive Abilities Test (for all 2nd grade students), the Naglieri General Abilities Test (Verbal, Non-Verbal, and/or Quantitative), and the Iowa Test of Basic Skills; this can also include the reimbursement for Praxis costs and/or licensure costs for Cohort participants

- *Memberships:* Fees for participation in professional organizations related to gifted education

- *Student Programs:* Sponsorships for AIG-related camps, academic competitions, and enrichment experiences

Alignment with Program Goals and Stakeholder Needs

Each budget decision is made with careful consideration of how it will advance the goals outlined in the Local AIG Plan, support the instructional needs of students, and address feedback from stakeholders, including families, teachers, and school leaders. Ongoing budget monitoring and regular reporting help ensure that funds are used effectively and in accordance with program priorities. The AIG Coordinator, in collaboration with financial staff and AIG personnel, ensures that all expenditures directly support the comprehensive implementation of the AIG program. Additionally, budgeting items are shared with and discussed during AIG Advisory Group updates.

*** 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.

Craven County Schools (CCS) maintains a comprehensive system for monitoring and analyzing student achievement, growth, and engagement across its AIG program. AIG Specialists and district leaders regularly review a variety of student performance data to ensure instructional effectiveness and appropriate service delivery for gifted and advanced learners.

Achievement and Growth Monitoring

AIG Specialists evaluate multiple data sources throughout the year to assess both student achievement and growth. These sources include:

- Universal screeners for reading and math

- NC Check-Ins

- State and district diagnostic tools (e.g., mClass, AIMSWEB)

- EVAAS growth data

- Grade-level performance trends by subject area

During the fall and spring AIG headcount periods, Specialists serving elementary and middle schools analyze identification trends, disaggregating data by subgroups and comparing across school years. These reviews help highlight patterns in service delivery and student performance, ensuring that gifted students continue to demonstrate strong academic outcomes. EVAAS reports are used to verify that gifted students are performing at Level 5 in their identified areas and making expected or above-expected growth.

Data is further analyzed at the school level by AIG Specialists, school administrators, and instructional teams to evaluate instructional practices and to inform flexible grouping or enrichment strategies. The principal and AIG Specialist can collaborate to address any factors within the school that may be impacting AIG student performance, using school-specific trends to guide action steps.

Dropout Data Monitoring

High school performance is monitored through the review of data from End-of-Course exams (EOCs), NC Final Exams, SAT, ACT, AP exams, and other relevant measures. AIG Specialists, the AIG Coordinator, and student support staff (such as counselors) evaluate the performance of identified AIG students, with attention to trends that may indicate the need for additional support or intervention.

The AIG Team also coordinates with the Student Services Department to review annual dropout data specific to AIG-identified students. This information is used to assess program impact on long-term student engagement and identify any areas where support systems may need to be strengthened.

Data Analysis for Instructional and Programming Adjustments

Trend analysis is conducted throughout the academic year to inform instruction and student services. Data is reviewed and discussed in the following venues:

- Monthly AIG Specialist PLC meetings

- Curriculum and Instruction Division meetings

- Principal and Assistant Principal meetings

- District Cabinet meetings

- School-based leadership teams

Reports generated from headcount and achievement data are shared with district leadership, who determine what findings should be communicated to stakeholders, including teachers, families, and the Board of Education. These data reviews ensure that AIG program practices remain aligned with the evolving academic needs of students.

Additionally, the Accountability Department supports administrators by modeling how to analyze EVAAS data to track growth and identify areas for instructional focus. This professional learning is extended to classroom teachers to strengthen differentiation and goal-setting practices.

Use of Disaggregated Data to Inform Mindsets, Policies, and Practices

Disaggregated trend data, gathered over time, plays a critical role in shaping district mindsets and guiding decision-making. These insights are used to:

- Identify potential barriers to access or participation
- Refine referral and identification practices
- Adjust instructional approaches based on student need
- Ensure consistent growth and achievement across all school populations

This ongoing data review process promotes continuous improvement, helps the district remain responsive to student needs, and ensures that gifted learners are fully supported throughout their academic journey.

*** 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.

Craven County Schools (CCS) has developed a robust system for tracking and maintaining referral, identification, services, and retention data within the AIG program to ensure accessibility and effectiveness of gifted education services across the district.

Referral and Identification Data Maintenance

During each monthly AIG Professional Learning Community (PLC) meeting, AIG Specialists review submitted referrals from the district's maintained spreadsheet, and next steps are determined based on the review. Additionally, AIG Specialists maintain detailed records for students who have been screened, referred, or served in talent development programs. These records monitor the access gifted students have to services across all schools, ensuring consistent participation and support.

Data from the fall and spring headcounts are analyzed to track trends and identify any disparities in student participation. This includes subgroup-specific data, with attention to students who are English Language Learners, Exceptional Children, as well as those identified as highly gifted and/or suspected to be economically disadvantaged. These records are shared with the district AIG Coordinator during the headcount approval periods, providing a comprehensive picture of how services are being accessed across schools.

Monitoring Services and Retention

The AIG Team routinely reviews various data sources, including screening and diagnostic testing, NC Check-ins, teacher input, and observations, to monitor the performance of students from underrepresented groups. If performance concerns are identified, the AIG Specialist will meet with students and their families to assess challenges and develop targeted strategies for support. Collaboration with other school personnel, such as counselors, coaches, and administrators, may be part of the plan to address any identified needs.

To ensure gifted services are retained appropriately, the district AIG Coordinator regularly updates student records in the Student Information System (Infinite Campus), documenting any requests from parents or school staff to exit a student from gifted services. These requests are carefully reviewed to ensure that the decision aligns with the needs of the student and the program's goals.

For students served in talent development, an annual review process is implemented to determine whether:

1. Sufficient evidence of giftedness exists to move forward with identification, or
2. The student will continue in talent development.

This process includes a review of benchmark data, grades, performance on differentiated assignments, and teacher observations. Data from these reviews help inform decisions about ongoing services and whether additional support is needed to maintain gifted programming for these students.

Analyzing Data for Disproportionality

The AIG Team analyzes retention and referral data to identify potential disproportionality in the program. Special attention is given to identifying any

patterns or trends where certain groups, particularly underrepresented populations, may be over- or under-identified for services. This analysis is conducted using disaggregated data from the fall and spring headcounts, referral data, and achievement performance to ensure that all students have equitable access to the AIG program and are being served according to their needs.

*** 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.

All AIG Specialists paid with state funds currently hold full or provisional AIG licensure. When employment opportunities within the AIG program arise, interested candidates are notified that AIG licensure is a requirement for the position. In cases where suitable candidates with the necessary licensure are unavailable, teachers with exceptional classroom performance in working with high-ability learners and a demonstrated commitment to obtaining AIG licensure may be considered for AIG employment. For staff holding provisional AIG licensure, they are required to complete the full AIG licensure process within one year of being hired to ensure compliance with program requirements and maintain their eligibility to serve in AIG-related roles.

Process for Maintaining and Using Licensure Information

The AIG Coordinator works in collaboration with the Human Resources division to regularly identify teachers holding AIG licensure. This information is shared with school principals to assist in the strategic assignment of AIG students to regular education classes. It helps ensure that qualified personnel are available to work with gifted students, aligning with the goals of the AIG program and the Local AIG Plan.

After each spring and summer course offering, the AIG Coordinator compiles a list of teachers who have completed the local AIG endorsement and met the NC certification professional development requirements. This list is shared with the Human Resources division, Associate Superintendents, and all school principals. The list may be used for a variety of purposes, including student placement in regular education classrooms, supporting cluster grouping, and making advanced course teaching assignments.

This process ensures that teachers with the appropriate qualifications are in place to effectively meet the needs of gifted students, furthering the goals of the Local AIG Plan and ensuring that licensure and qualifications are aligned with the program's objectives.

*** 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.

As a district committed to continuous improvement, it is crucial for the AIG program to actively gather feedback from a variety of stakeholders throughout the implementation of the AIG Plan. This feedback is essential for evaluating the program's effectiveness and identifying areas for growth. Multiple formal and informal sources are used to gather this input:

▪ <i>Surveys:</i> Surveys are distributed to parents, students, and school personnel. These surveys are aligned with elements of the self-assessment tool used during the development of the local AIG Plan. ▪ <i>Interviews:</i> Structured and informal interviews are conducted with key stakeholders, including parents, students, and staff. ▪ <i>Parent Conferences and School-wide Events:</i> Formal and informal feedback is collected during parent conferences, advisory group meetings, and school-wide events. ▪ <i>Professional Development:</i> Feedback is gathered from staff during professional development offerings, particularly during the AIG LEA Endorsement/NC Certification cohorts and other targeted professional learning sessions provided by the AIG team. ▪ <i>Collaborative Meetings:</i> Feedback is also collected through collaborative discussions with teachers, administrators, MTSS interventionists, ESOL teachers, and EC educators. These discussions are documented in meeting minutes. ▪ <i>Direct Communication:</i> Stakeholders can provide feedback via email to the AIG Coordinator and/or AIG Specialists. Contact information is available on the district's AIG webpage and is included in the quarterly newsletters sent to families of identified students in both elementary and secondary grades. ▪ <i>Focus Groups:</i> Staff and students may provide specific input in small group settings ▪ <i>AIG Advisory Group:</i> Regular sessions are held with the AIG Advisory Group throughout the plan's duration to gather further insights and suggestions. This comprehensive approach ensures that feedback from a wide range of perspectives is consistently collected and utilized to improve the implementation of the AIG program.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. The AIG Coordinator, in collaboration with the AIG team, develops clear and comprehensive AIG program goals that align with the 2025-2028 AIG Plan. These goals will be communicated to various stakeholder groups using multiple formats, including the AIG website, parent information sessions, presentations to stakeholders, and through the AIG Advisory Group. Progress toward the completion of these goals, as well as other relevant service data, will be used to evaluate the effectiveness of the AIG services and plan. Surveys will also be conducted as part of a thorough review process.
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The gathered data will be shared with district personnel, while summary data will be distributed to school personnel, families, and the wider community. The following data points will be included in these communications:

- *Overview of Students Served:* This will include the total number and percentage of students served by the AIG program, broken down by grade bands (K-2, 3-5, 6-8, 9-12) and ethnicity.
- *Survey Highlights:* Key findings from surveys of staff, students, and parents/families, including notable opportunities and challenges.
- *Annual Program Goals:* Updates on the completion status of the program's annual goals.

Additional information regarding services and the evaluation of the plan will be made available to district leadership and the Board of Education upon request. It will also be shared with both internal and external stakeholders as needed.

*** 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.

Craven County Schools (CCS) prioritizes the protection of AIG students' and families' rights through established written policies, procedures, and practices.

Informed Consent:

Informed consent for identification and supporting placement is obtained during initial placement communications, and a copy of the signed consent form and reviewed DEP is retained in the student's AIG records. Informed consent may also be included in the Permission to Test form with the parent receiving follow-up two-way communication from the AIG Specialist once qualifying test scores have been reviewed. Subsequent DEPs are sent home for parental review on an annual basis, though the service delivery model may not change. All changes to a DEP merit a review by the parent/guardian.

Reassessment Procedures:

CCS does not require reassessment to maintain identification as Academically and/or Intellectually Gifted. Once a student is identified as gifted within CCS, the identification remains in effect until graduation unless the parent requests in writing that the student no longer be identified as gifted. If a student fails to meet the identification criteria, reassessment opportunities for aptitude and achievement may be conducted, provided there is substantial evidence of giftedness. Referral data may be updated annually and reviewed by the AIG Coordinator and Referral Review Team to ensure that supporting documentation clearly demonstrates giftedness. Due to the limited availability of tests for AIG identification, achievement testing, such as the Iowa Test of Basic Skills, is conducted only once per year for students in grades 3-8, based on the referral. The Naglieri General Ability Test is administered once per span (3-5, 6-8, 9-10).

Procedures for Identifying Students Transferring from Other LEAs:

The procedures for reviewing records and identifying students previously identified as gifted in other districts are outlined in Standard 1B of this plan

and will be shared through various formats on the AIG webpage. It states the following:

Transfer Students with Previous AIG Identification

Students transferring from other districts, particularly those affiliated with military installations (e.g., Cherry Point Marine Corps Air Station), will have their records reviewed within 14 days of receiving documentation from the transferring school. All previous aptitude and achievement test scores affiliated with a prior identification decision will be honored, regardless of date. Students will be placed in provisional services that align with their prior programming while the AIG team completes the formal review.

Non-military transfers from other NC districts listed in Infinite Campus as AIG will retain their identification. Services will be determined through the identification or annual review process.

AIG Procedures to Resolve Disagreements:

This process aligns with Craven County Schools Policy 1742/5060, Responding to Concerns, and details the specific levels of resolution related to the AIG program.

Parents/guardians are informed of the Procedures to Resolve Disagreements when students are identified, and initial Differentiated Education Plans are reviewed. These procedures are also included in additional notifications and referenced on the AIG website. The process is as follows:

Step 1: Initial Placement Team (IPT)

- A. Parents/guardians may request a conference with the IPT to discuss concerns about a recommendation. A written grievance must specify the nature of the concern, any injury, loss, or inconvenience, previous discussions, and dissatisfaction with prior decisions. The written request will be documented.
- B. The IPT reviews the student's record, previous nominations, identification, and service decisions. The committee may collect additional information about the student from teachers and/or parents as needed, and update the student's anecdotal notes/data form.
- C. IPT grants the conference within 5 school days of the request and provides a written response to the parent/guardian within 10 school days of the conference. If an agreement is not reached at the IPT conference, the process moves to Step 2—Principal Conference (unless the principal was part of the IPT).

Step 2: Principal Conference (If principal was part of IPT, proceed to Step 3)

- A. Parents/guardians may submit a written request within 30 days for a conference with the principal.

- B. The principal reviews the recommendation with the IPT chairperson.

- C. The principal grants the conference within 10 school days of the request and provides a written response within 10 school days of the conference. If an agreement is not reached, proceed to Step 3—Appeal to the District Coordinator of AIG Services.

Step 3: Appeal to AIG Coordinator

- A. Parents/guardians may appeal the principal's decision in writing to the AIG Coordinator within 5 school days of receiving the response.
- B. The AIG Coordinator reviews the grievance within 5 school days of receiving the appeal.
- C. The AIG Coordinator responds in writing to the parent and principal concerning the outcome of the review within 10 school days. If no agreement is reached, proceed to Step 4—Appeal to the Assistant Superintendent or Superintendent.

Step 4: Appeal to Assistant Superintendent or Superintendent

- A. Parents/guardians may appeal the decision of the AIG Coordinator to the Assistant Superintendent or Superintendent within 5 school days of receiving the response.
- B. The Assistant Superintendent or Superintendent reviews the grievance within 5 school days of receiving the appeal.
- C. The Assistant Superintendent/Superintendent responds in writing within 10 school days to the parent/guardian, AIG Coordinator, and principal. If no agreement is reached, proceed to Step 5—Appeal to the Board of Education.

Step 5: Appeal to the Craven County Board of Education

- A. Parents/guardians may appeal the decision of the Assistant Superintendent or Superintendent to the Craven County Board of Education within 5 school days of receiving the response.
- B. The Craven County Board of Education reviews the grievance within 5 school days of receiving the appeal.

- C. The Board of Education responds in writing to the parent/guardian, AIG Coordinator, principal, Assistant Superintendent, and Superintendent within 10 school days. If no agreement is reached, proceed to Step 6—Petition to an Administrative Law Judge.

Step 6: Petition to an Administrative Law Judge

- A. Parents/guardians may appeal the decision of the Craven County Board of Education to an Administrative Law Judge within 5 school days of receiving the response.
- B. The Administrative Law Judge reviews the grievance and issues a final ruling.
- C. The Administrative Law Judge responds in writing with the final ruling to the parent/guardian and the Craven County Board of Education.



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* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard: Maintain engagement with the AIG Advisory Board for feedback and input; Partner with other departments to fund or assist needs of gifted learners; Consider feedback surveys in year 2 of the plan cycle; Monitor high school participation and performance in a variety of areas such as dual enrollment participation, college acceptance information, scholarship information, number of AP courses offered by school and success rates for each course; Review the impact of AIG services through data analysis. Update Procedures documents to reflect language change of Step 1 team.

Planned Sources of Evidence

* AIG Budget (PRC034)

* AIG Advisory Board agendas and minutes

* AIG website

* List of teachers with AIG add-on licensure and/or Local Endorsement

* * * * *	AIG Plan and comments from NCDPI		
	AID Program and Plan evaluation		
	Reports of AIG student performance results and AIG Drop-Out data		
	AIG Headcount reports		
	Feedback information/compilations		
Type	Documents		Document/Link
AIG Standard 6 Additional Resources	Document Template	N/A	

* Approved by local Board of Education on:

05/13/2025 

AIG Related Documents

Craven County Board of Education (250) 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	BOE AIG Plan Approval: Craven 250

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Craven County Board of Education (250) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
achievement level	a standardized test developed to measure skills and knowledge learned in a given grade level.
acceleration	any change in pacing or timing of instruction.
AIG	acronym for Academically and/or Intellectually Gifted. Used to reference the name of the program.
AIG identification areas	The AIG designation includes different identification areas including AR (academically gifted in reading), AM (academically gifted in math), AG (academically gifted in math and reading), IG (intellectually gifted), and AI (which can be math/IG, reading/IG, both/IG).
AIG Referral Review Team	a review team that meets during the referral/identification process comprised of the AIG Coordinator and representatives from the AIG Specialist team.
AIG services	various opportunities in which to engage students to support their growth and development in various settings. Services may be provided by a variety of personnel who have the knowledge, skills, and dispositions to meet the needs of gifted learners.
aptitude test	standardized test designed to predict an individual's ability to learn certain skills.
CCS	abbreviation for Craven County Schools.
cluster grouping	a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, four to ten gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
Credit by Demonstrated Mastery	the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content without course enrollment or seat time.
creative thinking	looking at something in a new way. It is the very definition of "thinking outside the box." Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious.
critical thinking	analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.
curriculum compacting	an instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.
differentiation	modifying curriculum and instruction of content learned, process of learning, product used to demonstrate learning, and/or environment in which learning occurs to meet unique student needs in the classroom.
Differentiated Education Plan	plan outlining identification and differentiated services to be provided for gifted learners.

enrichment	a variety of learning opportunities that enhance student interests and talents through creative and academic exploration. Enrichment activities must be meaningful to the learner, connected to content standards, interdisciplinary, and add substantial value to student learning. Learning is personalized through enrichment activities.
extension	instruction designed to broaden understanding of a particular standard by adding depth and complexity.
extracurricular activities	not falling within the scope of a regular curriculum.
flexible grouping	an instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interests.
frontloading	any deliberate learning experience designed to provide opportunities for students to develop their talents and knowledge prior to identification or a particular learning experience (i.e, early intervention prior to identification in early grades, preparation prior to high school honors or AP courses).
Identification Process Contact	the contact that occurs when sufficient evidence for identification has been collected and reviewed to match student talent and abilities to areas of service. A differentiated education plan is developed following this.
Infinite Campus	the authoritative data source for North Carolina public schools where student records are housed electronically. Also referred to as the Student Information System.
qualitative data	In a school setting, qualitative data may include observational input, a student's work sample with comments from their teacher, or feedback from a teacher about a student's progress.
quantitative data	information that can be reduced to a set of numbers such as test scores, grades, etc.
referral	the process by which a student is formally referred for identification and services as academically and/or intellectually gifted in CCS.
screening	the process of "casting a wide net" to identify all students with any indicator which may indicate high performance or the potential to perform at high levels.
talent development	providing opportunities to observe student potential giftedness using high level, intentional and varied learning experiences; these students are not identified as AIG in the talent development area during this period. These efforts focus on students whose strengths are readily observable and in particular those students who strengths are yet untapped and may need further development.
twice-exceptional	also referred to as 2E, twice exceptional learners are students who meet criteria for identification and services through the Exceptional Children's Program and AIG. Sometimes may be referred to as dual exceptionality.