

Mission/Vision Statement and Funding

Duplin County Schools (310) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

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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. 115C-150.5).

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)

In alignment with the Duplin County Schools Five Year Strategic Plan, 2022-2027, the Duplin County Academically or Intellectually Gifted Program, "through a commitment to equity, all students will receive a personalized education through access to STEAMA, career, college and digital learning." The gifted education program strives to offer rigorous, relevant, and balanced curriculum and instruction designed to meet the needs of academically or intellectually gifted students, thus enabling them to "excel in a globally competitive society."

We envision a school system where the administration, faculty, students, parents, and community work collaboratively to provide a safe, well-structured environment where a broad instructional focus will allow for the highest standards for academic excellence, lifelong learning, continuous improvement, and personal integrity. Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of career, college and life success.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 580,469.00	* \$ 2,500.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Duplin County Schools (310) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* Practice A	
Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	
Duplin County Academically and Intellectually Gifted (AIG) school-level specialists implement clear and equitable screening and referral processes for AIG identification for all grade levels. Teachers, school personnel, parents/guardians, and/or students may refer students exhibiting gifted behaviors for additional testing, which are then evaluated using qualitative and quantitative data. Specialists will review district-wide universal screener data such as Cognitive Abilities Test (CogAT), Measures of Children's Literacy Acquisitions and Skills (mClass), Standardized Test for the Assessment of Reading (STAR), and Edmentum Exact Path to identify students in need of additional testing. The district will use the Kaufman Brief Intelligence Test (KBIT-2), Kaufman Test of Educational Achievement (KTEA-3), or other assessments for quantitative data. Work samples, teacher observations, and motivation surveys are incorporated into the screening process for qualitative data. AIG school-level specialists notify parent(s)/guardian(s) of student referral by sending home an AIG Referral and Procedure to Resolve Disagreement.	
Screening Process:	▪ Grades K-3: Prior to the spring of third grade, students who show a need for academic or intellectual support, acceleration, or accommodations are assessed on an as-needed basis using a screening process. ▪ 3rd Grade: All third-grade students are administered the Cognitive Abilities Test (CogAT) in the spring semester. Students meeting the criteria are further evaluated using the measures listed in the Gifted Eligibility and Placement Record. Formal AIG placement decisions occur for students in the fourth grade or higher, following additional assessments during the fall. ▪ Grades 3 - 12: Student performance on End-of-Grade (EOG), End-of-Course (EOC) assessments, Preliminary American College Test (PreACT)/ Preliminary Scholastic Aptitude Test (PSAT) and the district universal screener scoring at or above the 90th percentile serves as a screener for potential AIG candidates. ▪ Grades 3 - 12: The district also utilizes local norms to identify students in the top 10 percentile at each school site on district-level nationally normed Multi-Tiered System of Supports (MTSS) universal screeners, EOG/EOCs, and/or Preliminary American College Test (PreACT)/ Preliminary Scholastic Aptitude Test (PSAT) for additional screening.
K-12 Referral Process:	▪ Parent/Guardian Referrals: Parents/guardians submit the Gifted and Talented - Parent/Guardian Referral Form stating the basis for the referral, which is reviewed by the school-based Gifted Collaboration Team (GCT) to determine if additional screening is needed. The GCT includes the school-level AIG specialist, school counselor, school Digital Learning & Media Coordinator (DLMC), principal, and classroom teacher(s), and may involve additional staff such as Exceptional Children (EC) or Multilingual Learner (ML) personnel to ensure equitable identification practices and appropriate placement.

▪ Teacher/School Personnel Referrals: Teachers or school personnel submit the Gifted and Talented - Teacher Referral Forms, including observable characteristics of advanced learners with work samples to the school-based GCT. ▪ Student Referrals: Students in grades 9-12 may submit the Gifted and Talented - 9-12 Student Referral Form including work samples to the school-based GCT. ▪ After referrals have been reviewed by the GCT, additional screening will occur in the fall and spring. Students will be placed using measures listed in the Gifted Eligibility and Placement Record.	* 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. Duplin County Schools establishes a comprehensive process to ensure consistent and equitable identification of students by reviewing multiple data points and developing a detailed learner profile for each student, which captures their aptitude, achievement, and potential to achieve. The school-level AIG Specialist, in collaboration with the GCT, evaluates students against criteria for identification as Academically and Intellectually Gifted (AI), Intellectually Gifted (IG), Academically Gifted in Reading (AR), or Academically Gifted in Math (AM) in grades K-12. The identification process incorporates multiple measures, including both qualitative and quantitative data, to reveal a student's aptitude, achievement, and potential to achieve. The adoption of local norms for screeners supports equitable access for all students. Gifted Transfers: Students transferring into Duplin County Schools from other North Carolina (NC) Public schools, out-of-state schools, and/or private schools, who have already been identified as gifted, maintain their gifted identification. Students transferring to Duplin County Schools from out-of-state and/or private schools will be screened and/or referred based on their existing documentation, as needed. Identification Grades K-3: Students may be identified as AI, IG, AG, AR, or AM in grades K-3 in Duplin County utilizing the following pathways: Pathway I - Academically and Intellectually Gifted (AI): ▪ Students display a composite score of 98th percentile or higher on an aptitude test, using the K-BIT2, CoGAT (3rd only), and other aptitude tests. AND ▪ Students display a composite score of 98th percentile or higher on a nationally normed achievement test in reading and/or math, using the KTEA-3, Woodcock-Johnson IV (WJIV), district-wide screener, or other achievement tests. Pathway II - Intellectually Gifted (IG): ▪ Students display a composite score at or above the 98th percentile on a nationally normed aptitude test, such as KBIT-2, CogAT (3rd only), or other aptitude tests. Pathway III - Academically Gifted in both Reading and Math (AG), Math (AM), or Reading (AR):
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- Students display a score of 98th percentile or higher in verbal or quantitative subtests on an aptitude test, using K-BIT II, CogAT (3rd only), or other aptitude tests.

AND

- Meets one of the following criteria:
- Students score exemplary on yearly/course average in reading and/or math matching the subtest composite score.
- Students must score 40 or higher on three motivation surveys.

OR

- Students display a composite score of 98th percentile or higher on a nationally normed achievement test in Reading and/or Math, using K-TEA3, district-wide screener, or other achievement tests.

AND

- Meets one of the following criteria:
- Students score an exemplary yearly/course average in reading or math matching the subtest composite score.
- Students must score 40 or higher on three motivation surveys.

Identification Grades 4-12:

Pathway I - Academically and Intellectually Gifted (AI) :

- Students display a composite score of 90th percentile or higher on a nationally normed aptitude test, such as CogAT, KBIT-2I, or other aptitude tests.

AND

- Meets one of the following criteria:
- Students display a composite score of 90th percentile or higher in reading and/or math on one of the following achievement tests: KTEA-3, district-wide screener, WJIV, EOG/EOC, or other achievement tests.
- Students display a composite score within the top 10% of their grade level at each site in reading and/or math on district-wide screener, EOGs/EOCs, and/or PACT.

Pathway II- Intellectually Gifted (IG) :

- Students display a composite score of 96th percentile or above on a nationally normed aptitude test, such as CogAT, KBIT-2, or other aptitude tests.

OR

- Meets both of the following criteria:
- Students display a composite score of 90th percentile or above on a nationally normed aptitude test, such as CogAT, KBIT-2, or other aptitude tests.
- Students display a composite score of 90th percentile at or above on a non-verbal aptitude subtest, such as CogAT, KBIT-2, or other aptitude tests.

Pathway III- Academically Gifted in both Reading and Math (AG), Math (AM), or Reading (AR):

- Students display a score of 90th percentile or above in verbal or quantitative subtests on a nationally normed aptitude test, such as CogAT, KBIT-2 or other aptitude tests.

AND

- Meets two of the following criteria:
 - Students display a yearly course average of 93 percent or higher in the matching subtest, such as verbal or quantitative
 - Students display an average score of 40 or above on three motivation surveys.
 - Students display a composite score within the top 10% of their grade level at each site in reading and/or math on district-wide screener, EOGs/EOCs, and/or PreACT/PSAT.

OR

- Students display a composite score of 90th percentile or above on a nationally normed achievement test in Reading or Math, such as KTEA-3, on EOG/EOC in Reading, Math, or both.

AND

- Meets two of the following criteria:
 - Students display either a yearly course average of 93 percent or higher in the matching subtest, such as verbal or quantitative.
 - Students display an average score of 40 or higher on three motivation surveys.

Duplin County Schools will accept documentation of assessments administered by a licensed psychologist for placement.



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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.

Duplin County is a rural, economically disadvantaged school district. As such, we recognize the need for the identification of minorities, especially African American and Hispanic students, who have traditionally been underrepresented in the AIG identification process. To address this, Duplin County Schools employs intentional and equitable practices for screening, referral, and identification that are responsive to the district's demographics, such as:

- Duplin County Schools incorporate local norms into the identification process. Local norms are used to evaluate student performance within the context of their school and district peers rather than relying solely on national norms, which may not fully reflect the district's unique demographics. This approach allows for a more inclusive identification process, ensuring that gifted potential in underrepresented groups is recognized.
- Talent development programming in grades K-3 aims to decrease underrepresentation by fostering student strengths through strategies such as clustering, student contracts, problem-solving activities, and differentiated instruction during classroom instruction and school-wide intervention/enrichment periods.
- Along with grades K-3 talent development, the district also utilizes talent development to target watchlist students and other advanced learners in grades 4-12.

In response to underrepresented populations of the Local Educational Agency (LEA), the District AIG Coordinator will analyze district data, as well as local CogAT norms for any necessary revisions to the identification and placement process.

- Annual formal mass screening is conducted in third grade, using the CogAT to establish a broad pool of students who may need differentiated services.
- Additional mass screening is completed based on EOG/EOC, PreACT/PSAT, and district-wide screener data.
- The district has developed a Gifted Education Leadership Series for educators that includes professional development for all staff to expand the understanding of giftedness and address misconceptions.

Also, annually the GCT along with additional staff such as EC or ML personnel will meet to ensure equitable identification practices and appropriate placement. The group will analyze data for each sub-group to determine if underrepresentation exists.

The District AIG Coordinator will analyze district data, as well as local norms, and work with the district AIG team to develop any necessary revisions to the referral, identification, and placement process.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	5.20%	---	11.03%	---	17.21%
Male	---	<5%	5.49%	---	7.30%	---	15.53%
Total	---	<5%	5.35%	---	9.22%	---	16.32%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Duplin County Schools has established comprehensive processes and procedures in the screening, referral, and identification of students to ensure a consistent implementation across all schools and grade levels.

To monitor and maintain consistency, a district-wide AIG Documentation Procedures Timeline and Gifted Eligibility and Placement Record Flowchart have been developed to provide clear guidelines for implementing these processes and outline multiple pathways for student qualification (as described in Standard 1B).

To ensure adherence to the timeline and processes, the district AIG Coordinator leads monthly district AIG Professional Learning Community (PLC) meetings with all school-level AIG specialists. During these PLC meetings, schools are provided with standardized resources, including forms, checklists, and flowcharts, to support fidelity to district guidelines, professional development, and data.

During data reviews, school-level AIG specialists review current demographic data, achievement data, aptitude data, and other qualitative data to determine strengths and areas of improvement.

Schools develop an AIG watchlist and share these names with school personnel. This ensures that all personnel serving these students are aware and are fostering their full potential. As students transfer from elementary to high school, school-level AIG specialists collaborate to ensure a smooth transition for AIG students and AIG watchlist students. School personnel receive annual professional development on AIG screening, referral, and identification procedures. This training ensures that school personnel understand and consistently apply the district's processes. Additionally, school-level AIG specialists and school counselors collaborate to ensure consistent placement of AIG students including those transferring into the district. The AIG Advisory Committee meets twice a year, as well as on an as-needed basis, to represent the voices of all stakeholders. The committee plays a critical role in reviewing district data and providing feedback to drive continuous improvement. Additionally, the committee provides an important layer of monitoring and accountability, ensuring that the program remains aligned with district goals and effectively addresses the needs of students, families, and educators.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Duplin County Schools emphasizes the need for all stakeholders to be continually informed regarding AIG screening, referral, and identification processes through a variety of methods, ensuring accessibility and inclusivity for all. These methods include: <u>Digital/Print Resources:</u> The Duplin County Schools AIG webpage includes the AIG Plan, screening, referral, and identification forms, and a Frequently Asked Questions (FAQ) document tailored for parents, guardians, and the community. Materials such as a standardized presentation and flow charts outlining the processes are available online. <u>Automated Communications:</u> Mass notification phone calls, emails, and text messages inform parents/guardians about meetings, updates, and key timelines. <u>Parent Communications:</u> ▪ Parent Referral meetings are held as needed to support parents in the referral process. ▪ Initial placement meetings are held to inform parents of student data, placement, and services. ▪ School-level annual AIG Parent/Guardian Night allows for open discussions on identification processes, services, and resources. <u>School Personnel Communication:</u> School and district personnel receive annual training on equitable screening, referral, and identification processes. <u>Language Accessibility:</u>
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All written materials are translated into the languages most commonly spoken in the community, and interpreters are provided during meetings to ensure multilingual families can fully participate.

Awareness of Twice-Exceptional Students:

The district communicates with stakeholder groups about twice-exceptional students to build awareness and understanding. The GCT team partners with EC and ML personnel to help with the identification of students.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

The school-level AIG specialist oversees the documentation of a student's AIG identification process, gathering and analyzing all evidence leading to an identification decision. This documentation is reviewed with parents/guardians/families and maintained in student records through the following procedures:

Documentation of Evidence:

Each AIG-identified student has an individual file folder stored in a secure location at the school site. These folders include, but are not limited, to the following:

- Parent or Teacher referral forms
- AIG Gifted Eligibility Placement Record Form - reviewed and signed by the GCT and parent/guardian
- The most recent AIG Differentiated Education Plan (DEP) - reviewed and signed annually by the GCT and parent/guardian
- The current AIG Progress Report - signed annually by the parent/guardian
- AIG Identification status is maintained electronically using the Student Information System (SIS)
- Additional quantitative and qualitative documentation is stored.
- Parent Request to Exit Forms (if applicable)
- AIG Status Card (pink) is kept in the student cumulative folder.

Parent/Guardian Collaboration:

If a student meets the criteria for eligibility, the school-level AIG specialist sends home a letter to inform the parent/guardian of the student's identification and request a parent/guardian conference.

A Gifted Eligibility and Placement Record and DEP are reviewed with parents/guardians of newly identified students during a scheduled conference.

Parents/guardians receive copies of all documentation, and their signatures are obtained to confirm understanding. At least three documented attempts are made to secure signatures.

A DEP review is scheduled with the parent/guardian of all current AIG students. DEPs are signed by the parent/guardian and the GCT. At least three documented attempts must be made to obtain a parent's/guardian's signature on the DEP.

Communication for Non-Eligible Students:

If a student does not meet eligibility criteria, a Gifted Eligibility Placement Record and the Ineligible Parent letter are sent home with an explanation of the decision. The school-level AIG specialist makes at least three documented attempts to obtain the parent/guardian's signature.

Maintenance of Records:

Individual folders are kept in a secure location at each school site. Records of referred students who are ineligible are stored in the same secure location and retained for three years per district policy. After this period, they are either archived or securely destroyed.

Student identification status is recorded in the SIS to ensure centralized digital access.

Collaboration with Other Programs:

The district collaborates with other programs to align procedures for maintaining student records, ensuring consistency and adherence to district policies regarding storage and retention.

Ongoing Review and Training:

School-level AIG specialists receive annual training on equitable documentation and record-keeping practices.

Annually, schools document the transfer of AIG files on the Verification Exchange Record form and submit to the district for documentation.

*** 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.

Along with the regular classroom report card, a Duplin County Schools AIG progress report will be given to all identified K-8 students yearly. This progress report provides additional communication to parents/guardians regarding the student's progress. The Duplin County Schools AIG Progress Report reflects the student's participation progress and is a tool to monitor content differentiation strategies used to meet the gifted learner's needs.

Each student identified as AIG in grades K-12 has a DEP developed by the GCT. The DEP outlines the differentiated curriculum and instructional services designed to meet the student's identified needs and is based on the following data:

- Assessment scores (e.g., aptitude and achievement tests).
- Teacher recommendations and observations.
- Academic and behavior performance
- Parent/guardian input gathered during initial placement meetings and annual reviews.

The DEP is developed during the initial placement meeting and is reviewed and amended annually as necessary. The GCT and parents/guardians are actively involved in the DEP process. The GCT reviews data and progress and seeks input to ensure services align with the student's needs. Accessibility is prioritized through accommodations such as virtual meetings, translation services, and flexible scheduling. At least three documented attempts are made to secure parent/guardian signatures.

For 6-12 students, the DEP is integrated with the student's four-year plan of coursework, career plan, and/or accelerated learning plan. This plan is reviewed and updated annually to ensure alignment with the student's academic goals and post-secondary aspirations. Parents/Guardians are notified via letter annually for review and signature. At least three documented attempts are made to secure parent/guardian signatures. Progress monitoring is supported through the following practices: - A Duplin County Schools AIG Progress Report is provided to parents/guardians of all identified K-8 students alongside the regular report card. This report reflects the student's participation and progress while highlighting content differentiation strategies used to support their learning. - For high school students, progress is communicated through DEP reviews, student conferences, and updates to the four-year plan of coursework, career plan, and/or accelerated learning plan. Parent/Guardian conferences are scheduled as needed. - The GCT collaborates with EC and ML personnel to ensure that DEPs and Individual Education Plans (IEPs) and/or Language Instruction Educational Programs (LIEPs) are aligned and mutually supportive of the language and instructional needs of multilingual learners. All DEPs are securely stored in individual student files and recorded in the statewide student information system for monitoring and future reference.	
* Ideas for Strengthening the Standard The district is exploring expanded screening options, including the possible adoption of the Naglieri Nonverbal Ability Test (NNAT) or the Iowa Assessments, to provide a more equitable and comprehensive identification process. These tools are being considered to help reduce inherent cultural, linguistic, and socioeconomic biases often present in traditional assessments, thereby increasing access to gifted services for underrepresented student populations. Additionally, the district will explore options to incorporate the AIG progress report into quarterly report cards to provide families with more consistent, transparent, and meaningful updates on their child's growth and performance in AIG services."	
Planned Sources of Evidence	
*	AIG Referral and Procedure to Resolve document
*	AIG Referral Form for parents/guardians/9-12 students
*	AIG Referral Form for school personnel/teachers
*	Annual Formal Mass Screener (CogAT)
*	CogAT Score Report
*	Universal Screener Report

*	PSAT/PreACT Score Report	
*	K-BIT II Score Report	
*	KTEA III Score Report	
*	Motivation Surveys	
*	EOG/EOC Score Report	
*	AIG Student Folders	
*	Gifted Eligibility and Placement Record (K-3 and 4-12)	
*	Woodcock-Johnson IV (WJIV) Score Report	
*	AIG Documentation Procedure Timeline	
*	AIG Student Watchlist	
*	AIG PLC Meeting Minutes/Agendas	
*	AIG Advisory Committee Meeting Minutes/Agendas	
*	Mass Notification Log	
*	AIG Parent/Guardian Night Sign-In Sheets	
*	Professional Development Attendance Records	
*	AIG Parent/Guardian Night Presentation	

	* Frequently Asked Questions (FAQ) Document		
	* AIG Website		
	* AIG Gifted Eligibility Placement Parent Letter		
	* AIG Gifted Ineligibility Parent Letter		
	* AIG Differentiated Education Plan		
	* AIG Progress Report		
	* Fall/Spring Headcount in Student Information System		
	* Parent Request to Exit Form		
	* AIG Status Card		
	* Verification Exchange Record Form		
	* Parent, Student, or Teacher referral forms		
Documents			
Type	Document Template	Document/Link	
AIG Standard 1 Additional Resources	N/A	 Standard 1 Documentation	

Standard 2: Comprehensive Programming within a Total School Community	
Duplin County Schools (310) 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 <i>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.</i>	
* 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.	Duplin County Schools comprehensive AIG programming addresses the diverse needs of advanced learners and AIG students in grades Kindergarten through twelve. This programming encompasses a range of differentiated services, enrichment opportunities, and acceleration options, delivered through collaborative efforts across various personnel and departments. These services are designed to align with students' specific advanced learning needs and identification areas, including Academically Gifted (Reading, Math, or both), Intellectually Gifted, and students identified as both Academically and Intellectually Gifted. The AIG program is guided by a variety of personnel throughout the district. The AIG program falls under Curriculum Innovation to ensure work is based around supporting students' academic learning in all subject areas, which align with individual needs and identification areas. The district employs a district level AIG team, which includes the district AIG coordinator and school-level AIG specialists to lead the implementation and continuous improvement of the comprehensive AIG programming and services. Also, each school has a GCT that ensures consistent and equitable implementation at each school site. Finally, the AIG Advisory Committee provides congruity to guarantee the needs of all stakeholders are being effectively met through programming and services. <u>Grade Span Services:</u> Grades K-3: Talent Development Objective: Identify and nurture potential giftedness in young learners. Key Strategies: ▪ Flexible Grouping: Cluster students with advanced abilities in small, flexible groups for differentiated instruction and enrichment opportunities based on individual strengths by subject area within the regular classroom. ▪ Structured Enrichment: At a minimum of three times a week, advanced learners will participate in talent development activities such as hands-on Science, Technology, Engineering, Arts, Math, Agriculture (STEAMA) activities, problem-solving challenges, SEL, and creative thinking tasks, during the daily intervention/enrichment period. Flexible grouping will be used to target students' individual learning needs. All schools have a designated intervention/enrichment time built into the daily master schedule. ▪ Teacher Support: School-level AIG specialists provide co-teaching opportunities, classroom consulting, and tailored resources to classroom teachers. Enrichment resources and activities are included in each subject curriculum guide.

- Collaboration: The GCT works with classroom teachers to identify and nurture potential through regular classroom activities and observations.
- Monitoring: Duplin County Schools will provide a MTSS for total school improvement. The MTSS teams will use data-driven problem-solving to ensure growth for advanced learners. Grade-level teacher PLC meetings are conducted weekly to drive flexible grouping for classroom and enrichment instruction. Each school hosts quarterly meetings that include members of the GCT to track progress and determine advanced potential.

Grades 4-8: Differentiated Services and Enrichment

Objective: Provide advanced instruction tailored to the needs of identified gifted learners.

Key Strategies:

- Cluster Grouping: Place AIG students, watchlist students, and other advanced learners in clusters within the regular classroom with AIG-trained teachers.
- Flexible Grouping: Group students with advanced abilities in small, flexible groups for differentiated instruction and enrichment opportunities based on individual strengths by subject area within the regular classroom.
- Structured Enrichment: At a minimum of three times a week, AIG students, watch list students, and advanced learners will participate in differentiated enrichment activities such as Advanced Learning Labs, hands-on STEAMA activities, problem-solving challenges, makerspace activities, SEL, career development, and creative thinking tasks during the daily intervention/enrichment period. Flexible grouping will be used to target students' individual learning needs. All schools have a designated intervention/enrichment time built into the daily master schedule.
- Advanced and Accelerated Curriculum: Based on identification and achievement data, gifted learners, and advanced learners in grades third through fifth will be provided advanced math opportunities within their classroom settings. Gifted learners and advanced learners in grades sixth through eighth will be provided math opportunities through advanced math class offerings. Additionally, gifted learners and advanced learners in grades seventh and eighth are eligible to enroll in NC Virtual Public Schools courses for advanced learning opportunities.
- Extended Learning Opportunities: Schools offer additional enrichment opportunities, including but not limited to, BETA Club, educational competitions, school clubs, school government, etc.
- Teacher Support: School-level AIG specialists provide co-teaching opportunities, classroom consulting, and tailored resources to classroom teachers. Enrichment resources and activities are included in each subject's curriculum guide.
- Collaboration: The GCT works with classroom teachers to identify and nurture potential gifted learners through regular classroom activities and observations. The GCT enhances structured enrichment by offering resources, instructional strategies, and tailored support as needed.
- Monitoring: Duplin County Schools will provide a MTSS for total school improvement. The MTSS teams will use data-driven problem-solving to ensure growth for gifted learners and advanced learners. Grade-level teacher PLC meetings are conducted weekly to drive flexible grouping for classroom and enrichment instruction. Each school hosts quarterly meetings that include members of the GCT to track progress, review students' DEPs, and adjust services as needed.

Grades 9-12: Advanced Coursework and Career Preparation

Objective: Provide opportunities for acceleration, college preparation, and career exploration.

Key Strategies:

▪ Advanced Coursework: Based on identification and achievement data, gifted learners and advanced learners in grades 9-12 are eligible to enroll in Honors courses, Advanced Placement (AP) courses, NC Virtual Public Schools courses (NCVPS), Career & College Promise (CCP) dual-enrollment college courses, and/or National Equity Lab course offerings. ▪ Career Academies: Provide specialized academies (e.g., Health Science, Agribusiness, Teacher, Industrial trades, etc.) that integrate coursework, field trips, and seminars, as well as provide opportunities for internships, job shadowing, and volunteerism. ▪ Credit by Demonstrated Mastery (CDM): Provides students with a process by which students may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. CDM was designed to respond to the needs of students, families, AIG community, school personnel, and leadership. CDM specifically offers students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content. ▪ Extended Learning Opportunities: Schools offer additional opportunities, including but not limited to, the National Honor Society, BETA Club, educational competitions, academic clubs, school government, college tours, and additional enrichment opportunities ▪ Leadership Development: Governor's School, Summer Ventures, etc. ▪ Collaboration: School-level AIG specialists and school counselors work in collaboration with the GCT to provide individual and small-group guidance for each individual student to ensure they are selecting pathways that align with their strengths. The GCT works with classroom teachers to provide resources, instructional strategies, and additional support as needed. ▪ Monitoring: Duplin County Schools will provide a Multi-Tiered System of Support (MTSS) for total school improvement. The MTSS teams will use data-driven problem-solving to ensure growth for gifted learners and advanced learners. Teacher PLC meetings are utilized to discuss student learning needs and data and develop strategies for improvement. Each school hosts semester meetings that include members of the GCT to track progress and review students' DEPs, four-year plans, and career development plans, and adjust services as needed. Grade levels Kindergarten through twelve will collaborate with the EC and ML departments to ensure alignment of IEP/504/LIEP goals with AIG services	 Click here to remove the table and use only the narrative field.
* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs. Duplin County Schools has a comprehensive MTSS system in place to address not only the academic but the social and emotional needs of our gifted learners across all grade levels, K-12, as well. This system is based on collaboration between various personnel, including the GCT, social workers, school mental health professionals, and other specialists. These professionals work together to ensure that gifted learners' social and emotional needs are met through differentiated services, data-driven decision-making, and ongoing collaboration. In addition to these monthly meetings, school level MTSS Problem Solving Teams meet to further problem solve social and emotional cases that are in need of more intensive interventions. Twice a year, all students participate in an SEL screener which provides schools with targeted individual data for students. This is helpful in developing the learner profiles and DEPs for gifted learners which uses a variety of sources, including screener data and teacher observations. Students are provided with social and emotional services throughout the schools. Advanced learners receive additional lessons and strategies during their structured enrichment time. If needed, services to meet their social and emotional needs are provided through a variety of interventions, based on data and	

decisions made during monthly MTSS meetings.

Services include:

- Classroom guidance lessons focused on social-emotional development and coping strategies, delivered by teachers and school counselors. Social and emotional lessons are available through resources like Panorama and Sanford Harmony programs. These lessons are designed to teach students strategies for managing stress, enhancing self-awareness, and developing social skills.
- Small group or classroom-based SEL lessons taught by classroom teachers, with guidance and resources from the GCT. Teachers can adapt these lessons to meet the specific needs of their gifted learners such as perfectionism, underachievement, or emotional intensity providing a more personalized approach.
- Individual counseling sessions as needed for students showing signs of social or emotional struggles, such as feelings of isolation or stress due to academic pressure are provided by school counselors, social workers, or external mental health professionals. Additionally, telehealth services are available for students requiring more intensive support.
- Flexible clustering within the classroom to support gifted learners, where students are grouped based on their social and emotional needs, as well as their academic strengths.
- Peer counseling program, for grades six through twelve, provides a space for gifted and advanced learners to connect with peers, and address issues like perfectionism, asynchronous development, and social integration, while also developing their leadership and mentoring skills.
- GCT assists classroom teachers by providing additional resources and strategies to nurture the social and emotional growth of gifted learners. Teachers are supported in differentiating instruction to address the unique needs of their students and provide a safe space for social-emotional growth.
- GCT and the MTSS team to track the progress of students and adjust interventions based on student needs.



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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 AIG program at Duplin County Schools is intentionally aligned with district priorities to ensure AIG services are integrated and connected. Gifted curriculum resources, materials, and professional development are aligned with the NC Standard Course of Study (NCSCOS) and district Strategic Plan. Duplin County Schools is committed to equity for all students by providing individual pathways with purpose that allow them to explore all areas of STEAMA, become career and college ready, and acquire rigorous academic content, durable skills, and mindsets. A locally developed Educational Equity Plan ensures access to personalized instructional supports and resources to continuously improve outcomes for each student, which specifically includes gifted learners.

The district AIG coordinator reviews and discusses board policies related to AIG with school-level AIG specialists and suggests revisions as necessary. Revisions are made following the Duplin County Schools' local protocol. The GCT partners with district departments, such as Curriculum Innovation, Exceptional Children, and Federal Programs, to ensure AIG inclusion in all initiatives, paying special attention to twice-exceptional and Multilingual Learner AIG students. AIG school-level specialists communicate and collaborate regularly with professional learning communities within the school.

Duplin County Schools District MTSS and school-level MTSS teams meet monthly. The AIG district coordinator and AIG school-level specialists are integral parts of each of these teams, which allows them to represent and advocate for gifted learners consistently through the course of each school year.

Through continued collaboration, Duplin County Schools ensures that AIG services are fully integrated into district priorities, using the resources effectively to create opportunities for gifted learners.

*** Practice D**

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

Duplin County Schools employs a systematic approach to student grouping, ensuring that AIG students are clustered appropriately at the beginning of each school year based on multiple data points, including AIG identification, EOGs/EOCs, district-wide screeners, and achievement data.

Grades K-12 groupings are determined through collaboration among GCT. These initial groupings are designed to provide gifted learners and advanced learners with opportunities to engage with the NCSCOS through acceleration and extension activities. These cluster groups are placed with AIG-trained teachers.

Throughout the school year, flexible grouping practices within the intervention/enrichment time and within the classroom are employed to support the academic needs of gifted learners and advanced learners. Based on formative assessments, summative assessments, and teacher feedback, student groupings are adjusted to provide targeted interventions, enrichment, and extension activities. These decisions are discussed regularly during grade-level PLC meetings, GCT meetings, and MTSS meetings to ensure alignment with students' evolving needs.

Specifically in grades sixth through twelfth, gifted learners and advanced learners are provided the opportunity to enroll in Duplin County Schools Advanced Course Offerings.

In ninth through twelfth grades, gifted learners have the opportunity to meet state and local graduation requirements by taking courses at the Honors, AP, and CCP dual-enrollment courses. During registration for high school courses, options for gifted learners and advanced learners are clearly communicated to students and parents/guardians by school-level AIG specialists and school counselors. The district uses various monitoring tools, including course assessments and teacher feedback, to track progress and ensure that students are continually challenged and supported.

The district's Educational Equity Plan ensures that gifted learners and advanced learners have access to personalized instructional support and resources throughout their academic journey. Flexible grouping allows for responsive support that is aligned with both the academic and social-emotional needs of gifted learners, as identified through ongoing assessments. The district also ensures that flexible grouping strategies are informed by research-based best practices in gifted education, which emphasize the benefits of cluster grouping and differentiation for gifted learners and advanced learners.

*** 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.

The GCT, led by the school-level AIG specialist, presents information about the AIG plan and the delivery of services directly to all teachers, school administrators, and support staff at school faculty meetings and administrative meetings. Pertinent information about the AIG plan, including the delivery of differentiated services and instruction, as well as legislation regarding gifted programming will be shared during these meetings. AIG professional development opportunities are readily available to all school and district personnel. Duplin County Schools MTSS teams meet monthly to discuss opportunities for differentiated services and instruction for AIG students.

All personnel have access to the AIG plan, referral, identification, and placement process, and related documents through the AIG webpage. Additionally, each school year, a teacher resource packet including the AIG Quick Guide, FAQs, and AIG documentation is provided. These materials are available in both digital and print formats and can be used as reference tools throughout the year.

Professional development sessions are offered to ensure that all stakeholders are equipped with the knowledge and skills necessary to meet the needs of AIG students. These sessions cover differentiated instruction, best practices in gifted education, and state and federal regulations regarding gifted programming. Additionally, administrators receive specific updates on how AIG services are integrated into school-wide policies and improvement plans. DEPs for gifted learners are shared with all teachers, including resource teachers, and an electronic roster of gifted learners is made available. Students identified on the watchlist are also shared with teachers to support their talent development. These efforts ensure that everyone is aware of which students are AIG-identified and can tailor instruction accordingly. Also, AIG status is indicated in the SIS and cumulative folders.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Duplin County Schools communicates effectively among teachers and schools to ensure the continuation of Kindergarten through twelfth grade AIG services at key transition points, such as the transition from Kindergarten through fifth grade, sixth through eighth, eighth grade through high school, and when students transfer in or out of the district. At the beginning of each year in Kindergarten through eighth grade schools and each semester in high schools, the GCT meets with AIG cluster teachers to ensure they are aware of AIG-identified students, policies, and updates, along with students identified on the watchlist. Teachers receive AIG documentation, including Eligibility and Placement Records and DEPs, which outline current services provided to students. All school-level AIG specialists meet at least monthly to develop and exchange curricula, receive specialized AIG training, and share best practices with schools district-wide. During GCT meetings, DEPs are reviewed and developed with teachers to ensure the needs of AIG students are addressed in the classroom. For transitions from elementary to high school, transition meetings are held with receiving high schools, where GCT members and EC and/or ML personnel as needed. These meetings focus on record exchange, student needs, and ensuring that AIG services are aligned with the student's goals and the development of students' four-year plans and career development plans. Students' AIG Status Cards are maintained in the cumulative folder and contain important documentation about AIG referral and placement history. AIG records are stored securely in each school and follow students during transitions. For students transferring within the district, their AIG folders are reviewed, updated, and delivered to the new school by the school-level AIG specialist. For students transferring out of the district, AIG records are sent to the receiving school, ensuring that the student's gifted status and services are communicated effectively. For students entering the district, school counselors review the records and share them with the school-level AIG specialist and GCT to determine course enrollment and services. For twice-exceptional students, the school-level AIG specialists collaborate with EC and ML teams during transition meetings to ensure that comprehensive support plans are developed and implemented. Quarterly GCT site meetings are held to continue discussing student needs and services, ensuring ongoing communication throughout the year.
* 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. Duplin County Schools provides a range of acceleration opportunities to ensure that our academically gifted and advanced learners are appropriately challenged. We emphasize the development of a comprehensive policy that supports a variety of acceleration pathways, aligning services with the individual needs of students. The acceleration opportunities include:	

Kindergarten Early Entry:

Duplin County Board of Education Policy 4100 allows for early entry to Kindergarten for gifted children, following the guidelines established by the State Board of Education.

Procedures for Access: Parents of students showing evidence of giftedness may request an early entrance evaluation. The school GCT led by the school principal and includes early childhood specialists, will assess academic readiness through developmental assessments, observation, and testing. The school principal will make the final decision on early entrance.

Compacted Curriculum:

Fourth through fifth grade students scoring a level 5 on the math EOG, gifted learners, and advanced learners will receive differentiated instruction to provide compacted math content. Students in grades sixth through twelfth will be placed in the next advanced math course. Parents are notified annually via parent letter.

Subject/Grade Acceleration:

Duplin County Policy 3420 allows for subject/grade acceleration. Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal evaluates formative and summative assessments given to the student to determine a possible reassignment to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options. The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four.

Additionally, advanced learners in middle grades are provided the opportunity to enroll in advanced course offerings through NCVPS. Duplin County Policy 3102 and Regulation 3102-R outline the requirements for participation. Parents are notified annually of student eligibility via letter and parent information sessions. School counselors work with students and parents/guardians to enroll students.

Credit by Demonstrated Mastery (CDM):

Duplin County Board of Education Policy 3420 allows for CDM. CDM provides the opportunity for students in Duplin County to personalize and accelerate their learning by earning course credit through a demonstration of mastery of course material without the requirement of specific seat time. This policy provides the opportunity for students in grades ninth through twelfth to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades six through eight may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the North Carolina State Board of Education (NCDEPI). Students and/or parents/guardians wishing to pursue CDM should reach out to the school-level AIG specialist or school counselor and must follow the procedural guidelines outlined by NCDEPI.

Dual Enrollment:

In order to provide a rigorous expanded curriculum that adequately prepares students for future educational and workplace endeavors, the Duplin County Board of Education Policy 3101 regarding dual enrollment supports high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law, and State Board of Education policy. Regulation 3101-R outlines student eligibility.

Cooperative Innovative High School:

The Board of Education, in partnership with James Sprunt Community College (JSCC), provides the opportunity for students to earn a high school diploma and complete an associate degree program or earn up to two years of college credit within five years at Duplin Early College High School, located on the campus of JSCC. College credits earned are tuition-free.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Duplin County Schools intentionally addresses the academic, intellectual, and social-emotional needs of K-3 students with outstanding potential through flexible groups, differentiated instruction, structured enrichment, and talent development opportunities. The GCT, working alongside classroom teachers, uses data from statewide reading assessments and district-wide screener scores to identify students showing advanced potential. Additionally, classroom teachers use formative assessments to ensure that each student receives tailored support that develops their strengths. Classroom teachers utilize flexible grouping in order to nurture the potential of advanced learners. Teachers develop differentiated instruction and enrichment opportunities, through the support of the school-level AIG specialist, to ensure each student's individual learning needs are being nurtured. Additionally, advanced learners in grades K-3 are provided structured enrichment opportunities during the school-wide intervention/enrichment period provided daily. At a minimum of 3 times per week, students will participate in talent development activities such as hands-on STEAMA activities, problem-solving challenges, SEL, and creative thinking tasks. Through activities that encourage collaboration and communication, students are provided with opportunities to explore advanced content while strengthening key social-emotional skills. School-level AIG specialists provide professional development, resources, and coaching to ensure that activities are in alignment with the advanced learners' strengths.
* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.	Duplin County Schools' AIG program is committed to fostering opportunity and excellence by broadening access to advanced learning opportunities for all students, particularly those from underrepresented populations. Through revised identification procedures to include local norms, talent development practices, and strategic stakeholder engagement, the district aims to create a continuum of services that nurtures the potential of every learner including those in grades 4-12. <u>Policy and Procedures Supporting Equity</u> To promote equity, Duplin County Schools administers multiple annual universal screeners, such as the CogAT (3rd grade), EOG/EOC, and district wide MTSS screeners, to determine if additional testing is needed. The district has adopted local norms to evaluate student performance within the context of their school and district peers rather than relying solely on national norms, which may not fully reflect the district's unique demographics. Revised identification criteria consider multiple data points, allowing culturally/ethnically diverse, economically disadvantaged, highly gifted, ML, and twice-exceptional students greater access to advanced learning opportunities. Practices supporting collaboration between AIG staff, GCT, and specialized teachers (EC, ML, and Title I) ensure consistent, equitable practices across the district. <u>Broadening Access Through Talent Development</u> The district provides a variety of opportunities to develop student strengths and talents of not only identified AIG student, but also including students who have been identified on the watchlist or demonstrate high achievement:

▪ Flexible Grouping: Group students with advanced abilities in small, flexible groups for differentiated instruction and enrichment opportunities based on individual strengths by subject area within the regular classroom. ▪ Cluster Grouping: Place AIG students, watch list students, and other advanced learners in clusters within the regular classroom with AIG-trained teachers ▪ Structured Enrichment: At a minimum of three times a week, advanced learners will participate in talent development activities such as hands-on STEAMA activities, problem-solving challenges, SEL, and creative thinking tasks during the daily intervention/enrichment period. Flexible grouping will be used to target students' individual learning needs. All schools have a designated intervention/enrichment time built into the daily master schedule. ▪ Advanced & Accelerated Curriculum: Based on identification and achievement data, gifted learners and advanced learners in grades 3rd - 5th will be provided advanced math opportunities within their classroom settings. Gifted learners and advanced learners in grades 6-8 will be provided math opportunities through advanced math class offerings. Additionally, gifted learners and advanced learners in grades 7-8 are eligible to enroll in NCVPS courses for advanced learning opportunities. ▪ Extended Learning Opportunities: Schools offer additional opportunities, including but not limited to, BETA Club, educational competitions, school clubs, school government, and additional enrichment opportunities. ▪ Advanced Coursework: Based on identification and achievement data, gifted learners and advanced learners in grades 9-12 are eligible to enroll in Honors courses, AP courses, NCVPS courses, CCP dual-enrollment college courses. ▪ Career Academies: Provide specialized academies (e.g., Health Science, Agribusiness, Teacher, Industrial trades, etc.) that integrate coursework, field trips, and seminars, as well as provide opportunities for internships, job shadowing, and volunteerism. Talent development within the classroom setting is enhanced by support from the GCT, which provides resources and professional development to classroom teachers. This ensures that students demonstrating potential for giftedness receive appropriate enrichment. <u>Program Monitoring:</u> The district systematically analyzes student data to identify potential talent and address opportunity gaps. Talent development data is analyzed to refine service delivery and ensure alignment with demonstrated student needs. Data presentations are shared with the AIG Advisory Committee, administrators, teachers, and parents to challenge biases, shift mindsets, and build collective support for equity and excellence goals. School personnel receive training on recognizing potential in underrepresented populations and implementing differentiation strategies. Families are provided with resources and parent information sessions to understand advanced learning opportunities and how to advocate for their child's needs. Feedback from students, school personnel, and parents/guardians, is gathered to inform programming and address unmet needs. These efforts ensure that all stakeholders embrace a growth-oriented mindset, fostering high expectations and equitable opportunities for all learners.	* 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 Duplin County Schools' AIG Program supports and encourages extracurricular programming to enhance and develop the talents and interests of gifted learners. Information about these opportunities is shared with students and families through newsletters, school webpages, and AIG parent presentations to ensure visibility and access. STEAMA Career & College Readiness Days and Agricultural Awareness Days are incorporated yearly into the Duplin County Schools Calendar to enhance and further develop the talents and interests of all students including gifted learners and advanced learners through extra-curricular programming. Also, all
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students, which includes gifted learners, have the opportunity to take college field trips.

Grade-Specific Opportunities:

Grades K-3: Programs include makerspaces, community service projects, academic competitions, field trips, and school competitions. These opportunities foster curiosity and creativity while introducing students to a variety of academic and intellectual interests. Duplin Grows, in partnership with the Duplin County Cooperative Extension and JSCC, provides agricultural education to second-grade students. Duplin Grows is an agricultural exhibit designed to help students learn about farm animals, gardening, healthy eating, and a variety of other agricultural topics. Crayons on Campus provides students with an opportunity to explore JSCC to view program opportunities.

Grades 4-8: Students can participate in programs such as academic competitions, BETA Club, STEAMA fair, makerspaces. These opportunities are designed to challenge students intellectually while building teamwork and leadership skills. Specifically for 4th grade students, Producers, Pigs, and Pork is a curricular unit designed by Smithfield Foods for fourth grade students across the county to learn about food production, agriculture, and STEM related fields. Teachers deliver the lessons in the classroom setting and the unit culminates with a "Pig Party". 4th grade students are also provided with an opportunity to explore the local Cowan Museum and learn more about Duplin County's role in North Carolina's history.

Grades 9-12: High school students have access to advanced programs such as Governor's School, Summer Ventures, BETA, academic and honors clubs, Career and Technical Education (CTE) clubs, and job shadowing. High school students also have the opportunity to participate in the STEAMA fair, STEAMA Symposium, and College and Career Fair. These programs align with students' career aspirations and academic interests.

Feedback and Continuous Improvement:

The district collects feedback from students and families to evaluate programming and ensure it meets their needs. This feedback informs decisions about new partnerships, program expansion, and the development of additional opportunities.

By providing diverse extracurricular opportunities and fostering partnerships, Duplin County Schools ensures that AIG students across all grade spans can explore and develop their talents and interests while building essential academic and social-emotional skills.

*** Ideas for Strengthening the Standard**

The district will continue to increase targeted professional development for general education teachers focused on curriculum compacting and tiered assignments to enhance classroom differentiation, as well as expand the repository of AIG-aligned lesson plans and instructional materials. Through the support of the AIG Advisory Committee the district will explore offering parent workshops to provide support for SEL and academic challenges AIG students face.

Planned Sources of Evidence

* Master Schedules for Schools	
* Differentiated Education Plans	
* MTSS Meeting Minutes/Agendas	

* Credit By Demonstrated Mastery Records	
* Honors, Advanced Placement, Career, College Promise (CCP) Course Enrollment Records	
* Gifted Collaboration Team Meeting Minutes/Agendas	
* AIG and Class rosters for cluster grouping	
* Makerspace Schedule	
* Enrichment and Acceleration Curriculum Resources	
* Extracurricular Activity Rosters	
* Career Academy Rosters	
* SEL Instructional Resources	
* List of AIG Certified Teachers	
* Peer Counseling Records	
* Telehealth records	
* Duplin County Board of Education Policy 4100	
* North Carolina Standard Course of Study	
* Duplin County Schools Strategic Plan	
* Professional Development Offerings	

* Duplin County Schools Teacher Instructional Resources	
* District AIG PLC Meeting Minutes/Agendas	
* Duplin County Schools Board of Education Policy 3420	
* Duplin County Schools Educational Equity Plan	
* Summative & Formative Assessment Data	
* Advanced Course Offerings Webpage	
* Universal Screener Data	
* Duplin County Schools Board of Education Policy 3101	
* Duplin County Schools Board of Education Policy 3120	
* Duplin County Schools Board of Education Policy 3100	
* AIG Status Card	
* Duplin County Schools AIG Website	
* Faculty Meeting Minutes/Agendas	
* AIG Quick Guide	
* AIG Documentation Website for AIG Specialists	
* AIG Frequently Asked Questions Document	

* AIG Student Watchlist	
* Verification Exchange Record	
* Transition Meeting Agendas	
* AIG Parent/Guardian Presentation	
* Duplin County Schools Board of Education Policy 3102	
* Advanced Math Course Parent Letter	
* School Club Offerings	
* Local Norm Data	
* DCS School Calendar with STEAMA Career & College Readiness Days and Agricultural Awareness Days	
* Schedule of Academic Competition Offerings	
* List of Extracurricular Opportunities	
* Stakeholder Feedback Surveys and Data	

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

Standard 3: Differentiated Curriculum and Instruction	
Duplin County Schools (310) 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. Duplin County Schools utilizes the NCSCOS as the foundation for instruction and adapts it to meet the diverse academic, intellectual, and social-emotional needs of AIG students. Differentiation is intentionally designed to enrich, extend, and accelerate learning, ensuring that gifted and advanced learners are appropriately challenged and supported in their academic growth. Duplin County Schools has structured enrichment opportunities for advanced learners during the intervention/enrichment block provided daily in all schools, K-12. Flexible grouping is used during this time based on each student's similar needs, abilities, and interests. This time provides necessary enrichment opportunities for AIG students, advanced learners, and K-3 talent development. Additionally, teachers utilize flexible grouping to provide differentiated instruction in all subject areas to challenge advanced learners based on individual academic and social and emotional needs. In collaboration with the Curriculum Innovation department, district developed curriculum guides in all subject areas will include standards aligned activities that can be used to accelerate or enrich advanced learners in the content. All district-wide adopted curriculum resources are evaluated to ensure that enrichment resources and strategies are included to support teacher instruction. The district employs a variety of assessment tools—pre- and post-assessments, formative assessments, screeners, and interest inventories—to inform instructional practices and guide differentiation. Teachers use these data to ensure that students are working on appropriately challenging material and demonstrating mastery through multiple formats, such as projects, presentations, and problem-solving activities. Teachers collaborate with the GCT team through PLC meetings and MTSS meetings to develop targeted strategies for students that are not meeting potential or need additional enrichment. The district supports teachers through coaching, common planning time, and access to resources. AIG staff provide professional development opportunities focused on differentiation strategies, flexible grouping models, and enrichment curriculum. Teachers are encouraged to share best practices and collaborate on creating advanced learning experiences. Families are informed about enrichment and acceleration opportunities through newsletters, parent presentations, and the district's website. Partnerships with local organizations, colleges, and businesses provide additional enrichment and mentorship opportunities, enhancing students' real-world learning experiences. By integrating enrichment, extension, and acceleration strategies across all content areas and grade levels, Duplin County Schools ensures that AIG students receive rigorous, relevant, and engaging instruction based on NCSCOS tailored to their unique needs.
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	

Duplin County Schools uses a MTSS to continuously improve services for students with diverse academic, intellectual, and social-emotional needs including advanced learners. This MTSS model uses ongoing data collection and analysis of students' identified abilities, readiness, and interests to inform individualized plans for differentiated instruction, ensuring responsive and effective support.

All students with a DEP complete an interest inventory, administered by the school-level AIG specialist. These data points are combined with other information, such as classroom performance, pre- and post-assessments, screener data, and teacher observations, to design differentiated instruction and enrichment that meet students' strengths and needs. The GCT team reviews the data and strategies to ensure student learning and support teachers.

Instructional Strategies:

Teachers implement evidence-based strategies that provide rigor, depth, complexity, and sophistication, including, but not limited to:

- Tiered Lessons/Assignments: Assignments are differentiated based on students' readiness levels, allowing advanced learners to engage in more complex, abstract tasks while others build foundational skills.
- Problem-Based Learning: Real-world scenarios are presented to students, requiring critical thinking, research, and problem-solving to develop innovative solutions.
- Interest-Based Units: Teachers design thematic units based on students' passions, encouraging deep exploration of topics such as environmental sustainability, robotics, or creative writing.
- Independent Study Projects: Students pursue self-directed investigations aligned with their interests, culminating in presentations to peers, teachers, and/or community members.
- Flexible Grouping: Students are dynamically grouped by ability, interest, or learning profile during acceleration/intervention blocks to maximize engagement and challenge.

Support Structures for Teachers:

To ensure effective implementation, Duplin County Schools provides collaboration opportunities through grade-level teams, subject-area teams, and PLCs. These structures enable teachers to:

- Share best practices for differentiation.
- Plan interdisciplinary units that integrate student interests.
- Develop strategies to address readiness and learning needs in multiple content areas.

Enrichment Opportunities:

Students are offered enrichment activities such as academic competitions, book clubs, STEAMA challenges, and community-based projects. These opportunities are integrated into daily instruction and extend beyond the classroom; encouraging students to apply their knowledge in innovative and meaningful ways based on interests, strengths, and needs.

By combining personalized data, evidence-based strategies, and collaborative teacher support, Duplin County Schools ensures that AIG students receive instruction that is both rigorous and tailored to their unique needs and interests.

* Practice C

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

Duplin County Schools implements evidence-based curricular and instructional resources to address the diverse academic, intellectual, and social-emotional needs of AIG students. These resources are designed to support holistic growth and are integrated into daily instruction through collaboration among teachers, AIG specialists, and support staff.

Academic and Intellectual Resources:

To meet the academic and intellectual needs of AIG students, Duplin County Schools utilizes a variety of evidence-based programs, including:

- **Into Math (K-5):** This resource emphasizes conceptual understanding, guiding students through reason-based problem-solving before connecting to procedures.
- **Illustrative Math (6-8):** A problem-based core curriculum that allows students to engage in mathematical reasoning and construct arguments using real-world contexts.
- **enVision Math (6-8):** enVision Math can effectively address the needs of gifted and advanced learners by providing challenging problems, opportunities for exploration, and resources for differentiation. Its focus on problem-based learning, visual learning, and conceptual understanding help gifted and advanced learners develop a deep and meaningful understanding of mathematics.
- **Discovery Techbook (5-8):** A multimedia platform offering hands-on labs, STEM project starters, and interdisciplinary units aligned with NCSOS.
- **StudySync (6-8):** A rich and engaging learning curriculum that can effectively address the needs of gifted and advanced learners by offering challenging content, opportunities for in-depth study, and tools for differentiation. Its focus on digital literacy and collaborative learning also develop students' durable skills to prepare for career and college.
- **Open Court (K-5):** A comprehensive reading program focusing on decoding, comprehension, and inquiry. It can be adapted to meet the needs of gifted and advanced learners by providing opportunities for acceleration, enrichment, and higher-level thinking. By supplementing the core program with challenging texts, independent projects, and in-depth discussions, teachers can ensure that gifted and advanced learners are appropriately challenged and engaged.
- **Social Studies Weekly (K-5):** A customized, standards-based curriculum that fosters critical thinking and engagement through print and digital formats.

Teachers adapt these resources to meet the needs of AIG students by using flexible grouping, tiered assignments, and enrichment activities during regular instruction and structured enrichment. Additional resources incorporated into the district curriculum guides are available to further challenge gifted and advanced learners.

Social and Emotional Resources

To address the social and emotional needs of AIG students, Duplin County Schools provides:

- **Harmony SEL Program:** Cultivates strong classroom relationships and fosters self-awareness and interpersonal skills.
- **Panorama:** Panorama surveys often highlight student strengths, such as self-management, resilience, and goal-setting, which are common traits in advanced and gifted learners. This information can help educators design programs that align with these strengths. Gifted learners often have unique SEL needs, including perfectionism, heightened sensitivities, and asynchronous development. Panorama's SEL insights can give support to address these needs.
- **Small Groups and 1-on-1 Check-Ins:** School counselors and/or school-level AIG specialists lead small-group sessions and conduct regular 1-on-1 check-ins to address specific challenges faced by gifted learners.

▪ Peer-to-Peer Supports 6-12: Peer counseling programs train students to act as supportive listeners and problem-solvers for their peers, creating a network of support that addresses issues like bullying, stress, and academic pressure. This is particularly beneficial for AIG students who may encounter unique social-emotional needs related to their advanced abilities. The GCT, working within the district's MTSS framework, ensures that these resources are effectively implemented to support students' holistic development. School personnel receive professional development opportunities to explore new resources and share best practices. Resources such as pacing guides and curriculum maps are made available through digital repositories for easy access. Through the integration of evidence-based resources, professional collaboration, and a focus on holistic growth, Duplin County Schools ensures that AIG students receive the support they need to excel academically, intellectually, and socially.	* 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. Duplin County Schools fosters the development of durable skills and mindsets in AIG students by providing a range of real-world learning opportunities. These skills are incorporated into the curriculum through STEAMA. These efforts ensure students are prepared for post-secondary success by developing adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility. <u>Opportunities to Develop Durable Skills</u> 1. Adaptability: Students participate in activities, such as makerspaces and project-based STEAMA learning activities in all schools, which require them to adapt to new challenges and innovate solutions. 2. Collaboration: Collaboration is fostered through a blend of in-person activities, extracurricular opportunities, and digital learning. In the classroom, hands-on STEAMA projects promote teamwork and problem-solving. Extracurricular activities like academic competitions, STEAMA fairs, STEAMA symposiums, BETA Club, student government, and career academies extend these opportunities for skill-building and exploration. Blended learning, supported by tools like Google for Education and station rotation, enhances collaboration through flexible group projects, online discussions, and small group work beyond the classroom. 3. Communication: Communication skills are developed and refined through a variety of experiences that include, but are not limited to, robust ELA instruction, Common Instructional Framework (CIF) instructional strategies, STEAMA Fairs, STEAMA Symposiums, virtual/in-person field trips, school presentations, and club participation. 4. Critical and Creative Thinking: Programs such as CTE courses and Career Academies provide unique opportunities to nurture critical and creative thinking among gifted learners. Additionally, the district employs best practices for creativity, including encouraging divergent thinking, integrating interdisciplinary projects, promoting a growth mindset, offering choice and autonomy, and embedding reflective practices. 5. Empathy: Empathy plays a crucial role in developing well-rounded gifted learners, enabling them to connect with others, understand diverse perspectives, and contribute meaningfully to society. School clubs, like BETA Club, and activities such as STEAMA Spirit Day provide opportunities for gifted learners to engage in community service projects that cultivate emotional intelligence and empathy while addressing societal challenges. 6. Learner's Mindset: A learner's mindset is foundational for gifted learners to embrace challenges, pursue their interests, and achieve long-term success. School level programs play a vital role in fostering this mindset by providing opportunities for gifted learners to set meaningful goals, explore their passions, and build resilience to face obstacles.
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7. Personal Responsibility: Personal responsibility is a critical skill for gifted learners, empowering them to take ownership of their learning, behavior, and future aspirations. Opportunities such as career academies, internships, job shadowing, and leadership roles in school organizations provide authentic experiences that help gifted learners develop accountability, self-management, and a sense of purpose in their academic and personal lives. Professional Support and Resources To ensure these durable skills are embedded in instruction, Duplin County Schools provides: ▪ Integrated Curriculum Guides: Teachers collaborate to design activities and resources that align with NCDPI's Portrait of a Graduate framework, embedding skills like adaptability and critical thinking. ▪ Professional Development: Teachers receive training on how to implement real-world learning opportunities, integrate durable skills into lessons, and assess their impact. ▪ Resource Accessibility: Tools such as curriculum guides, advanced learning labs, Portrait of a Graduate's performance tasks and digital collaboration platforms are made readily available for teachers and students. Through its focus on STEAMA, real-world learning, and durable skills development, Duplin County Schools ensures that AIG students are well-prepared for the challenges and opportunities of post-secondary life.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Duplin County Schools employs a balanced assessment approach to monitor students' progress, inform instructional decisions, and differentiate instruction for gifted and advanced learners. Assessments include pre-assessments, formative assessments, and summative assessments, all of which are integral to meeting the diverse academic needs of students. Variety of Assessments The district uses the following assessments to measure a range of needs and abilities: ▪ Pre-Assessments: Tools such as pre-tests, KWL charts, and observations help gauge prior knowledge, identify strengths, and form flexible instructional groups. ▪ Formative Assessments: Methods like exit cards, journal entries, quizzes, NC Check-Ins, and district screeners provide real-time feedback on student progress and signal opportunities for instructional adjustments. ▪ Summative Assessments: These include unit tests, performance tasks, district-wide common assessments, EOG and EOC tests, which evaluate mastery of skills and concepts. Using Data to Differentiate Instruction Assessment data is utilized to drive differentiation in the following ways: ▪ Acceleration: Students demonstrating mastery on pre-assessments may access accelerated learning opportunities, such as tiered assignments, advanced math, or compacted curricula. ▪ Enrichment: Formative assessment results inform enrichment activities, such as project-based learning and STEAMA-focused extensions that challenge students to apply their knowledge in real-world contexts.
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▪ Extension: Summative data identifies opportunities for extended learning, such as research projects or cross-curricular tasks that deepen understanding. During regular planning conversations and PLCs among teachers and GCT, assessment data is analyzed to: ▪ Develop DEPs that align with students' strengths and areas for growth. ▪ Implement flexible grouping strategies based on readiness and interest. ▪ Identify effective differentiation techniques, including tiered instruction, small group instruction and scaffolding. MTSS protocols are used to guide structured and unbiased data conversations analyzing growth trends to determine the effectiveness of differentiation strategies. By using a comprehensive assessment system and fostering a culture of collaboration, Duplin County Schools ensures that curriculum and instruction are tailored to meet the academic and intellectual needs of gifted learners, preparing them for future success.	
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Duplin County Schools has established a framework for collaboration to implement differentiated curriculum and instruction for gifted and advanced learners. Central to this effort is the GCT. This team works in partnership with classroom teachers to provide academic and social-emotional support tailored to the needs of gifted learners. The GCT supports differentiation through collaborative planning with teachers in which they develop curriculum guides, lessons and units, guided questions, compacting curriculum, performance tasks that promote critical and creative thinking, and other enrichment projects. The GCT, EC teachers, and ML teachers provide support in curating resources and strategies specifically for gifted multilingual learners and twice-exceptional students. By fostering collaboration, leveraging resources, and providing ongoing support, Duplin County Schools ensures that gifted and advanced learners receive instruction that challenges and engages them, preparing them for future academic and personal success.	
* Ideas for Strengthening the Standard The district will explore the use of student interest inventories and learning profiles to design independent study or choice-based learning paths, and will continue to include AIG extensions in unit pacing guides across content areas to ensure instruction remains rigorous, relevant, and responsive to the strengths and needs of gifted learners.	
Planned Sources of Evidence	
* Master Schedules for Schools	
* District created Curriculum Guides	

*	Duplin County Schools Teacher Instructional Resources website
*	School PLC Meeting Minutes/Agendas
*	MTSS Meeting Minutes/Agendas
*	List of Assessment Tools
*	Professional Development Agendas
*	AIG Parent/Guardian Presentation
*	Parent/Guardian Contact Logs
*	North Carolina Standard Course of Study
*	Gifted Collaboration Team co-teaching/co-planning documents
*	Differentiated Education Plans
*	Lesson Plans from all teachers serving AIG students
*	Gifted Education Curriculum Resources
*	Educational Equity Plan
*	Interest Inventories
*	Gifted Collaboration Team Meeting Minutes/Agendas
*	Subject area Curriculum Resources

* SEL Instructional Resources		
* Peer Counseling Records		
* AIG Progress Reports		
* Makerspace Logs		
* List of Extra Curricular Activities		
* List of Academic Competitions		
* List of Internship Opportunities		
* Career Academy Rosters		
* Formative & Summative Assessment Data		
Type	Documents	Document/Link
AIG Standard 3 Additional Resources	Document Template N/A	 Standard 3 Documentation

Standard 4: Personnel and Professional Development	
Duplin County Schools (310) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	<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. Duplin County Schools employs an AIG-licensed Director for AIG, who serves as the District AIG coordinator, to lead the implementation of the local AIG plan. This position requires K-12 AIG licensure. Responsibilities include: ▪ Oversee district-level screening, referral, and identification processes. ▪ Facilitate annual state AIG reporting requirements and monitoring program effectiveness. ▪ Provide professional development for school-level AIG specialists on gifted education, including equitable identification practices and differentiated instruction strategies. ▪ Develop and evaluate the Local AIG Plan, incorporating feedback from surveys available in multiple languages to stakeholders. ▪ Collaborate with school-level AIG specialists to ensure equitable program implementation across the district. ▪ Analyze district and school-level data (screeners, check-ins, grades, progress reports, etc.) to guide continuous improvement. ▪ Coordinate and facilitate the AIG Advisory Committee to ensure the voice of all stakeholders are represented and heard. ▪ Network and collaborate with regional and state AIG coordinators to stay abreast of trends, research, and promising practices. To ensure consistent implementation, the District AIG coordinator conducts quarterly audits and provides a clear timeline and flowchart for screening, referral, and identification. School-level AIG specialists support these efforts by maintaining documentation, participating in professional learning, and collaborating with district and school level leadership. School level GCT teams and district leadership meet monthly to align efforts, share best practices, and address challenges. Additionally, a comprehensive AIG hub and digital resources support the consistent implementation of procedures and fosters capacity-building among staff. This collaborative and data-driven approach ensures that the district meets the diverse needs of its gifted learners while maintaining equity and excellence across all schools.
* 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.	

Duplin County Schools employs a comprehensive support structure to address the academic, intellectual, and social-emotional needs of AIG students while implementing the Local AIG Plan. Each school has a dedicated GCT composed of the following: certified AIG school-level specialists, school counselors, administrators, and grade-level teachers. These teams are responsible for planning and delivering school-wide gifted services tailored to the developmental and educational needs of students. Currently, STEAMA Curriculum Facilitators serve as the school-level AIG specialists for grades K-8, the Digital Learning and Media Coordinators serve as the school-level AIG specialists for grades 9-12, and at our early college, the school counselor serves as the school-level AIG specialist.

Structure of AIG Support Personnel

Elementary (K-8):

- The GCT meets quarterly to plan and review services for students showing potential for giftedness. The GCT oversees and completes the identification, referral, and placement of AIG students. The GCT also uses the MTSS procedures to identify the academic and social and emotional needs of gifted learners.
- School-level AIG specialists participate in grade-level planning and data meetings to help identify students' strengths and provide teachers with resources for differentiated instruction.
- School counselors collaborate to address the social-emotional needs of students and provide support for developing early academic confidence and interpersonal skills.
- School-level AIG specialists use universal screening data to guide the identification of gifted potential and inform interventions for underrepresented populations, including ML and twice-exceptional students.
- AIG-trained teachers provide structured enrichment during the intervention/enrichment block at a minimum of three times a week.
- All classroom teachers serving the AIG clusters receive AIG professional development to support differentiated instruction.

High School (9-12):

- The GCT focuses on preparing students for post-secondary success by providing academic advising, college and career readiness programming, and leadership development opportunities.
- School counselors support students in selecting rigorous coursework, such as AP, Dual Enrollment, and career-focused CTE pathways.
- School-level AIG specialists provide routine small group and 1-on-1 check-in sessions with gifted and advanced learners to ensure students are aware and participating in enrichment opportunities.
- Social-emotional support includes small-group counseling sessions for stress management, peer mentoring, and individual goal-setting consultations conducted by school-level AIG specialists and/or school counselors.

Roles & Responsibilities:

Classroom Teachers:

- Provide differentiated instruction to students in all subject areas.
- Provide enrichment and/or acceleration during structured enrichment.

- Work with school-level AIG specialists and GCT to enhance differentiation strategies and enrichment opportunities

School-level AIG Specialists:

- Provide direct and indirect services to teachers and students, including co-teaching, consulting, and professional development on differentiation strategies.
- Collect and analyze academic data to recommend differentiation strategies and enrichment for AIG students.
- Collaborate with families to promote student engagement through accelerated learning activities.
- Provide mentorship and advocacy for gifted and advanced learners, fostering strong relationships to support their academic and social-emotional growth.

School Counselors:

- Address the emotional well-being of gifted learners by offering tailored SEL programs and one-on-one guidance.
- Serve as liaisons between students, families, and teachers to ensure AIG students' needs are met holistically.
- Provide comprehensive academic scheduling support to students, ensuring alignment with their academic goals, individual learning needs, and post-secondary aspirations

Through this structured and collaborative approach, Duplin County Schools ensures that AIG specialists, along with the support of the GCT, effectively address the academic, intellectual, and social-emotional needs of gifted learners, aligning with the district's commitment to fostering equity and excellence.

*** 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.

Duplin County Schools is committed to providing specific and targeted professional development for all personnel involved in AIG programs and services to ensure the academic, intellectual, and social-emotional needs of gifted students are met effectively. Professional learning opportunities are structured to align with the district's Local AIG Plan and are designed to equip school personnel with the skills and knowledge necessary to support AIG students comprehensively. Yearly survey data provides insight to help focus professional development offerings.

Professional Development Requirements by Stakeholder Group

1. Classroom Teachers

1. AIG Essentials Professional Development in which the following information is shared:

- Identification, referral, and placement procedures
- Twice-exceptional students
- Underrepresented populations

- Misconceptions
 - Differentiation strategies
 - Social Emotional concerns for gifted learners
2. Inspire & Enrich: Leading Advanced Learners Professional Development is designed for teachers providing instruction for the AIG cluster during the structured enrichment to provide enrichment ideas connected with NCSCOS.
 3. The Gifted Education Leadership Series provides in-depth professional development on instructional practices for advanced learners. Participants have the opportunity to become locally endorsed upon completion and may pursue the AIG add-on license by passing the Praxis exam.
 4. Participation in professional development sessions focused on differentiation techniques, culturally responsive teaching, and strategies for supporting gifted multilingual learners and twice-exceptional students.
 5. Regular collaboration with AIG specialists to implement differentiated curriculum and co-teaching strategies.
 6. Access to online modules and workshops on topics such as brain-friendly strategies and student data analysis to inform instruction.

2. **School Level AIG Specialists**

1. Annual training on differentiation, enrichment opportunities, and acceleration methods for gifted learners.
2. Regular use of NCDPI Advanced Learning and Gifted Education resources to enhance their coaching and support roles.
3. Monthly collaboration with classroom teachers to provide modeling and coaching for differentiated instruction.
4. Training on identifying and supporting gifted students in an MTSS framework, focusing on evidence-based interventions for academic and social-emotional needs.
5. Participation in state and regional AIG professional development opportunities

3. **Student Services Personnel (e.g., School Counselors)**

1. Targeted professional development integrated into regular counselor meetings to address the unique social and emotional needs of AIG students.
2. Workshops on supporting twice-exceptional and multilingual learners, with an emphasis on advocacy and communication with families.
3. Collaboration with AIG specialists to understand the district's AIG program goals and provide holistic support to students.

4. **School Administrators**

1. Training on the vision, mission, and goals of the Local AIG Plan to ensure alignment in program implementation.
2. Professional development sessions focusing on instructional leadership for gifted programming, including differentiation, acceleration, and enrichment.
3. Collaboration with school-level AIG specialists to develop school-level professional learning communities that support AIG practices.

Duplin County Schools ensures that all personnel involved in AIG programming are equipped with the professional development needed to foster the growth and success of gifted learners.

*** 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.

Duplin County Schools is committed to ensuring that AIG students receive services from teachers who have earned an AIG add-on license or met the district's Local Education Agency (LEA) requirements. The district has implemented a systematic approach to ensure appropriate placement of AIG students and to monitor the effectiveness of service delivery.

Procedures to Ensure Appropriate Personnel

1. AIG Student Placement

1. AIG students are clustered in general education classrooms to enhance peer collaboration and optimize differentiated instruction.
2. Whenever possible, AIG clusters are assigned to teachers who hold an AIG add-on license or have met the district's local endorsement requirements. The district actively supports and encourages teachers to pursue AIG licensure or local endorsement through professional development opportunities and ongoing support initiatives.
3. The school-based AIG specialists work closely with administrators to ensure proper placement by sharing up-to-date AIG student data, including identification and performance records.

2. Endorsement Requirements

1. Teachers who do not hold an AIG add-on license but are responsible for AIG clusters are required to complete the district's Inspire & Enrich: Leading Advanced Learners Professional Development.
2. They are further encouraged to complete the district's local endorsement course and/or AIG add-on licensure.
3. Regular professional development sessions are provided to ensure all educators meet the district's competency expectations for AIG service delivery.

3. Monitoring and Data Sharing

1. The district employs a systematic monitoring process to ensure AIG clusters are effectively assigned to teachers meeting licensure or endorsement requirements. This process includes:
 - Monthly grade-level and MTSS team meetings where school-based AIG specialists, school counselors, and administrators review placement and performance data.
 - Utilization of multiple data points such as district common assessments, NC Check-in data, classroom grades, and universal screeners to assess student progress and placement effectiveness.

2. The school-based AIG specialists share placement data and updates with principals, district leadership, and, when appropriate, the local board of education. By aligning AIG student placement with qualified personnel and providing robust monitoring and professional development, Duplin County Schools ensures the highest level of service for gifted learners.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Duplin County Schools is dedicated to the recruitment and retention of highly qualified AIG-licensed professionals, including those from diverse backgrounds. The district recognizes the importance of building capacity among existing staff and attracting new talent to meet the needs of gifted learners. To support these efforts, a multi-faceted approach has been developed to recruit, prepare, and retain AIG-licensed educators. <u>Recruitment Strategies</u> 1. Gifted Education Leadership Series 1. In collaboration with other local school districts, Duplin County Schools has established a Gifted Education Leadership Series to support teachers in earning local endorsement and preparation for AIG add-on licensure. 2. This program offers professional development and coursework through a blended format to prepare certified personnel from diverse backgrounds in delivering dynamic and challenging enrichment opportunities. 2. Financial and Professional Incentives 1. The district will explore a possible Licensure Incentive Program in which teachers may request reimbursement for the Gifted Education Praxis fee upon successful completion, with the agreement to remain employed in Duplin County Schools for at least two years post-certification. 2. Funding opportunities are explored through federal and local resources, particularly for teachers in Title 1 schools or areas with fewer AIG-licensed educators. Regional collaborations with neighboring districts, RESAs, and IHEs ensure access to professional development tailored to gifted education. <u>Retention Strategies</u> 1. Commitment Agreements 1. To promote retention, teachers receiving financial support or fee reimbursement for AIG licensure are required to sign a two-year commitment agreement to serve in Duplin County Schools post-certification. 2. Recognition and Professional Growth 1. Certified staff who earn AIG licensure or complete the local Gifted Education Leadership Series are recognized at district-level events, such as board meetings, to celebrate their achievements.
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2. AIG-licensed teachers are provided ongoing leadership opportunities, such as serving as mentors, presenting at professional development sessions, or leading differentiated instruction initiatives within their schools.. By implementing these recruitment and retention strategies, Duplin County Schools continues to strengthen its workforce to ensure all gifted students have access to high-quality instruction and services delivered by AIG-licensed professionals or those who meet LEA certification requirements.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Duplin County Schools is committed to providing focused professional learning opportunities to achieve equity and excellence in gifted education by addressing the critical mindsets, policies, and practices necessary for supporting all learners. Professional development plans are aligned with school and district-wide improvement goals and include the following actions: 1. Identifying Professional Development Needs 1. The district uses data collected through surveys, school improvement plans, and discussions with school-based leadership teams to identify professional development needs related to equity and excellence in gifted education. 2. Needs assessments are conducted to explore misperceptions about giftedness and barriers to equitable identification and service delivery for underrepresented student groups, including multilingual learners and twice-exceptional (2e) students. 2. Providing Focused Professional Learning Opportunities 1. Professional development offerings are based on resources such as the North Carolina Department of Public Instruction (NCDPI) AIG Booster Shots, Call to Action Guidebook, Strategic Actions for Multilingual Learners, and Critical Actions for Twice-Exceptional Students. These materials are made accessible through the Duplin County Schools (DCS) Teacher Instructional Resources website. 2. The district encourages educators to complete the NCDPI Professional Development Differentiation in the Classroom course, which provides strategies for addressing diverse student needs effectively. 3. Annual county-wide professional learning opportunities are provided on topics such as: • The Social and Emotional Development of gifted learners. • Strategies for Accelerating Student Learning. • Using Choice Boards and other tools for differentiated instruction. 3. Integrating Equity into Professional Learning 1. The district integrates professional development with its broader equity initiatives through the DCS Educational Equity webpage, ensuring alignment with district efforts to address systemic inequities. 2. Partnerships with district leadership and school-based equity teams support the design and implementation of ongoing, comprehensive professional learning tailored to district needs.
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* 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.	Over the next three years, Duplin County Schools will provide professional development for regular classroom teachers, focusing on advanced differentiation, critical and creative thinking, and the social-emotional needs of gifted learners. These opportunities will align with district AIG goals, including equitable identification, fostering advanced learning opportunities, and supporting the whole child. As part of district initiatives, including Powerful Teaching and Learning, the Common Instructional Framework, and the STEAMA proclamation, strategies for differentiation and enrichment will be integrated into professional development plans. The Curriculum Innovation Team will promote professional development aligned with best practices in gifted education, including attending statewide and national conferences. Resources, such as exemplar lessons and grade-appropriate differentiation strategies, will be shared through the district-wide Teacher Instructional Resources site and embedded into curriculum guides. The District AIG coordinator collaborates with district leadership to align AIG professional development with district strategic goals and initiatives. Monthly district AIG team meetings provide platforms for sharing ideas, increasing pedagogical capacity, and addressing challenges within AIG programming. AIG specific offerings will be provided during district-wide professional development days along with online micro-credential opportunities. School-based AIG specialists attend departmental and grade-level meetings to facilitate data discussions, collaborative planning, and instructional decisions to enhance the classroom experience for AIG students. Feedback from AIG stakeholder groups is gathered through surveys and professional learning evaluations to refine professional development offerings and ensure alignment with program goals. By embedding the AIG perspective in broader district initiatives and professional development structures, Duplin County Schools ensures that gifted education practices are consistently supported, applied, and refined across all schools.								
* Ideas for Strengthening the Standard	The district will explore establishing an AIG Microcredential Series aligned with NCDPI gifted standards to build in-house expertise, offer incentives for obtaining the AIG add-on license—such as Praxis reimbursement, CEUs, or stipends—and include AIG expectations and supports in beginning teacher orientation.								
Planned Sources of Evidence	<table> <tr> <td data-bbox="1117 67 1208 2037">* Annual state AIG reporting</td><td data-bbox="1208 67 1297 2037"></td></tr> <tr> <td data-bbox="1208 67 1299 2037">* Professional Development Offerings & Rosters</td><td data-bbox="1299 67 1388 2037"></td></tr> <tr> <td data-bbox="1299 67 1388 2037">* Local AIG Plan</td><td data-bbox="1388 67 1476 2037"></td></tr> <tr> <td data-bbox="1388 67 1476 2037">* AIG Program Data</td><td data-bbox="1476 67 1531 2037"></td></tr> </table>	* Annual state AIG reporting		* Professional Development Offerings & Rosters		* Local AIG Plan		* AIG Program Data	
* Annual state AIG reporting									
* Professional Development Offerings & Rosters									
* Local AIG Plan									
* AIG Program Data									

*	Stakeholder Feedback Survey and Data	
*	AIG Advisory Committee Meeting Minutes/Agendas	
*	District AIG PLC Meeting Minutes/Agendas	
*	State & Regional Meeting Minutes/Agendas	
*	School Program Audit Checklist	
*	AIG Specialist website	
*	School Gifted Collaboration Team Meeting Minutes/Agendas	
*	District MTSS Team Meeting Minutes/Agenda	
*	Assessment Data	
*	AIG Documentation Procedures	
*	Master Schedule for Schools	
*	List of teachers serving AIG students	
*	PLC Meeting Minutes/Agendas	
*	AIG Curriculum Resources	
*	AIG Gifted Education Leadership Series Completion Data	
*	NCDPI Advanced Learning and Gifted Education resources	

* Principal Meeting Minutes/Agendas	
* NCAGT Conference Attendance	
* K-12 AIG Certification Lists	
* AIG Cluster Rosters	
* Local Endorsement List	
* Data Review Findings	
* Needs Assessment Data	

Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template	 Standard 4 Documentation

Standard 5: Partnerships	Duplin County Schools (310) 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.
	The district prioritizes intentional, two-way partnerships with parents/guardians to meet the academic, intellectual, social, and emotional needs of AIG students. These partnerships are supported through clear communication, collaborative decision-making, and diverse engagement opportunities.
	Enhanced Communication:
	School-based AIG Coordinators and classroom teachers utilize platforms such as the AIG Program webpage, Mass Notification calls, emails, and texts, and other messaging systems such as Remind and Class Dojo to share updates and resources. To further strengthen partnerships, the district will:
	▪ Each year, every school will host an AIG Parent/Guardian Night designed to equip families with valuable information and resources to support the academic and social-emotional needs of their AIG students. These sessions will also foster a sense of community by providing opportunities for parents/guardians to connect, exchange ideas, and explore ways to actively contribute to and enhance the AIG program. ▪ For grade 6-8, school level AIG specialists will partner with the school counselors to share specific advanced course offering options for middle grade students. ▪ Translate communication materials to ensure accessibility for multilingual families. Expanded Engagement Opportunities: ▪ Parents/guardians actively participate in the AIG Advisory Committee. This committee meets twice a year or more as needed to share ideas for overall program improvement. ▪ School-level AIG specialists develop relationships with parents/guardians to create additional enrichment opportunities such as volunteers, guest speakers, and support activities such as competitions and clubs. Support for Social and Emotional Needs:

Parents of newly identified AIG students receive the SENG booklet to guide them in supporting their child's unique needs. The district will enhance this effort by: ▪ Offering follow-up sessions or webinars to address gifted learners' social and emotional development. Equity and Accessibility: The district is committed to inclusive partnerships by: ▪ Providing bilingual support and culturally responsive resources to multilingual families. ▪ Conducting targeted outreach to ensure underrepresented families are actively involved. By streamlining communication, expanding engagement opportunities, and prioritizing equity, the district aims to build stronger, more meaningful partnerships with parents/guardians to support AIG students' success.	
* 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. Duplin County Schools actively partners with community stakeholders to enhance and support the AIG program: ▪ Enrichment Opportunities: • Collaboration with 4-H, Smithfield Foods, FLOCK, and Farm Bureau provides agricultural education through programs like "Producers, Pigs, and Pork" and Duplin Grows. • Partnerships with the Arts Council, Friends of the Arts, Liberty Hall, and Cowan Museum promote arts education. • Summer STEAMA camps, when funding is available, provide advanced learning and enrichment experiences such as Epic Lego, Space Camp, District C. ▪ Acceleration Opportunities: • NCVPS classes allow middle and high school AIG students to access specialized online courses. • NCSSM and National Equity Lab partnership provides advanced course opportunities outside of local offerings. • Dual Enrollment at James Sprunt Community College and Duplin Early College High School enable students to earn college credits while in high school. • Career Academies (e.g., Health Science, Agribusiness, Diesel Tech) offer accelerated pathways in specialized fields. ▪ Support for Teachers and Staff:	

- Partnerships with NCAGT, UNC-W, ECU, UMO, and NCVPS provide professional development for educators to improve instructional practices for AIG students. Community Engagement: - Advisory groups and collaborations with organizations like the Rotary Club and local businesses foster mutual support for AIG initiatives, including funding for events and recognition of student achievements Duplin County Schools values its diverse partnerships with community stakeholders, leveraging their support to provide enrichment, extension, and acceleration opportunities for AIG students while enhancing teacher development. These collaborations ensure a well-rounded program that meets the academic, social, and emotional needs of gifted learners and fosters meaningful community engagement. The district remains committed to exploring and establishing new opportunities to further enhance these efforts.	* 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. Duplin County Schools utilizes an AIG Advisory Committee to ensure effective development, implementation, monitoring, and revision of the local AIG program and plan. The council is structured to ensure representation from diverse stakeholder groups and operates according to established procedures. Council Membership and Structure: The AIG Advisory Committee consists of 22 members serving for a 3 year term in order to support plan implementation throughout the cycle. The committee consists of:: 2 AIG parents/guardians representing elementary, middle, and high school levels. 2 AIG specialists representing K-8 and high schools. 4 School administrators, both principals and assistant principals, representing K-8 and high schools. 6 District-level personnel from the following departments: Curriculum Innovation, Exceptional Children, Federal Programs, etc. 2 Community members representing diverse sectors such as local businesses, arts organizations, faith-based groups. 2 Student representatives from the K-8 and high school level. Ensuring Representation: Duplin County Schools ensures representation on the AIG Advisory Committee by comparing the council's demographic makeup to the district's overall demographics. Data on race/ethnicity, gender, socioeconomic status, and geographic location is used to identify any underrepresented groups. Targeted recruitment efforts are then implemented to address any imbalances. Advisory Group Functions: The AIG Advisory Committee plays a critical role in all phases of the AIG program:
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▪ Development: The committee reviews current research and best practices in gifted education and provides input on the development of the local AIG plan, including goals, objectives, and strategies. ▪ Monitoring: The committee reviews data on student identification, program participation, and student outcomes to monitor the effectiveness of the AIG program. This includes student achievement data, survey data from parents and students, program participation rates, etc. ▪ Evaluation: The committee evaluates the implementation of the AIG plan by analyzing data and gathering feedback from stakeholders. This information is used to identify areas of strength and areas for improvement. ▪ Revision: Based on the monitoring and evaluation data, the committee makes recommendations for revisions to the AIG plan to ensure it continues to meet the needs of gifted learners in Duplin County Schools. Supporting Participation: To encourage active participation, the district provides interpreter services and offers virtual meeting options.	* 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.	Duplin County Schools is committed to providing ongoing and accessible communication to all students, parents/guardians, and the community regarding the AIG program. Our communication plan utilizes a variety of methods to ensure information reaches all stakeholders, regardless of language or access needs. Communication Plan: The district utilizes the following methods to disseminate information: ▪ Annual AIG Parent/Guardian Information Nights: Held at each school, these events provide an overview of the AIG program, the Local AIG Plan, the DEP, and available services, as well as providing an opportunity for parents/guardians to connect. Presentations are available in English and Spanish, and interpreters are present. ▪ AIG Webpage: The Duplin County Schools AIG web page serves as a central hub for information, including the full Local AIG Plan, K-3 Talent development and 4-12 AIG resources, program descriptions, referral and identification process, upcoming events, and additional resources for parents and students. The webpage is ADA compliant and can be translated into multiple languages. ▪ AIG Progress Reports: Individual student progress is communicated to parents/guardians quarterly through AIG progress reports. ▪ Automated Calls, Emails, and/or Text : These are used to announce upcoming events, deadlines, and important updates related to the AIG program. Messages are available in English & Spanish.
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▪ Parent/Guardian Meetings: The school level AIG specialist and/or GCT will hold one-on-one parent meetings either via face-to-face, phone calls, or virtual meetings. Initial placement meetings are held. ▪ Letters: Annually DEPs are sent home via letter with parent/guardian signature requested. Conferences are available if needed. ▪ News & Announcements: The accomplishments of gifted and high-achieving students are celebrated through the use of local newspapers and media to improve perception and community relations. <u>Specific Information Shared:</u> Communication efforts specifically address: ▪ Local AIG Plan: The full plan is available on the district website and is summarized at information nights. Key components such as identification and referral procedures, service delivery models, and program goals are highlighted. ▪ Range of Services: Information is shared about the specific services offered at each grade level, including differentiated instruction, cluster grouping, advanced courses, and enrichment opportunities. ▪ District and State Policies: Information on relevant policies is provided on the website, in printed materials, and at information nights. ▪ Accessing Advanced Learning Opportunities: Specific steps for accessing opportunities are clearly outlined on the website and communicated through other mass notifications.	* Ideas for Strengthening the Standard The district will continue to seek and strengthen partnerships with local and regional institutions to provide enriching opportunities—such as field trips, guest speakers, mentorships, and experiential learning—specifically designed for advanced learners. Special emphasis will be placed on high school students to support college and career readiness through exposure to real-world experiences, professional pathways, and advanced academic content.	Planned Sources of Evidence <table><tr><td>* AIG Advisory Committee Minutes/Agendas</td><td></td></tr><tr><td>* AIG Webpage</td><td></td></tr><tr><td>* AIG Specialist Website</td><td></td></tr><tr><td>* Mass Notification logs</td><td></td></tr><tr><td>* AIG Parent/Guardian Night Sign In Sheets</td><td></td></tr></table>	* AIG Advisory Committee Minutes/Agendas		* AIG Webpage		* AIG Specialist Website		* Mass Notification logs		* AIG Parent/Guardian Night Sign In Sheets	
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*	Advanced Course Offering Rosters
*	AIG Advisory Committee Roster
*	Additional AIG Enrichment Event Opportunities List
*	Differentiated Education Plan
*	Annual Review of Differentiate Education Plan Letter
*	Parent Communication Logs
*	Supporting the Emotional Needs of the Gifted booklet entitled: "The Joy and the Challenge: Parenting Gifted Children Readings and Resources"
*	Local AIG Plan
*	AIG Recognition articles
*	Duplin County Board of Education Minutes/Agendas
*	NCVPS Rosters
*	James Sprunt Community College Dual Enrollment Class rosters
*	School of Science & Math Course Rosters
*	Duplin Early College High School Rosters
*	Duplin Cuntary Rotary Minutes/Agendas
*	Governor's School Student Roster

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

Standard 6: Program Accountability	
Duplin County Schools (310) 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 Duplin County Schools AIG plan was developed with input from a variety of stakeholders, including school-based AIG specialists, teachers, administrators, parents/guardians, community members, and district personnel. This comprehensive plan addresses the implementation of practices across six standards. To ensure the plan remains effective and aligned with the diverse needs of gifted learners, a comprehensive program evaluation process is in place to evaluate and revise the AIG program. Each year, the District AIG coordinator, in collaboration with the GCT, conducts an evaluation that utilizes multiple data sources, including: ▪ Surveys from administrators, GCT, parents/guardians, teachers, and students ▪ Feedback from the North Carolina Department of Public Instruction (DPI) on previous AIG plan evaluations ▪ Summative assessment data (e.g., EOGs, EOCs) ▪ AIG identification and headcount data ▪ EVAAS growth scores for the AIG subgroup The district strategically analyzes these data points to identify trends, assess program effectiveness, and guide necessary adjustments. For example, local norms established through AIG identification data are reviewed to ensure equitable access to services, while feedback from surveys directly informs the development of new goals and strategies. Data collection and analysis occur at both the school and district levels. Data will be compiled and analyzed during district AIG team meetings. Key findings will be shared with departments, school administrators, and AIG Advisory Committee members. During the plan cycle, these stakeholders will meet to discuss program accomplishments, challenges, and areas for growth. These discussions guide the development of revisions, ensuring the AIG plan remains responsive and effective. Once revisions are drafted, the updated AIG plan is reviewed by stakeholders, approved by the Local Board of Education, and submitted to DPI for feedback and compliance with state legislation. The revised plan and evaluation results are communicated transparently to stakeholders via the district website, reinforcing a commitment to accountability and continuous improvement. By intentionally analyzing multiple sources of data and maintaining active collaboration with stakeholders, Duplin County Schools ensures the AIG program evolves strategically to meet the needs of gifted learners and their families.

* 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.	Duplin County Schools utilizes a variety of tools to monitor program implementation, including structured school-level program reviews. During school-level reviews, the district AIG team examines yearly placement data, overall program participation data, and programming implementation, then offers actionable recommendations to enhance program effectiveness and address identified needs to ensure alignment with the Local AIG Plan. Annually, feedback is collected from stakeholders through surveys and AIG advisory meetings, ensuring that the district continuously evaluates program effectiveness. Annual progress updates are shared with the AIG Advisory Committee creating a systematic reporting structure. Additionally, the District AIG Coordinator conducts periodic reviews of school-level implementation through classroom observations and data analysis, ensuring fidelity to the Local AIG Plan. If shifts in policy or local needs arise, the District AIG Coordinator works with stakeholders to implement mid-cycle revisions to the plan.
* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.	State-allocated budget funds must be used for AIG programming in accordance with state policy. Duplin County Schools ensures compliance by strategically developing and monitoring the AIG budget through collaboration between the Chief Finance Officer, the District AIG Coordinator, and the Chief Officer of Curriculum & Instruction. These individuals assess program needs, align expenditures with AIG program goals, and oversee the proper use of PRC 034 state funds. Budget priorities are determined based on data-driven decision-making, including program evaluation results and stakeholder feedback. Expenditures are regularly monitored through a structured review process, with PRC 034 budget reports analyzed quarterly to ensure funds are allocated effectively. In addition to state funding, the district actively seeks supplemental funding sources, including local funds, grants, and business partnerships, to enhance AIG programming. Current state funds are allocated for: ▪ Teacher positions serving AIG students ▪ AIG screening and identification materials and resources ▪ Professional Development opportunities and resources ▪ Local AIG certification and AIG PRAXIS examination fee coverage, subject to funding availability This approach ensures that financial resources directly support the implementation and continuous improvement of the Local AIG Plan.
* 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.	

Duplin County Schools' Curriculum Innovation, Accountability/Improvement Systems, Federal Programs, and Exceptional Children departments conduct an annual analysis of student performance data to monitor AIG student achievement and growth. A systematic review process is in place, ensuring that data is not only collected but also interpreted and used to drive instructional and programmatic decisions. The following data sources are analyzed annually by the District AIG Coordinator, principals, and the Gifted Collaboration Team: EOG, EOC, SAT, AP, ACT, Pre-ACT, WorkKeys, ACCESS, and annual dropout and graduation data for AIG students. Additionally, quarterly MTSS meetings to monitor trends in academic performance, attendance, and social-emotional needs among AIG students. Data from all subgroups is disaggregated to identify disparities in growth and achievement, ensuring equitable access to advanced learning opportunities. The district Dropout Prevention Coordinator tracks AIG student dropout rates as part of an ongoing effort to reduce dropout risks. The district follows up with AIG students who leave school through interviews and outreach efforts to determine contributing factors. The findings inform dropout prevention strategies outlined in the district's Educational Equity Plan, which includes targeted interventions to support AIG students from underrepresented populations. The collected data leads to equitable practices, instructional adjustments, increased college acceptances, and scholarship opportunities. Findings are shared with AIG staff, school leadership teams, and the Board of Education during designated reporting periods to inform future programming decisions. The following indicators reflect AIG student success and program effectiveness: ▪ EOG, EOC scores ▪ Enrollment in advanced math opportunities (grades 3-5), Compacted Math, NC Math 1 (8th grade) ▪ Enrollment in NCVPS courses (grades 7-8) ▪ Governor's School attendance ▪ AP class completion rates ▪ AP Exam scores ▪ PSAT and PreACT scores ▪ SAT and ACT scores ▪ Scholarships awarded ▪ College course enrollment ▪ College acceptance rates ▪ Internship and mentorship participation ▪ Number of AIG students graduating with college credits or an associate degree through dual enrollment	* 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.
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Duplin County Schools AIG services seek to provide equitable access to gifted programming for all identified and potentially gifted students. A systematic data review process is in place to ensure the referral, identification, services, and retention of AIG students are monitored for equity and effectiveness. Data from various assessments is analyzed to ensure the percentage of students referred reflects the overall school and district demographics. The Gifted Collaboration Team works with schools to identify strategies that address the areas where gaps exist. Duplin County Schools completes an AIG headcount report twice per year, in November and April. This headcount serves as a primary tool for identifying potential disproportionality in referral, identification, and service delivery. The data is disaggregated to evaluate the representation of various subgroups in the AIG program. Trends are analyzed not only for identification rates but also for participation in advanced coursework, services, and retention in the gifted program. This information is presented to district stakeholders, school administrators, and school-based AIG Specialists to further evaluate and adjust procedures as needed. In an effort to identify students from underrepresented populations, universal screening is conducted yearly from the start of the school year through the month of October. The district has expanded screening to include district-wide universal screeners. The CogAT screening test is administered to all third-grade students, providing a broad-based measure to identify potential giftedness in diverse populations. The district also employs local norms at the school level by identifying the top 10% on all screeners for further evaluation. However, recognizing that no single measure fully captures student potential, additional assessments—such as K-BIT II, NNAT3, KTEA III, IOWA, and Woodcock-Johnson IV—are utilized alongside screener percentiles. The Gifted Eligibility Placement Record form allows for a cumulative review of multiple criteria to ensure students from all backgrounds have access to gifted programming. Monitoring the performance of these subgroups is necessary, not only for AIG placement and service decisions but also to ensure their continued engagement and success in the gifted program. Retention data is reviewed quarterly to track participation in gifted services and advanced coursework over time. Students who show signs of disengagement or who opt out of gifted services are flagged for follow-up. School-based AIG specialists, GCT, and MTSS teams collaborate to determine appropriate support interventions, such as enrichment opportunities, mentorships, or targeted academic counseling. Multiple data sources to provide a comprehensive view of AIG student progress and retention. This includes: ▪ District Benchmarks ▪ District AIG Progress Reports ▪ District-wide universal screener data ▪ Aptitude Test Data ▪ Achievement Test Scores ▪ Participation in Advanced Learning Opportunities (Honors, AP, Dual Enrollment, CDM, etc.) ▪ Internship and Mentorship Data The Gifted Collaboration Team, along with Exceptional Children's (EC) teachers and English Learner (EL) teachers, works to ensure the retention and success of underrepresented populations in gifted programming. Additionally, the AIG team collaborates with MTSS and district-level equity committees to align data monitoring efforts and refine policies that promote fair access to gifted services.	* 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.
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Duplin County Schools requires school-level AIG specialists to have AIG certification or be enrolled in current coursework with completion expected within two years. A comprehensive database of AIG-licensed teachers is maintained by the Human Resources (HR) Department and updated biannually. This information is reviewed and shared with school principals and district leaders at the start of each school year to support strategic planning and staffing decisions. To ensure continuous growth in AIG expertise, Duplin County Schools encourages and supports teachers serving AIG cluster groups to pursue add-on licensure. Quarterly progress monitoring is conducted for teachers working toward certification, with HR and AIG specialists tracking coursework completion and Praxis readiness. A Gifted Educator Series has been developed in collaboration with school-level AIG specialists to increase the number of qualified AIG educators. The program prepares teachers to receive a local AIG endorsement and readiness to apply for AIG Gifted Education Praxis and certification. Collaboration Across Departments: - Human Resources – HR uses personnel data to prioritize hiring AIG-certified educators and ensure AIG students are placed with qualified teachers. - School Administrators – Principals utilize certification data to determine the appropriate placement of teachers within AIG cluster groups and support ongoing professional development. - Professional Development Team – Works with AIG leadership to ensure that teachers pursuing AIG licensure receive necessary training, mentorship, and coursework support. Additionally, data on teacher credentials is aligned with the Local AIG Plan's goals, ensuring that personnel assignments and professional development initiatives support equitable access to high-quality gifted education.	* 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. Duplin County Schools' AIG Program conducts annual surveys of students, parents/guardians, teachers, and other stakeholders to gather feedback on the quality and effectiveness of the AIG Program. The district AIG team develops surveys that align with state standards and program goals. Surveys are available in multiple formats and in Spanish to ensure broad accessibility. In addition to surveys, the district gathers stakeholder input through teacher PLC discussions, GCT meetings, and district AIG team PLC meetings. School-level AIG specialists document informal feedback from these sessions, allowing for a comprehensive view of program strengths and areas for improvement. The District AIG Coordinator, in collaboration with school-level AIG specialists, analyzes survey and focus group data to identify trends and inform program adjustments. Stakeholder input is used to update the AIG Plan, adjust student support strategies, and refine teacher professional development offerings. Survey results and key stakeholder insights are shared: - During AIG Parent/Guardian Nights, where families can discuss findings and suggest improvements. - At an annual principal's meeting, where school leaders analyze trends and discuss data-driven AIG program enhancements. - During AIG Advisory Committee meetings where stakeholders can make recommendations for improvement.
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This multi-layered feedback approach ensures that all stakeholders have a voice in shaping Duplin County Schools' AIG Program and that program revisions are responsive to real-time needs.

*** Practice H**

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

The district AIG team gathers survey and evaluation data and disseminates it to administrators, school level GCT, AIG Advisory Committee, parent(s)/guardian(s), students, and teachers. The data is publicly shared through multiple communication channels to ensure transparency and stakeholder engagement.

Evaluation results are shared through:

- The Duplin County Schools AIG webpage, where key findings and updates are posted annually.
- Yearly AIG teacher/parent/guardian meetings, providing opportunities for discussion and feedback.
- Principal's meetings, ensuring school leadership is informed and engaged in AIG planning.
- Translated materials to ensure Spanish-speaking families receive key information.
- Presentations at school board meetings and district leadership sessions to inform decision-making.

To ensure relevance, evaluation results are tailored for each audience:

- School personnel & district leaders receive data on student performance, program impact, and strategic goals.
- Parents/guardians & families receive accessible infographics, newsletters, and summaries to highlight key takeaways.
- Students receive feedback through classroom discussions.
- Community stakeholders receive district fact sheets that outline AIG program successes and challenges.

*** 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.

Through established policies and procedures, Duplin County Schools protects the rights of AIG students and their parent(s)/guardian(s). These policies and procedures address identification and placement, reassessment, transfer procedures, and grievance procedures. Once an initial referral is made, parent(s)/guardian(s) must grant permission for additional testing to be completed by signing the AIG Referral and Permission to Test form. If a student is referred and identified by the AIG specialist as needing AIG services, the Gifted Eligibility Placement Record form serves to inform the parent(s)/guardian(s) of this decision. Gifted students currently identified in North Carolina public schools are identified as Gifted in Duplin County Schools. Students transferring into Duplin County from other states and/or private schools, who have already been identified as Gifted, maintain their Gifted identification as well. If a reassessment is deemed necessary for a student, the Duplin County Schools Psychologist will determine and administer the necessary assessments. The following procedures outline the steps parents/guardians must take if they have a concern or disagreement with the screening, identification, or placement. Procedures for Resolving Disagreements are outlined using the following Levels:

Level I: A school-based meeting is held if a parent(s)/guardian(s) has a concern or disagreement concerning screening, identification, placement, or appropriateness of the Gifted Education Plan. The parent(s)/guardian(s) shall first submit a written request for a meeting with the principal, school-level AIG specialist, school counselor, and regular education teacher. If necessary, other appropriate personnel may be required to attend this meeting.

Level II: An administrative-based meeting is held if the disagreement between the parent and the school cannot be resolved. A Level II procedure can be requested in writing. This meeting would involve the District AIG Coordinator, the Superintendent, and/or their designees. Any other appropriate persons requested by the parent or the District AIG Coordinator may attend this meeting. Should the disagreement not be settled through discussion at this meeting, the parent may submit a written request for a school board review.

Level III: School Board reviews the disagreement. The case will be presented in closed session to the Duplin County Board of Education at the next available meeting. If an agreement cannot be reached, the parent(s)/guardian(s) or the school board may request mediation.

Level IV: If the disagreement moves to the mediation level, the District AIG Coordinator files a written request for mediation between the parent(s)/guardian(s) and the school individuals involved in the disagreement. The District AIG Coordinator will be responsible for obtaining a certified educational mediator and arranging the time and place for the mediation to occur.

Level V: Administrative Law Hearing In the event that the procedure developed under G.S. 115C-150.7 (b) (7) fails to resolve a disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (1) whether Duplin County Schools improperly failed to identify the child as an academically gifted student, or (2) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (Guidelines Governing Local Plans for Gifted Education, Spring 2004)

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*** Ideas for Strengthening the Standard**

The district will look at the potential of creating a data dashboard to track identification rates, service participation, and growth trends across schools. The district will explore conducting mid-year progress checks in addition to annual reviews to adjust supports based on real-time student data and will continue to evaluate and refine the AIG student progress report to ensure it effectively communicates growth and service alignment.

Planned Sources of Evidence

* Local AIG Plan	
* AIG Forms	
* Gifted Eligibility and Placement Record	
* Stakeholder Survey data	

*	Local Plan Feedback Data	
*	Fall and Spring Headcount Data	
*	EVAAS growth data for AIG Subgroup	
*	Key Findings from Data Reviews	
*	Cognitive Abilities Test (CogAT)	
*	End of Grade/Course Assessments	
*	Other Assessment Data	
*	Regional AIG Coordinator Institutes	
*	AIG Budget	
*	District MTSS PLC Minutes/Agendas	
*	School MTSS PLC Minutes/Agendas	
*	Scholarship Recipient Data	
*	Advanced Course Offering Rosters and Performance Data	
*	Career and College Promise Dual Enrollment Data	
*	College Acceptance Rates	
*	Gifted Collaboration Team Minutes/Agendas	

* * * * * *	District AIG Monthly Meeting Minutes/Agendas		
	K-12 AIG Certification List		
	Parent Communication Logs		
	Annual AIG Parent/Guardian Nigh Sign In Sheets		
	NC Department of Public Instruction Feedback on Local AIG Plan		
	Principals' Meeting MInutes/Agendas		
Type		Documents	Document/Link
AIG Standard 6 Additional Resources		Document Template N/A	 Standard 6 Documentation

Duplin County Schools (310) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/06/2025 

AIG Related Documents

Duplin County Schools (310) 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	Duplin County Schools Board Approval of 25-28 Plan
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Standard 1 Documentation
AIG Standard 2 Additional Resources	N/A	Standard 2 Documentation
AIG Standard 3 Additional Resources	N/A	Standard 3 Documentation
AIG Standard 4 Additional Resources	N/A	Standard 4 Documentation
AIG Standard 5 Additional Resources	N/A	Standard 5 Documentation
AIG Standard 6 Additional Resources	N/A	Standard 6 Documentation

Glossary

Duplin County Schools (310) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Academically Gifted in Math (AM) or Reading (AR)	Students which exhibit high performance capability in the intellectual areas of reading or math, using universal screeners, test data, performance/observations, and questionnaires/surveys.
Academically Gifted in Reading and Math (AG)	Students which exhibit high performance capability in the intellectual areas of reading and math, using universal screeners, test data, performance/observations, and questionnaires/surveys.
Academically and Intellectually Gifted (AI)	Students display a composite score of 90th percentile or higher on an aptitude test, such as CogAT and K-BIT II, and Students display a composite score of 90th percentile or higher on a nationally normed achievement test, such as K-TEA III or WJIV in Reading and/or Math OR 90th percentile or higher in Reading or Math EOG/EOC.
Academically Intellectually and/or Gifted (AIG)	Students which exhibit high performance capability in intellectual areas, specific academic fields or in both intellectual areas and specific academic areas.
Achievement Test	A test that measures what students have learned or have been taught in a specific content area relative to the expected achievement of average students. It does not gauge potential.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
American College Testing (ACT)	An entrance exam used by most colleges and universities to make admissions decisions.
Aptitude Test	A test that attempts to determine and measure a person's ability to acquire some specific set of skills (intellectual, motor, and so on). The tests assume that people differ in their special abilities and that these differences can be useful in predicting future achievements.
AIG Advisory Committee	A group of stakeholders-including parents, teachers, administrators, and community members-who collaborate to support the development, implementation, and continuous improvement of the district's AIG (Academically or Intellectually Gifted) program. The committee provides input, reviews data, and ensures the program reflects the needs of gifted learners across the district.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments.
Cognitive Abilities Test (CogAT)	A nationally-normed, group-administered ability test administered as a screener to aid in determining the eligibility academically and gifted students.
Compacted Math	A course that compacts four years of math into three by increasing the pace of instruction and allowing students to leave middle school with one high school math credit.
Co-Teaching/Classroom Consulting	A collaborative approach in which two teachers work together to plan and implement instruction.

Credit by Demonstrated Mastery (CDM)	Process by which schools will award a student credit in a particular course, without the student being required to complete seat time in the classroom.
Career & Technical Education (CTE)	An educational program that equips students with academic, technical, and employability skills for success in high-demand careers and postsecondary education. CTE includes hands-on learning in areas like health sciences, information technology, engineering, and skilled trades.
Common Instructional Framework (CIF)	A set of shared teaching practices and strategies used across classrooms and grade levels to ensure consistent, high-quality instruction. It supports student engagement, deeper learning, and equity by providing a cohesive approach to teaching and learning.
Differentiation	The act of modifying curriculum and instruction, based upon content, pacing, and/or product to meet unique student needs within the classroom.
Differentiated Education Plan (DEP)	A document used for setting and reviewing the annual learning environments, strategies, and goals of a gifted learner. Students, parents, and teachers participate in the development and review of the DEP. This document outlines how a gifted child's education will be different from his/her non-gifted peers.
Dual Enrollment	The process of providing middle and high school students a wide range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention to college.
Duplin County Board of Education Policy 3101	Policy regarding dual enrollment which supports high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.
Duplin County Board of Education Policy 3410	Policy which allows for Credit by Demonstrated Mastery, the opportunity for students in Duplin County to personalize and accelerate their learning by earning course credit through a demonstration of mastery of course material without the requirement of specific seat-time.
Duplin County Board of Education Policy 4100	A policy regarding age requirements for initial entry during the first 110 days of a school year.
Duplin County Schools' Strategic Plan	A document which clarifies the vision, goal, priorities and action plan of Duplin County Schools.
District AIG Team	A collaborative group made up of all school-based AIG specialists and the district AIG coordinator. This team works together to implement, monitor, and support the district's AIG program, ensuring alignment with state standards, sharing best practices, and promoting equitable services for gifted learners across all schools.
Duplin Grows	An agricultural and food awareness event provided to second graders across the county.
Early Graduation	The process by which a student who graduates from high school during the current school year and not at the end of the instructional school year.
Education Value Added Assessment System (EVA)	A customized K-11 software system available to all North Carolina school districts which provides their educators with tools to improve student learning and to reflect and improve on their own effectiveness.
Eligibility & Placement Record	An individual student record of documentation which states the multiple indicators required to qualify for AIG services at the various tiers.
End-of-Course Tests (EOC)	Criterion-referenced comprehensive tests required of students in North Carolina high schools to measure proficiency in various subject areas.

End-of-Grade Tests (EOG)	Criterion-referenced comprehensive tests required of all North Carolina students, grades three through eight to measure proficiency in reading and math as well as science in grades five and eight.
Enrichment	Activities which allow students to design, create, and learn without limits, and may occur in the regular classroom or in a separate setting.
Educational Equity Plan	A living document, created by the Duplin County Board of Education and various school professionals, which provides a framework to ensure every student is given the opportunity to continuously improve their outcomes through a personalized environment.
Exceptional Children (EC)	A student who receives specialized instruction and support through special education services due to identified disabilities or exceptional needs.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction, and allows students to move in and out of various grouping patterns, depending on the course content or skill.
Formative Assessment	An assessment used to monitor student learning and provide ongoing feedback which can be used by instructors to improve their teaching and by students to improve their learning.
Frequently Asked Questions Document (FAQ)	A resource designed to provide clear, concise answers to common questions parents may have about the Academically or Intellectually Gifted (AIG) program.
Gifted Collaboration Team	A team facilitated by the school-based AIG Coordinator, including teachers, the Digital Learning and Media Coordinator, School Counselor, Social Worker, and other support staff.
Gifted Education Leadership Series	A professional development program providing in-depth training on instructional practices for advanced learners. Participants can earn a local endorsement upon completion and qualify for the AIG add-on license by passing the Praxis exam.
Honors Classes	Exclusive, higher-level classes that proceed at a faster pace and cover more material than regular classes which are reserved for talented middle and high school students who excel in certain subjects.
Intellectually Gifted (IG)	Students display a composite score at or above the 96th percentile on an aptitude test, such as CogAT and K-BIT II or students display a composite score at or above the 90th percentile on an aptitude test, such as CogAT and K-BIT II AND a score at or above the 90th percentile on a non-verbal aptitude subtest, such as CogAT.
Inspire & Enrich: Leading Advanced Learners	Professional Development is designed for teachers providing instruction for the AIG cluster during the structured enrichment to provide enrichment ideas connected with NCSCOS.
Kaufman Brief Intelligence Test Second Edition	An assessment individually administered to measure verbal and non-verbal intelligence.
Kaufman Test of Educational Achievement	An assessment individually administered to measure academic achievement for individuals from ages 4.5 through 15.
Local Education Agencies (LEA)	A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
Maker Space	A destination where students-sometimes alongside staff, parents, and mentors-can create, problem solve, and develop skills, talents, thinking, and mental rigor.

mClass	A universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.
Multi-Tiered System of Support (MTSS)	A framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every student's needs.
Multilingual Learners (ML)	A student who is in the process of developing proficiency in English while also speaking one or more other languages. ML students may receive specialized support to help them succeed academically while building their English language skills.
Mass Notification System	A mass notification system is a communication platform that allows school districts to simultaneously send important messages to parents and stakeholders through multiple channels including phone calls, emails, and text messages.
North Carolina Virtual Public School (NCVPS)	A virtual program used to provide courses that students are unable to take at their local schools at no cost to the local school or student's family.
North Carolina Association for the Gifted & Talent	The North Carolina Association for the Gifted & Talented (NCAGT) is a non-profit organization dedicated to supporting gifted education throughout North Carolina. NCAGT serves as an advocacy group, professional development provider, and resource network for educators, parents, and other stakeholders concerned with meeting the unique needs of gifted and talented students in the state.
North Carolina School of Science & Math (NCSSM)	The North Carolina School of Science and Mathematics (NCSSM) is a public residential high school focused on advanced education in science, technology, engineering, and mathematics. As part of the University of North Carolina system, NCSSM offers specialized curriculum for academically talented students from across the state through both residential and online programs.
North Carolina Standard Course of Study (NCSCOS)	The North Carolina Standard Course of Study (NCSCOS) is the state-mandated curriculum framework that defines the content standards, learning objectives, and expectations for what students should know and be able to do at each grade level and in each subject area in North Carolina's public schools.
Pre-ACT	A test comprising multiple-choice sections for English, Math, Reading, and Science which contains information designed to aid in discussions about college majors and career paths.
'Producers, Pigs, and Pork'	A curriculum, in all fourth grade classrooms, which provides an agricultural and food awareness in which students learn about the "farm to table" agricultural process and gain awareness of agricultural career opportunities.
Pre Scholastic Aptitude Test (PSAT)	The Pre-Scholastic Aptitude Test (PSAT) is a standardized assessment administered to high school students as preparation for the SAT. It evaluates reading, writing, and math skills, serves as the qualifying test for the National Merit Scholarship Program, and provides students with personalized feedback on college readiness.
Professional Learning Communities (PLC)	A collaborative group of educators who meet regularly to share expertise, analyze student data, and work together to improve teaching practices and student achievement. PLCs focus on continuous improvement through collective inquiry, action research, and shared decision-making, creating a structure where teachers learn from one another and implement research-based strategies to enhance student learning outcomes.
Scholastic Assessment Test (SAT)	A standardized test administered to high school juniors and seniors is to measure literacy, numeracy and writing skills that are needed for academic success in college.
School-based AIG Specialists	Personnel who support AIG classroom teachers and coordinate all aspects of the AIG program in an effort to address the academic, intellectual, social, and emotional needs of all gifted learners.

Schoolnet	An application provided by Pearson that allows educators to build lesson plans, create instructional materials and supplement their teaching with digital resources.
Social and Emotional Learning (SEL)	The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
STAR	Computer-adaptive tests for pre-K-11 students that measure reading, math, and early literacy skills.
STEAMA	An engaging hands-on science, technology, engineering, arts, math, and agriculture curriculum, which encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning to ensure students are competitive in today's high-tech, high-skill global economy.
Summative Assessment	An assessment used to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
Student Information System (SIS)	A comprehensive digital platform that manages and stores all student-related data within a school or district. It centralizes information including demographics, attendance records, grades, schedules, transcripts, health records, and discipline reports.
Talent Development Programs	Curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
Test of Nonverbal Intelligence	A language-free measure of cognitive ability which is administered and intended for ages 6 through 90, and includes subtests items requiring problem solving for sequencing, analogies, and categorization.
Twice Exceptional Student	A term used to identify a student having dual exceptionalities, that is both gifted and disabled.
Universal Screening Tool	Universal screening is the systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important.
University of Mount Olive (UMO)	The University of Mount Olive (UMO) is a private Christian liberal arts institution located in Mount Olive, North Carolina.
Woodcock-Johnson IV Tests of Cognitive Abilities	An assessment individually administered, norm-referenced instrument that measures general intellectual ability and specific cognitive abilities in persons aged two to ninety plus years old.
WorkKeys	A job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.