Mission/Vision Statement and Funding

Martin County Schools (580) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Michelle White

* LEA AIG Contact Name:
Lilley, Andrea - alilley@martin.k12.nc.us

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

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

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

* Mission and/or Vision Statement(s)

Martin County Schools envisions an intellectually stimulating environment that develops talent, fosters growth, ignites curiosity, and empowers Academically Intellectually Gifted (AIG) students to reach their full potential as lifelong learners and critical thinkers.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 150,018.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

* **Practice A**

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

Martin County Schools (MCS) defines giftedness in alignment with the NC definition, emphasizing the identification and support of students who show or have the potential to show high levels of academic or intellectual performance. Giftedness is recognized across all cultural, socioeconomic, and linguistic backgrounds. To ensure equity and inclusiveness, the district implements a comprehensive, developmentally appropriate K–12 screening and referral process that provides multiple opportunities for students to demonstrate their strengths.

Martin County Schools emphasizes early talent development in grades K–2, focusing on recognizing and nurturing potential through a broad range of observational and performance-based measures. Universal screening begins in Kindergarten using rubrics aligned to gifted characteristics, and teachers continuously monitor student progress using data from sources such as i-Ready (Reading/Math), mClass DIBELS, and classroom assessments. Students demonstrating advanced ability or readiness for more challenging work receive enriched instructional opportunities. Teachers compile evidence of these early strengths and refer students to the school-based Needs Determination Team (NDT) to coordinate appropriate support, ensuring that emerging talent is identified and developed effectively.

Data collected during the screening and referral process is used to determine whether a student qualifies for AIG services, talent development support, or does not currently require differentiated services. This data forms the foundation of the learner profile, which guides instruction and support based on each student's demonstrated strengths, interests, and potential. By analyzing a comprehensive body of evidence, including aptitude, achievement, and observational data, Martin County Schools ensures that each student's unique learning needs are identified and addressed through appropriate programming.

Notice to Parents if requesting additional testing or advance placement (i.e. Early Entry or Grade Advancement) see below:

*Parents are responsible for arranging and paying for any required testing for K–2 students, including aptitude assessments, as part of the early identification process. Martin County Schools cannot provide specific recommendations for psychologists but encourages parents to seek guidance from their child's pediatrician or family physician. Families wishing to have their children considered for early entry or gifted services must submit the necessary documentation within the first 30 calendar days of the school's instructional year.

AIG identification begins in grade 3. In the spring, all 2nd-grade students participate in a universal aptitude screening using a nationally normed test. If a 3rd-5th student scores a Level 4 on an EOG/EOC, their portfolio will be examined to determine eligibility and next steps in the screening process. Students scoring a Level 5 in ELA, Math and/or Science will be automatically referred for additional AIG screening. In addition, students may be referred at any time by teachers, parents, peers, or themselves. The district utilizes a portfolio-based system that includes achievement (EOG, i-Ready), aptitude (CogAT or similar), teacher checklists, and student work samples. The NDT reviews this data to determine eligibility for AIG services in reading, math, or both. Talent development opportunities remain available for students who demonstrate potential but do not yet meet formal identification criteria.

Students may be identified in middle school if new data or classroom performance demonstrates advanced ability. In the spring of grade 7, a second universal aptitude screening is administered to select students based on teacher & parent referral or students new to the district. Referral sources include teachers, parents, peers, self-referral, or review of data. The screening portfolio includes aptitude and achievement scores, grades, benchmark assessments, student work, and teacher input. If a 6th-8th student scores a Level 4 on an EOG/EOC, their portfolio will be examined to determine eligibility and next steps in the

screening process. Students scoring a Level 5 in ELA, Math and/or Science will be automatically referred for additional AIG screening. Students in 6th-8th transferring into MCS with prior AIG identification or on the “watch list” are reviewed immediately to ensure continuity of services.

Identification remains open in high school for students who show newly emerging gifted characteristics. If a 9-12th student scores a Level 4 on an EOG/EOC, their portfolio will be examined to determine eligibility and next steps in the screening process.. Students scoring a Level 5 in ELA, Math and/or Science will be automatically referred for additional AIG screening. Advanced course performance, teacher recommendations, updated test scores, and student products are used to determine the need for AIG services. High school referrals may also support access to Honors, AP, or dual enrollment programs. The NDT continues to use a holistic review process, ensuring students have access to differentiated services when readiness is demonstrated.

Across all grade levels, school-based Needs Determination Teams—comprised of AIG personnel, administrators, counselors, regular education teachers, district level representation and others as needed—evaluate screening portfolios using multiple criteria. No single criterion disqualifies a student. MCS ensures that giftedness is actively sought, especially among underrepresented groups, through professional learning for staff and the use of culturally responsive screening tools.

This K–12 system ensures that screening is proactive and inclusive, that referral pathways remain open, and that the identification process reflects a commitment to equity, rigor, and responsiveness.

K-2

	Early Literacy Screener BOY MOY EOY Composite (blue)
Quantitative	Diagnostic Assessments
	Cognitive Abilities Test (CogAt) (Middle of 3rd Grade: All Students) > 90%
Qualitative	Teacher observation or referral
Formative	Early Literacy Screener: Progress Monitoring ▪ K-score 332-450+ (mClass) ▪ 1st- 354-480+ (mClass) ▪ 2nd- 361-474+ (mClass) Growth Monitoring Assessments demonstrates continuous upward trajectory Math and Assessments demonstrates 90% or above mastery of peers
Summative	BOY, MOY, EOY Reading (Composite blue) and Math Assessments

3-5

Quantitative	BOG (third grade) > 540 Benchmark Assessments Level 4 or 5
Qualitative	Teacher observation or referral
Formative	Growth Monitoring Assessments-demonstrates continuous upward trajectory Math Assessments-meet or exceed mastery
Summative	EOG's - Level 4 or 5
6-8	
Quantitative	Cognitive Abilities Test (CogAt) - 7th Grade (Test based on request: Parent, Teacher, New to the District) > 90% Reading Benchmarks Level 4 or 5 Math Benchmarks Level 4 or 5
Qualitative	Teacher observation or referral
Formative	Reading Growth Monitoring Assessments -demonstrates continuous upward trajectory Math Progress Monitoring Assessments- demonstrates continuous upward trajectory
Summative	Benchmarks Level 4 or 5 Math Summative Topic Assessments-demonstrates 90% or above mastery of peers EOG' - Level 4 or 5
9-12	

Quantitative	Cognitive Abilities Test (CogAt) - if applicable EOC's in: Math 1, English 2, Biology, Math 3 - Level 4 or 5 College and Career Ready and Honors courses SAT (at least a score of 600 on both Math and Verbal with a Total of at least 1200) ACT (at least a score of 26)
Qualitative	Teacher observation or referral
Formative	Quarterly Benchmarks in core curriculum classes Level 4 or 5
Summative	Course finals Level 4 or 5

* **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.

Martin County Schools (MCS) has established a clear, tiered process for AIG student identification that spans grades K–12. The district uses multiple criteria —including both qualitative and quantitative data—to develop comprehensive learner profiles that support equitable and appropriate identification decisions. Identification decisions are made by a school-based Needs Determination Team (NDT) after a holistic review of evidence.

AG: Academically Gifted students perform at substantially high levels of accomplishment in both aptitude and academic achievement when compared with others of their age, experience, or environment. Academically Gifted students exhibit high performance capability in intellectual areas and both math and reading academic fields. Students who demonstrate an aptitude and academic achievement (for verbal, quantitative and non-verbal) at or above 90%ile will be identified as Academically Gifted.

IG: Intellectually Gifted is any student having ability significantly higher than his/her same age peers as denoted by a score of 95% or higher using the total composite of a nationally normed aptitude test. Students who demonstrate an aptitude at or above 95%ile will be identified as Academically Gifted.

AM: Academically Gifted in Math. Any student that possesses high aptitude and demonstrates outstanding performance on the mathematics state and nationally normed assessment. Students who demonstrate an aptitude and academic achievement in math at or above 90%ile will be identified as Academically Gifted in Math. (both aptitude & achievement scores required).

AR: Academically Gifted in Reading. Any student that possesses high aptitude and demonstrates outstanding performance on the Reading state and nationally normed assessment. Students who demonstrate an aptitude and academic achievement in Reading at or above 90%ile will be identified as Academically Gifted in Reading. (both aptitude & achievement scores required).

Alternate Identification Pathways:

- Early Entry to Kindergarten: For students demonstrating exceptional cognitive and academic readiness at the 98th percentile or higher.
- Subject and Grade Acceleration: Based on aptitude, achievement scores, and performance evidence.
- Credit by Demonstrated Mastery (CDM): Allows students to earn credit for high school courses by demonstrating content mastery through exams and performance tasks.
- Twice-Exceptional (2e) Identification: Students who meet criteria for both giftedness and a documented disability receive support for both sets of needs.

Documentation and Monitoring:
All data is documented in the orange AIG folder in each student's cumulative record, ensuring ongoing monitoring and data-driven decision-making. These folders are maintained by the AIG coordinator and updated annually. Academic achievement outliers within classrooms will be identified after student data is analyzed. Student data will be collected and organized from highest to lowest to identify large gaps in achievement to determine student outliers

K–2: Talent Development (Not formal AIG identification)

Identification of students in grades K–2 as AIG is rare except in cases of early entry, grade acceleration, or subject acceleration. However, a robust talent development model is used to identify and support students who demonstrate high potential.

Screening Criteria (Qualitative and Quantitative):

Teacher observations using formal checklists (curiosity, verbal ability, imagination, problem-solving, etc.)

Diagnostic assessments: i-Ready Reading and Math (highest scoring strands)

mClass DIBELS: "Blue" range indicators

Grades and classwork (evidence of mastery)

Student work samples and interest inventories

Informal interviews and passion-driven behavior

Students demonstrating a moderate to strong need (90th percentile or higher) in 4 of 6 indicators are referred to the NDT and may receive enrichment through differentiated instruction, school-wide enrichment blocks, or talent development services in reading and/or math.

Special Identification Cases (Formal Identification Possible):

Early Entry to Kindergarten (98th percentile aptitude & achievement + maturity evidence) *See Types of Assessment Section

Grade Acceleration (98th percentile aptitude & achievement + academic work at advanced grade level) *See Types of Assessment Section

Subject Acceleration (Teacher recommendation + 90th percentile achievement + mastery-level classroom performance) *See Types of Assessment Section

Students may be identified in reading, math, both, or as intellectually gifted using a consistent process. Student profiles must include multiple sources of evidence collected over time.

Screening Tools and Criteria:

Achievement Data: EOG/EOC scores, nationally normed tests (at or above 90th percentile)

Aptitude Data: CogAT or similar aptitude tests (at or above 90th percentile)

Observations: Teacher checklists, classroom observations

Work Samples: Portfolios, classroom assessments, performance-based tasks

Interest and Motivation: Student interviews, surveys, participation in enrichment or extracurricular activities

Grades: Consistent academic performance indicating mastery

Identification Thresholds:

Academically & Intellectually Gifted (AIG):

Students must meet 5 of 6 key indicators in the strong to very strong range (90th percentile or higher).

Must include both aptitude and achievement in reading and math, each at or above the 90th percentile.

Academically Gifted in Reading or Math (AR/AM) or Both (AG):

Students must meet 4 of 5 criteria in the strong to very strong range (95th percentile).

EOG/EOC or nationally normed achievement scores at or above the 90th percentile in the relevant subject(s).

Intellectually Gifted (IG):

Student scores = 95th percentile on aptitude with inconsistent achievement data (e.g., underachievement).

May include indicators of asynchronous development or external factors impacting performance.

Twice-Exceptional (2e):

Definition:
Twice-exceptional (2e) students possess advanced intellectual or academic potential and a diagnosed disability as defined by an Individualized Education Program (IEP) or Section 504 Plan. These students require differentiated services that address both their exceptional abilities and their learning challenges.

Identification Process:
To ensure comprehensive and accurate identification of 2e students, Martin County Schools utilizes a multi-criteria approach that includes both qualitative and quantitative data. This approach accounts for the unique needs and potential of 2e learners, recognizing that traditional assessments alone may not fully capture their abilities.

Required Components of the Twice-Exceptional Profile:

Aptitude Data: Evidence of high intellectual ability, typically measured by standardized aptitude tests (e.g., CogAT, WISC, NNAT) with scores at or above the 95th percentile in at least one area.

Achievement Data: Demonstrated academic performance that may be inconsistent with cognitive potential but includes high achievement in areas of strength. May include EOG/EOC scores, classroom assessments, and portfolio work.

Behavioral and Social-Emotional Data: Teacher observations, checklists, and behavior rating scales that identify advanced reasoning, creativity, leadership, or problem-solving despite the presence of a learning disability.

Special Education Data: Current IEP or Section 504 Plan documenting the student's disability and accommodations. This includes documented learning disabilities, ADHD, autism spectrum disorder, emotional/behavioral disorders, or other exceptionalities.

Work Samples and Creative Output: Evidence of unique problem-solving, innovative thinking, or advanced conceptual understanding that reflects gifted potential, even if inconsistently demonstrated.

Parent and Teacher Input: Qualitative data from those who know the student well, including narratives of high potential, specific interests, and evidence of advanced reasoning outside the classroom.

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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.

Martin County Schools (MCS) is committed to ensuring that AIG screening, referral, and identification practices are equitable, inclusive, and responsive to the demographics of the district. The district intentionally designs processes to increase access for underrepresented populations, including students who are

culturally and ethnically diverse, economically disadvantaged, English/multilingual learners, highly gifted, and twice-exceptional.

To further promote alignment and equity, Martin County Schools administers a universal screener in grades 3 and 7 and reviews student achievement data in grades 3–12 annually. These practices support the early identification of potential in underrepresented populations and align with the district's K–8 talent development programming.

Development programming in grades K–8, using strategies such as Thinking Maps, SCAMPER, and ThinkUp, all of which promote metacognition and critical thinking skills.

Multiple criteria are used in the portfolio-based identification process, including both qualitative (e.g., teacher observations, interest inventories) and quantitative (e.g., achievement and aptitude scores, classroom data) measures to build a comprehensive learner profile.

Students who are screened but not identified are monitored and may be placed in clustered classrooms with gifted peers to foster the development of latent potential.

Identification is not limited to one testing window—students can be referred at any time during the school year, and the process is continuous and fluid across grade levels.

Needs Determination Teams (NDTs) are present at every school and include diverse representation (e.g., AIG, EC, ML, general education). The district AIG Coordinator participates on all NDTs to ensure fidelity and equity of identification processes.

The AIG Coordinator collaborates closely with the Directors of Testing, Accountability, MTSS, EC, and ML, as well as instructional coaches and STEM/digital learning leaders, to review subgroup data and coordinate initiatives that promote gifted identification across populations.

The AIG Coordinator serves on the District MTSS Team, and AIG designees serve on school MTSS Teams to embed gifted services into broader support structures. This collaboration facilitates the use of performance tasks, data analysis, and bias-aware instructional strategies to improve equitable access.

Professional development for teachers includes the characteristics of underrepresented gifted learners, bias in identification, interviewing techniques, and strength-based performance tasks.

Annual parent information nights are hosted to demystify AIG programming, explain identification pathways, and provide families with tools to support students at home.

The AIG Coordinator partners with the Exceptional Children's Director to identify and serve twice-exceptional (2e) students. These students receive both gifted and special education supports to meet their full range of needs.

Interest inventories, which help with student services are administered across all grade levels at the beginning of each school year to identify student passions and motivation, which inform both classroom differentiation and instructional approaches.

Through these intentional and systematic practices, Martin County Schools ensures that AIG screening and identification procedures are inclusive, reflective of the student population, and designed to uncover talent in every learner.

Martin County Schools ensures that AIG screening, referral, and identification are equitable, inclusive, and responsive to our diverse demographics. We actively work to identify giftedness in students who are culturally/ethnically diverse,

economically disadvantaged, English/multilingual learners, highly gifted, and twice-exceptional.

Race/Ethnicity	Percentage (%)
African American (AA)	50.9%
Asian	0.1%
Hispanic	11.1%
White	31.6%
Other	5.6%

- 70% Economically Disadvantaged

Equity Strategies

These students are served across five elementary schools, two middle schools, and one high school.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	---	---	---	11.47%
Male	---	<5%	---	---	---	---	10.98%
Total	45.45%	<5%	<5%	---	---	---	11.22%

Percent of Total AIG Students Identified as Dual Exceptionality

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

All NDTs follow the same established procedures and identification criteria, which are explicitly outlined in the local AIG plan. This includes procedures for identifying students as Academically Gifted (AG), Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), and Twice-Exceptional (2e), among others. The district ensures that these procedures incorporate multiple criteria beyond standardized test scores, including classroom performance, teacher observations, and interest and motivation indicators. Checklists, forms, and rubrics used during the referral process are standardized across the district and provided to all staff involved in student screening and referral.

Martin County Schools ensures consistent implementation of the AIG screening, referral, and identification processes across all schools through structured, district-wide monitoring and ongoing support. Central to this effort are the Needs Determination Teams (NDTs), which are established at every school serving grades K–12. Each NDT includes the principal or designee, school counselor, classroom teachers, and, when available, AIG-certified staff. The district AIG coordinator attends all NDT meetings to provide guidance, promote alignment with the local AIG plan, and ensure consistency across the district.

All NDTs follow the same established procedures and identification criteria, which are explicitly outlined in the local AIG plan. This includes procedures for identifying students as Academically Gifted (AG), Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), and Twice-Exceptional (2e), among others. The district ensures that these procedures incorporate multiple criteria beyond standardized test scores, including classroom performance, teacher observations, and interest and motivation indicators. Checklists, forms, and rubrics used during the referral process are standardized across the district and provided to all staff involved in student screening and referral.

Consider each student’s individual circumstances by evaluating local norms and adjusting minimum scores accordingly.

Partner with EC and EL personnel to ensure all students from all backgrounds are included in the identification process and served equally.

To monitor implementation fidelity, the AIG coordinator:

Reviews all referrals submitted to the NDTs;

Maintains a district-wide tracking system of both identified students and those under consideration ("watch" students), monitoring their academic growth and participation in differentiated services;

Audits documentation (including DEPs, consent forms, and identification records) housed in AIG folders within each student’s cumulative file;

Provides follow-up training, coaching, and support to staff to address inconsistencies in documentation or interpretation of identification criteria.

Additionally, the district utilizes quarterly NDT calibration check-ins, where NDT leads from each school meet with the AIG coordinator to review procedures, analyze trends, and address implementation issues. These sessions serve to reinforce consistent practices and adjust protocols based on feedback and student needs.

Ongoing communication with stakeholders is supported through clearly written resources, including a Quick Reference Guide for Parents, which outlines the steps of screening, referral, and identification. The district also hosts informational sessions and provides updates at school-level parent nights and district events.

In sum, Martin County Schools ensures that all aspects of the screening, referral, and identification process are carried out with equity, consistency, and transparency, with the AIG coordinator serving as the central figure in monitoring and refining the implementation across the LEA.

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

The AIG Lead will disseminate information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community through letter and/or email format.

The AIG Lead will organize and deliver the AIG vision via multiple media modalities such as parent nights, social media, conferences, Google Slides overview, and the district webpage. When possible, host an AIG table at Open House as well as other school district events in which the community is in attendance.

An AIG identification brochure will be passed out to all students who are screened and will be located on the AIG website.

Parent and teacher requests to assess will be digitally posted on the district AIG website.

The AIG Lead will attend DEP meetings with new AIG parents to discuss AIG qualifications of their child. Various communication methods will be utilized to accommodate families' needs. When ESL families are involved, principals will use translation tools to translate the information being provided so all families with all backgrounds can read or listen to the information being provided.

The AIG plan will be placed on the district website. An information sheet concerning AIG processes will be produced and distributed to the public via school communication pages at the beginning of each school year and housed on the district website.

* **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.

Data is collected and analyzed to identify the instructional support needed for each student. Based on the results, an individualized learning plan—known as a Differentiated Education Plan (DEP)—is developed to address and support the student's specific learning needs.

Utilize Infinite Campus and LMS to document and update benchmark screenings, new student status, and when a student's AIG identification has changed.

Parents are provided with both initial and ongoing reviews of their child's AIG services through Differentiated Education Plan (DEP) meetings, particularly for newly identified students or upon request by parents during DEP renewal. Communication with parents or guardians may occur through various modalities, including face-to-face conferences, phone calls, or virtual meetings, to ensure accessibility and ongoing collaboration.

Documentation is maintained at the school level. Each student that qualifies for AIG is documented as such in Infinite Campus and receives a DEP that is updated annually. The DEP is electronic but also a paper copy is kept in their folder. Inactive folders will be stored for ten years.

Documentation of important records is maintained by:

Collecting and organizing all important documentation for school is located in file cabinets within a secure location. All documents will be saved until the student graduates high school.

* **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.

DEPs are being completed at the elementary, middle, and high school level.

AIG Lead develops the DEP as a student is initially identified.

Multiple sources of data are used to determine the appropriate needs of the student. Based on the results of their initial identification they are placed in advanced programming for their area of placement. This could include core subjects or the creative arts. Program goals are presented for each student based on their academic needs.

The AIG Lead meets with the parents initially to discuss services then sends annual updates via mail/letters to address any changes in their child's services. High School students meet with their counselors and AIG Lead to ensure they are choosing effective courses for future goals. Their course of study is reflected in their DEP that is updated yearly to accommodate any changes in their coursework.

Yearly the DEP is reviewed and services are altered, as needed based on scores from the previous year. Meetings are held with new parents and guardians by the end of the first semester of every school year. Parent input will be utilized to develop the DEP based on student interests & needs.

*** Ideas for Strengthening the Standard**

Established an improved process and criteria for AIG identification. Revise steps involved with screening and referral procedures.

Created a tool to clarify how interest and motivation will be assessed within the identification model.

Planned Sources of Evidence

*	Data Collection
*	Identification Tools and Documentation
*	Identification Forms, Early Entry

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	MCS AIG Plan Overview Brochure Request for Testing AIG Identification & Service Delivery Plan 2025-2028 Identification Flowchart Early Entry to Kindergarten Process Early Entry to Kindergarten Form

- Teacher Observation Form
- Candidate Form
- NDT Process
- DEP
- Initial Screening

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Martin County Schools (MCS) is dedicated to delivering a comprehensive and responsive AIG program that addresses the academic, intellectual, social, and emotional needs of K-12 gifted learners. This commitment is rooted in the recognition that each gifted student possesses unique strengths, interests, and learning profiles, requiring differentiated services that extend beyond traditional instruction. The MCS AIG program is designed to provide a continuum of services, ensuring that programming is not simply a predefined set of offerings, but rather a responsive framework that adapts to the evolving needs of each identified learner.

To ensure alignment between student needs and services, MCS employs a multi-tiered system of support that includes the following individualized student plans:

1. Talent Development Plan (TDP) – For K-2 students demonstrating high potential in reading, math, or 21st-century skills. This plan focuses on early identification and talent nurturing, emphasizing foundational skills and cognitive development. Rubric
2. Differentiated Education Plan (DEP) – For formally identified AIG students in grades 3-12. These plans specify instructional strategies for extending, enriching, or accelerating learning based on each student’s demonstrated strengths in one or more AIG categories.
3. Intellectually Gifted (IG) Plan – For students identified primarily for their intellectual abilities. These plans, developed in collaboration with families, educators, and counselors, focus on advanced cognitive skills, self-advocacy, and metacognitive development.
4. Individual Differentiated Educational Plan (IDEP) – For K-12 students with unique needs across multiple domains, including twice-exceptional (2e) learners. These plans address both strengths and challenges, incorporating supports for both academic and social-emotional growth.

Each plan is revisited annually by the Needs Determination Team (NDT) to ensure services remain aligned with the evolving academic and affective needs of the student. This team includes the AIG coordinator, classroom teachers, school counselors, and relevant support staff, ensuring a collaborative approach to gifted education.

Instructional Strategies and Service Continuum MCS offers a comprehensive menu of instructional options across grade spans, including:

- Curriculum Compacting – Streamlining instruction to eliminate redundancy and allow for deeper exploration of advanced concepts.
- Subject and Grade Acceleration – Allowing students to progress through academic content at an accelerated pace based on readiness and mastery.

- Flexible and Cluster Grouping – Strategically grouping students based on ability, interest, or readiness to maximize peer interactions and learning outcomes.
- Pull-out Enrichment and Independent Studies – Providing structured time for students to engage in specialized projects, research, and creative pursuits.
- Specialized Electives and Dual Enrollment – Offering courses in areas like STEM, fine arts, and world languages, as well as high school coursework at the middle grades level through dual enrollment.
- Advanced Placement (AP) and Career and Technical Education (CTE) Pathways – Providing opportunities for college credit and industry certification through advanced coursework.

Social and Emotional Development Recognizing the whole-child needs of gifted learners, MCS integrates affective support throughout the educational continuum:

- K-8 Structured Enrichment – Programs that build leadership, resilience, communication, and collaboration through frameworks like SCAMPER, Thinking Maps, and Thinking Keys.
- Self-Advocacy Portfolios – For intellectually gifted students, focusing on skills like time management, self-reflection, and organization.
- Counselor Support – Regular collaboration between AIG staff and school counselors to address perfectionism, underachievement, anxiety, and peer relationships.
- Parent and Student Workshops – Facilitated by the AIG coordinator to build awareness and support around the unique emotional and social characteristics of gifted learners.

Collaboration and Professional Development To support comprehensive service delivery, MCS collaborates across departments, including EC, ML, and instructional coaching teams. AIG specialists provide direct and indirect support to regular education teachers, ensuring that all students receive appropriate differentiation, regardless of the teacher's AIG certification status. These supports include coaching, consulting, resource development, and professional learning, with a focus on building capacity for differentiated instruction and 21st-century skills.

Through this multi-layered approach, Martin County Schools ensures that gifted learners receive holistic, responsive programming that not only meets their academic needs but also supports their intellectual, social, and emotional growth, preparing them for a future of limitless potential.

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Martin County Schools (MCS) is dedicated to delivering a comprehensive and responsive AIG program that addresses the academic, intellectual, social, and emotional needs of K-12 gifted learners. This commitment is rooted in the recognition that each gifted student possesses unique strengths, interests, and learning profiles, requiring differentiated services that extend beyond traditional instruction. The MCS AIG program is designed to provide a continuum of services, ensuring that programming is not simply a predefined set of offerings, but rather a responsive framework that adapts to the evolving needs of each identified learner.

To ensure alignment between student needs and services, MCS employs a multi-tiered system of support that includes the following individualized student plans:

1. Talent Development Plan (TDP) – For K-2 students demonstrating high potential in reading, math, or 21st-century skills. This plan focuses on early identification and talent nurturing, emphasizing foundational skills and cognitive development.

2. Differentiated Education Plan (DEP) – For formally identified AIG students in grades 3-12. These plans specify instructional strategies for extending, enriching, or accelerating learning based on each student's demonstrated strengths in one or more AIG categories.

3. Intellectually Gifted (IG) Plan – For students identified primarily for their intellectual abilities. These plans, developed in collaboration with families, educators, and counselors, focus on advanced cognitive skills, self-advocacy, and metacognitive development.

4. Individual Differentiated Educational Plan (IDEP) – For K-12 students with unique needs across multiple domains, including twice-exceptional (2e) learners. These plans address both strengths and challenges, incorporating supports for both academic and social-emotional growth.

Each plan is revisited annually by the AIG Coordinator & consults the Needs Determination Team (NDT) as needed to ensure services remain aligned with the evolving academic and affective needs of the student. This team includes the AIG coordinator, classroom teachers, school counselors, and relevant support staff, ensuring a collaborative approach to gifted education.

Instructional Strategies and Service Continuum MCS offers a comprehensive menu of instructional options across grade spans, including:

- Curriculum Compacting – Streamlining instruction to eliminate redundancy and allow for deeper exploration of advanced concepts.
- Subject and Grade Acceleration – Allowing students to progress through academic content at an accelerated pace based on readiness and mastery.
- Flexible and Cluster Grouping – Strategically grouping students based on ability, interest, or readiness to maximize peer interactions and learning outcomes.
- Pull-out Enrichment and Independent Studies – Providing structured time for students to engage in specialized projects, research, and creative pursuits.
- Specialized Electives and Dual Enrollment – Offering courses in areas like STEM, fine arts, and world languages, as well as high school coursework at the middle grades level through dual enrollment.
- Advanced Placement (AP) and Career and Technical Education (CTE) Pathways – Providing opportunities for college credit and industry certification through advanced coursework.

Social and Emotional Development Recognizing the whole-child needs of gifted learners, MCS integrates affective support throughout the educational continuum:

- K-8 Structured Enrichment – Programs that build leadership, resilience, communication, and collaboration through frameworks like SCAMPER, Thinking Maps, and Thinking Keys.
- Self-Advocacy Portfolios – For intellectually gifted students, focusing on skills like time management, self-reflection, and organization.
- Counselor Support – Regular collaboration between AIG staff and school counselors to address perfectionism, underachievement, anxiety, and peer relationships.
- Parent and Student Workshops – Facilitated by the AIG coordinator to build awareness and support around the unique emotional and social characteristics of gifted learners.

District-Wide Structures and Supports Martin County Schools is committed to supporting the social-emotional well-being of all students, including those identified as gifted, through a comprehensive, tiered support system. The AIG coordinator plays an active role on each school's Needs Determination Team (NDT) and the broader Multi-Tiered System of Support (MTSS) team, ensuring that student plans reflect both academic and emotional needs. The district maintains strong partnerships with local mental health providers, including Martin-Tyrrell-Washington Health, Mobile Crisis Services, Family Wellness, Trillium, and Comprehensive Interventions, to offer a full continuum of care. In addition, Martin County Schools provides multiple avenues for students and families to report concerns, including the "See Something, Say Something" campaign, an online reporting feature, and a crisis chat line. To further enhance support, the AIG coordinator collaborates closely with classroom teachers, instructional coaches, Exceptional Children (EC) and Multilingual (ML) departments, and student services teams to deliver culturally responsive social-emotional learning (SEL) supports, ensuring that each student's unique needs are met.

Ongoing Professional Development To sustain effective support for gifted learners, MCS invests in ongoing professional development, including training on best practices for addressing the social-emotional needs of gifted students. This includes sessions on twice-exceptionality, underachievement, perfectionism, and strategies for building resilience, self-advocacy, and emotional regulation.

Through this integrated, multi-tiered approach, Martin County Schools ensures that gifted learners receive holistic, responsive programming that not only meets their academic needs but also supports their intellectual, social, and emotional growth, preparing them for a future of limitless potential.

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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.

Martin County Schools (MCS) is dedicated to delivering a comprehensive and responsive AIG program that addresses the academic, intellectual, social, and emotional needs of K-12 gifted learners. This commitment is rooted in the recognition that each gifted student possesses unique strengths, interests, and learning profiles, requiring differentiated services that extend beyond traditional instruction. The MCS AIG program is designed to provide a continuum of services, ensuring that programming is not simply a predefined set of offerings, but rather a responsive framework that adapts to the evolving needs of each identified learner.

To ensure alignment between student needs and services, MCS employs a multi-tiered system of support that includes the following individualized student plans:

1. Talent Development Plan (TDP) – For K-2 students demonstrating high potential in reading, math, or 21st-century skills. This plan focuses on early identification and talent nurturing, emphasizing foundational skills and cognitive development.

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Each plan is revisited annually by the Needs Determination Team (NDT) to ensure services remain aligned with the evolving academic and affective needs of the student. This team includes the AIG coordinator, classroom teachers, school counselors, and relevant support staff, ensuring a collaborative approach to gifted education.

Instructional Strategies and Service Continuum MCS offers a comprehensive menu of instructional options across grade spans, including:

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- Advanced Placement (AP) and Career and Technical Education (CTE) Pathways – Providing opportunities for college credit and industry certification through advanced coursework.

Flexible Grouping Practices Martin County Schools recognizes that flexible grouping is essential for maximizing student growth and ensuring that gifted learners are appropriately challenged. To support this, the district has established clear procedures for grouping students based on readiness, interest, and ability. These practices are informed by ongoing data analysis and aligned with best-practice research:

- Cluster Grouping – AIG students are grouped together within regular classrooms to promote collaboration among peers with similar abilities while providing targeted differentiation.
- Cross-Grade and Vertical Grouping – Students are grouped across grade levels for advanced content exploration, promoting academic acceleration and social connections with like-minded peers.
- Interest-Based Grouping – Students are grouped based on shared interests or talents, allowing for deep exploration of specialized topics and personalized learning projects.
- Flexible Grouping in Core Subjects – Teachers use data from assessments like i-Ready, NC Check-Ins, and benchmark tests to form flexible, temporary groups that address specific learning needs.
- Data-Driven Adjustments – Grouping decisions are regularly reviewed using student performance data to ensure alignment with each learner’s academic growth and potential.

Integration with District Priorities and Resources To ensure the AIG program is not a stand-alone initiative but a fully integrated component of the district’s instructional, operational, and strategic framework, Martin County Schools has implemented the following practices:

- Equitable Resource Distribution – The AIG coordinator collaborates with the Curriculum and Instruction team to ensure all schools, regardless of size or geographic location, have access to enrichment materials, talent development tools, and curriculum supports for gifted learners.
- Data-Driven Decision Making – The AIG coordinator works closely with the Director of Accountability and Testing to analyze disaggregated student data, including growth and proficiency from EOGs, EOCs, i-Ready, mClass, and NC Check-Ins, to monitor AIG student performance trends and refine grouping strategies.
- Cross-Departmental Collaboration – The AIG coordinator partners with EC, ML, and instructional coaching teams to ensure that service plans reflect both academic and linguistic needs while nurturing gifted potential.

- Advisory and Stakeholder Engagement – The district's AIG Advisory Board, composed of diverse stakeholders including school leaders, parents, board members, teachers, counselors, and community representatives, guides the development and revision of the AIG plan to ensure it remains responsive to district goals and community expectations.
- Policy Alignment and Review – All services and policies are governed by the board-approved AIG plan, which articulates district-wide expectations for identification, service delivery, professional development, and student support. The plan is reviewed regularly to align with updated DPI guidance and district initiatives.

Through these intentional connections, Martin County Schools embeds gifted education within its broader district mission, ensuring that gifted learners are recognized, supported, and challenged within every instructional and strategic decision.

* **Practice D**

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

Martin County Schools' Approach to Informing Stakeholders about AIG Services

Martin County Schools is committed to fostering a well-informed and collaborative learning community by ensuring that all stakeholders—teachers, administrators, and support staff—are knowledgeable about the delivery of differentiated services for academically and intellectually gifted (AIG) students. The district employs a comprehensive, systematic approach to stakeholder communication, emphasizing clarity, consistency, and accessibility to ensure that gifted learners receive the support they need to thrive.

Stakeholder-Specific Communication and Training

To support effective implementation, the district identifies and tailors information from the AIG plan to meet the specific responsibilities of various stakeholder groups. Teachers receive targeted professional development on differentiated instructional practices, access and implementation of Differentiated Education Plans (DEPs), and strategies for using flexible grouping. They are also trained in advanced curriculum options and acceleration pathways, ensuring that instruction is appropriately challenging for high-ability students.

Administrators are provided with training on integrating AIG services into school improvement plans and on overseeing the fidelity of flexible grouping and acceleration practices. They are equipped with the tools needed to support school-level implementation and monitor alignment with district expectations.

Support staff receive foundational knowledge of gifted education and the local AIG plan, with particular attention to their role in supporting AIG learners in non-instructional settings. This awareness fosters a school-wide culture of understanding and support for advanced learners.

Standardized Communication Tools and Resources

To maintain consistent messaging, the district has developed a standardized presentation delivered annually at the start of the school year and revisited during professional learning community (PLC) meetings. This presentation includes essential elements of the AIG plan, updates on state regulations, and practical guidance for implementation. It is also shared digitally with all personnel via the district's shared drive to ensure ongoing access.

The district has produced an AIG Handbook specifically for AIG specialists, which outlines differentiation strategies, DEP procedures, and compliance guidelines. Additionally, an AIG Quick Guide for all staff provides a concise overview of the local plan, frequently asked questions, and best practices for supporting gifted learners.

Ongoing Training and Professional Development

AIG-related information is embedded within the district's professional development offerings, administrative meetings, and on-site team sessions throughout the year. Topics include effective differentiation, flexible grouping models, gifted education standards, and using data to inform instruction. Teachers and administrators receive training on how to access, interpret, and implement DEPs through the district's data systems.

The AIG coordinator hosts workshops to deepen staff understanding of social-emotional needs of gifted students, rigor in instruction, and enrichment strategies. These sessions are supplemented with newsletters and digital updates, ensuring that stakeholders remain informed of program developments.

Data-Informed Practices and MTSS Integration

Flexible grouping is a foundational strategy in Martin County Schools' approach to gifted education. These practices are grounded in students' readiness, interests, and ability levels, and are driven by ongoing data analysis. The district's robust Multi-Tiered System of Support (MTSS) facilitates this approach by enabling school-level teams—led by the AIG coordinator and the Director of Accountability—to use benchmark assessments, NC Check-Ins, i-Ready diagnostics, mClass data, formative assessments, and EOG/EOC performance to guide enrichment and acceleration decisions.

Teachers employ tiered lessons, curriculum compacting, cluster grouping, and interest-based projects to meet diverse learning needs. PLCs regularly review data to adjust grouping strategies and align instruction with student strengths. MTSS teams work with administrators to integrate enrichment blocks into school schedules, providing dedicated time for remediation and challenge.

Formal acceleration pathways such as Early Entry to Kindergarten, Subject or Grade Acceleration, Credit by Demonstrated Mastery (CDM), Dual Enrollment, AP, and Honors courses are supported by clear eligibility criteria, including performance data, teacher recommendations, and demonstrated student interest and motivation.

Monitoring and Continuous Improvement

The AIG coordinator and the Director of Accountability conduct annual reviews of proficiency and growth data for AIG students. These reviews inform decisions about program effectiveness, successful grouping models, and emerging professional development needs. This reflective practice ensures that AIG services remain dynamic and responsive to student needs.

Across all grade spans, flexible grouping in Martin County Schools is a dynamic, student-centered practice. In grades K–5, grouping includes skill-based instruction, tiered lessons, enrichment projects, and push-in/pull-out models. In grades 6–8, cluster grouping, curriculum compacting, and passion projects are emphasized. In grades 9–12, advanced learners access a broad range of opportunities, including AP and Honors courses, CDM, dual enrollment, and independent capstone projects. For students who are academic outliers, content-based acceleration allows them to join older peers in specific subject areas, ensuring alignment with their instructional needs.

Through its comprehensive and intentional approach to stakeholder engagement and instructional planning, Martin County Schools ensures that all personnel are equipped to meet the needs of gifted learners, resulting in a culture of excellence and continuous growth for advanced students across the district.

* **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.

Martin County Schools is committed to providing consistent and transparent communication to all stakeholders regarding the delivery of differentiated services for AIG students, as well as state regulations and the components of the local AIG program. The district AIG coordinator plays a central role in the dissemination of this information and ensuring that all staff members and stakeholders remain informed and supported.

At the beginning of each academic year, the AIG coordinator provides Central Office administrators and school-based leadership with a printed copy of the local AIG plan during the opening administrative meeting. This session includes a comprehensive review of key components such as screening, referral, and identification procedures; service delivery models; grievance policies; and important timelines for documentation, such as the deadline for submitting Differentiated Education Plans (DEPs). Teachers responsible for direct AIG service delivery also receive a printed copy of the plan, along with an overview of any updates, clarifications of relevant legislation, and expectations for instructional services.

To ensure wide accessibility, a copy of the AIG plan is housed in each school's multiple locations, and a digital version is published on the Martin County Schools AIG webpage. This webpage also features a Frequently Asked Questions (FAQ) section to support parents, guardians, and community members seeking clarity on gifted education services and policies. At the start of each school year, the AIG coordinator meets with teachers of gifted students to review service options and guide the development of DEPs. Completed DEPs are maintained in students' cumulative records to ensure access and continuity.

To increase public awareness, the AIG coordinator develops and delivers digital presentations outlining the major components of the AIG plan. These are shared during parent nights and community events. In addition, families of gifted learners receive a quick reference guide summarizing identification procedures, service options, and student rights.

Specific outreach is also provided for families of students in grades K–3. During information nights, the AIG coordinator offers an overview of the AIG program, introduces the identification timeline, and shares critical thinking strategies that parents can use at home. Ongoing professional development is also offered to teachers and support staff to deepen their understanding of gifted characteristics, identification practices, and research-based instructional strategies. School administrators are encouraged to attend all AIG professional learning sessions to support program alignment and implementation across schools.

To evaluate the effectiveness of communication and service delivery, stakeholder feedback is gathered through electronic surveys administered to teachers, parents, and students. These data are analyzed and reviewed by the AIG Advisory Board to inform ongoing improvements to the AIG plan. Additionally, the AIG coordinator maintains regular collaboration with the district MTSS team to ensure differentiated instruction is aligned and integrated across support structures.

* **Practice F**

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

Martin County Schools ensures a seamless continuation of AIG services across K–12 by fostering deliberate communication and collaboration among teachers, counselors, administrators, and the district AIG coordinator—particularly at key transition points. Throughout the year, and especially during spring, each school conducts an annual review to evaluate student growth and to plan for the upcoming year. These reviews are led by the AIG coordinator and involve the school's Needs Determination Team, direct service teachers, the Exceptional Children's teacher, and the ML teacher. The team discusses the academic and social-emotional progress of each AIG student, evaluates eligibility of newly referred students, and recommends service adjustments or placements for the following school year.

At the start of each academic year, school leaders and instructional staff receive a roster of identified AIG students along with their specific identification areas. The AIG coordinator then reviews service delivery options and instructional best practices with staff to support planning. Teachers are expected to develop Differentiated Education Plans (DEPs) for each identified student, using the student's cumulative profile folder as a reference. These folders include documentation such as identification data, prior DEPs, demographic information, academic history, interests, and social-emotional considerations. This practice allows educators to build upon each student's previous experiences and ensure appropriate, individualized planning from year to year.

To support smooth transitions between grade spans and schools, the AIG coordinator participates on each school's Needs Determination Team to maintain consistency and equity across the district. Transition supports are also enhanced through district use of Infinite Campus, which houses official AIG records and identification areas for each student. Additionally, many schools host "Moving Up" nights to prepare families for program expectations at the next level, ensuring that parents are informed partners in the transition process.

Ongoing collaboration is promoted through grade-level Professional Learning Communities (PLCs), where teachers discuss student progress and share strategies to meet the needs of advanced learners. Cross-grade meetings are also held periodically to align instruction and expectations across transitions. Classroom teachers who serve gifted students maintain regular consultation with the AIG coordinator or certified AIG staff to refine plans and ensure fidelity of service. Furthermore, direct service teachers and the AIG coordinator work closely with the EC and ML teams to ensure smooth transitions and equitable support for twice-exceptional and English Learner students.

Annual Spring Reviews
Conducted by the AIG coordinator, school-based teams, EC, and ML staff to evaluate student progress and plan for the next year.

Start-of-Year Communication
Principals, counselors, and teachers receive student AIG rosters, identification areas, and service expectations.

Differentiated Education Plans (DEPs)
Teachers develop DEPs using student profile folders, which include academic history, identification details, and social-emotional data.

Consistent District Involvement
The AIG coordinator serves on each school's Needs Determination Team and maintains district-wide consistency and equity.

Centralized Student Records
AIG data, including identification areas, are maintained in Infinite Campus for accessibility and tracking.

Parent Engagement through Transition Events
"Moving Up" nights inform families of AIG services and expectations at the next grade level.

Collaborative PLCs
Grade-level and cross-grade PLCs address the instructional needs and progress of gifted learners.

Ongoing Teacher Support
Direct service teachers regularly consult with the AIG coordinator and AIG-certified staff to refine services.

Support for 2e and ML Students
The AIG team collaborates with EC and ML staff to ensure smooth transitions and tailored support.

* **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.

Martin County Schools is committed to offering a variety of acceleration opportunities to meet the academic and developmental needs of advanced learners. The district recognizes that students in K–12 may benefit from acceleration options when a body of evidence demonstrates readiness beyond their current placement. Acceleration pathways include curriculum compacting, Credit by Demonstrated Mastery (CDM), dual enrollment, subject and/or grade acceleration, early entry to kindergarten, honors and AP coursework, and early graduation. These opportunities ensure that students engage in appropriately challenging and personalized learning experiences.

For students in grades K–3 identified as AIG, AG, AR, AM, or 2e, subject or grade acceleration may be considered based on aptitude and achievement scores at or above the 98th percentile, work samples, teacher recommendations, and demonstrated social-emotional readiness. Similar procedures apply in grades 4–8, with parents providing additional testing if needed. In accordance with state law, Martin County Schools also supports Early Entry to Kindergarten for students who meet rigorous state-defined giftedness criteria.

Curriculum compacting is used to streamline instruction for students who demonstrate mastery through pre-assessments, allowing time for enrichment, acceleration, or extension activities. This strategy may be applied to lessons, units, or even full courses.

CDM provides an opportunity for students to earn high school course credit through a two-phase process: a qualifying exam (EOC, NCFE, CTE Post-Assessment, or local final exam) and a performance-based artifact demonstrating deep understanding of the content. Policies and procedures for CDM, including eligibility criteria, testing windows, and application steps, are communicated through multiple platforms such as school websites, announcements, and registration guides.

Dual enrollment allows students—particularly those identified in both reading and math—to participate in college-level coursework through partnerships with institutions such as ECSU, Martin and Beaufort Community Colleges, and the NC School of Science and Mathematics. Eligibility is based on academic performance, student interest, and readiness for postsecondary learning environments.

Advanced Placement (AP) and Honors courses are available in multiple disciplines and serve students who exhibit high achievement, motivation, and subject-area interest. Honors classes emphasize depth and complexity within a content area, while AP courses, taught by specially trained teachers, align with college-level standards and culminate in national assessments. Entry into these courses is supported by performance data, teacher recommendations, and student interest.

Students may also access advanced coursework via the NC Virtual Public School platform and can pursue mentorships, internships, or job-shadowing through Career and Technical Education. Early graduation is available to students who meet North Carolina's credit requirements.

To ensure accessibility and transparency, all advanced learning options are publicized through the district AIG plan, school and district websites, flyers, registration guides, automated calls, and meetings. The AIG coordinator collaborates with the Director of Accountability to review data and recommend the most appropriate acceleration options for individual students.

Martin County Schools is committed to personalizing learning through a range of well-defined acceleration opportunities for advanced learners. Acceleration options include subject and grade acceleration, curriculum compacting, Credit by Demonstrated Mastery (CDM), dual enrollment, early entry to kindergarten, AP and Honors courses, early graduation, and advanced CTE experiences. Students may qualify for acceleration based on standardized scores, performance data, teacher recommendations, and social-emotional readiness. The district provides clear guidelines and communicates these opportunities through school websites, registration guides, public events, and counselor outreach. CDM follows a two-phase process aligned with state policy, and dual enrollment is supported through partnerships with regional colleges and universities. The AIG coordinator works in close collaboration with the Director of Accountability to analyze student data and recommend the most appropriate acceleration pathways, ensuring equitable access and instructional alignment.

* **Practice H**

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

Martin County Schools is committed to fostering both equity and excellence by broadening access to advanced learning opportunities through intentional, research-based talent development practices at all grade levels. The district recognizes that giftedness can manifest in many forms and across all student populations, including those from traditionally underrepresented groups such as African American, Latino, low-income, Multi-Lingual Learner (ML), and Exceptional Children (EC) students. To support equitable identification and service, the AIG coordinator and instructional coaches provide ongoing professional development for teachers on the characteristics of giftedness, including traits often overlooked in diverse learners. These sessions explicitly address and challenge common myths about gifted students—for example, that gifted learners are always compliant or highly motivated—while encouraging the use of interest inventories and student portfolios to capture student potential more holistically.

The district promotes the early development of advanced learning potential through schoolwide implementation of critical thinking programs such as Thinking Maps and Think Up!, which are designed to build reasoning, reflection, and cognitive flexibility. Over the next three years, SCAMPER, a tool for creative and

innovative thinking, will also be introduced. In partnership with the district's Multi-Tiered System of Support (MTSS) framework, each school is expected to include a talent development block in the daily schedule. During this time, students demonstrating advanced potential based on teacher observation, benchmark assessments, interest, and diagnostic tools such as i-Ready and mClass, will engage in enriched instruction focused on higher-order thinking.

To further support equity in identification, a series of district-designed critical thinking activities are implemented with second and third graders to help prepare all students for the third-grade aptitude assessment. Students who are referred for AIG identification but do not meet eligibility criteria are not dismissed from consideration; instead, they are closely monitored for academic and behavioral growth, and may be clustered with identified students for talent development opportunities.

Teachers working with ML and EC populations receive targeted training on recognizing gifted traits and learning needs in twice-exceptional students. The AIG coordinator collaborates with these teachers to review service options and ensure equitable access. For students who demonstrate strong interest or ability in a specific area, options such as mentorships, job shadowing, and participation in extracurricular enrichment activities—including book clubs, Math Counts, Battle of the Books, science clubs, and writing contests—are available to foster both engagement and excellence.

Recognizing the impact of limited vocabulary exposure, particularly among students from low socioeconomic backgrounds, the district places strong emphasis on vocabulary development in early grades. The AIG coordinator provides K–3 teachers with professional development on effective vocabulary instruction strategies to enhance oral language, listening, reading, and speaking skills. The district also promotes research based exploratory experiences across elementary schools to provide all students—regardless of background—with exposure to new concepts, interests, and learning opportunities that can lead to advanced performance.

Finally, the AIG coordinator works closely with the Director of Accountability and MTSS teams at both the district and school levels to analyze performance data, evaluate service delivery, and adjust programming to meet the needs of diverse learners. These collective efforts are aimed at developing a culture of excellence that is inclusive, data-informed, and designed to ensure that all students—especially those with untapped potential—have access to meaningful, rigorous, and enriching learning experiences.

Standard 2: H – Promoting Equity & Broadening Access to Advanced Learning

Professional Development for Teachers such as:

Ongoing PD on diverse gifted characteristics

Myth-busting around giftedness stereotypes

Use of interest inventories and student portfolios

Talent Development Strategies (K–8) such as:

Thinking Maps, Think Up!, and upcoming SCAMPER

Schoolwide talent development blocks supported by MTSS

Emphasis on critical thinking and enrichment

Universal Screening & Identification such as:

Critical thinking prep in Grades 2–3

Monitoring and clustering of students not yet identified

Equity in Special Populations such as:

Training for ML/EC teachers to identify 2e learners

Collaboration on service options and support structures

Access to Enrichment Opportunities such as:

Mentorships, shadowing, and interest-based activities

Book clubs, Battle of the Books, Math Counts, and more

Addressing Socioeconomic Barriers such as:

Vocabulary instruction focus in Grades K–3

Professional development to strengthen oral language skills

Data-Driven Collaboration such as:

Ongoing partnership between AIG Coordinator, Accountability Director, Curriculum Department, and MTSS teams to evaluate and adjust services

* **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.

Martin County Schools is committed to enhancing the educational experience of gifted learners by offering a wide range of extracurricular activities that support their advanced learning needs, interests, and talents. These programs serve as essential extensions of the AIG classroom experience, providing opportunities for enrichment, leadership, creativity, collaboration, and real-world application of knowledge and skills. Activities are broadly communicated to families and community stakeholders through multiple platforms, including school and district websites, social media, printed flyers, calls, newsletters, and announcements. The district's Public Information Officer also works with schools to promote awareness and participation.

Competitions such as MathCounts, Battle of the Books, Spelling Bee, Science Fair, Envirothon, and HOSA events engage students in higher-level problem-solving, research, collaboration, and verbal reasoning—skills that align with the intellectual curiosity and academic drive of gifted learners. These events allow students to delve deeply into specific content areas and apply classroom knowledge in competitive, authentic contexts. Clubs such as Chess Club, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), and Health Occupations Students of America (HOSA) support interest-based learning and career exploration, giving gifted students meaningful outlets to explore complex ideas and future pathways.

Honor Societies and leadership organizations like FFA, FCA, HOSA, and JROTC provide platforms for students to demonstrate initiative, serve others, and grow in leadership capacity—key social-emotional outcomes for gifted learners. Cultural arts programs, including band, chorus, and contests like the Blue Ribbon Arts Contest and events sponsored by the Martin County Arts Council, provide creative outlets that nurture the expressive and aesthetic abilities of students with gifts in the arts. Travel abroad opportunities and regional/state programs such as Governor's School and Summer Ventures to further expand learning beyond the classroom, providing acceleration, advanced content, and peer collaboration with like-minded learners.

Hands-on, interest-based pathways are also supported through specialized courses in fields like engineering, robotics, medical sciences, culinary arts, and hydroponics, which support gifted learners in applying advanced thinking and innovation in real-world contexts. Internships, mentorships, and apprenticeships

offer personalized learning opportunities and career immersion, helping students connect passions to purpose. Additionally, the AIG coordinator leads a countywide enrichment program aligned to grade-level clusters, offering thematic challenges and interdisciplinary projects that target critical and creative thinking.

Finally, community-based events such as Math Night, STEM Night, and Science Night provide shared learning experiences for families and students, promoting engagement, curiosity, and a love of learning that extends beyond the school day. Through these varied extracurricular programs, Martin County Schools ensures that AIG students are not only challenged academically, but also nurtured holistically as leaders, creators, and problem-solvers.

Martin County Schools enhances the development of AIG students by offering a diverse array of extracurricular opportunities that support academic challenge, creative expression, leadership, and real-world application. Programs such as academic competitions, clubs, specialized courses, and leadership institutes allow gifted learners to explore interests, deepen content knowledge, and collaborate with peers. Activities like MathCounts, Science Fair, Governor's School, and robotics competitions reinforce critical thinking and intellectual engagement. Clubs and honor societies cultivate leadership and teamwork, while cultural and performing arts programs provide outlets for creativity. Through mentorships, internships, and thematic enrichment led by the AIG coordinator, students access personalized, interest-based learning opportunities. These activities are intentionally designed to meet the advanced cognitive, social-emotional, and motivational needs of gifted 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.

Martin County Schools provides a wide range of extracurricular opportunities designed to extend learning beyond the regular classroom, encouraging AIG students to explore their interests, deepen their knowledge, and develop critical thinking, creativity, collaboration, and leadership skills. These programs are intentionally structured to address the academic, intellectual, and social-emotional needs of gifted learners at each grade band:

Grades K-2: Early learners are introduced to foundational STEM concepts and project-based learning experiences. These activities not only build critical thinking and problem-solving skills but also foster early interest in science, technology, engineering, and mathematics. By engaging in hands-on projects, students learn to apply abstract concepts in real-world contexts, laying the groundwork for future advanced studies.

Grades 3-5: Students in this age group have the opportunity to participate in programs like Odyssey of the Mind, which challenges them to develop creative solutions to complex, open-ended problems. This activity promotes teamwork, perseverance, and innovative thinking. Additionally, these students can engage in project-based learning experiences such as designing escape rooms, which integrate multiple disciplines (math, science, language arts) and require advanced planning, collaboration, and critical analysis. Field trips offer further enrichment by exposing students to new environments, ideas, and perspectives, broadening their understanding of the world.

Grades 6-8: At the middle school level, students continue to have access to Odyssey of the Mind and a variety of competitive academic programs that encourage them to stretch their cognitive abilities. Although many clubs are open to all students, those identified as AIG can leverage these experiences to pursue advanced interests and develop leadership skills. Field trips at this level often connect directly to content standards and are intentionally designed to enhance academic learning and social-emotional growth.

Grades 9-12: High school students have a range of extracurricular opportunities, including clubs, honor societies, academic competitions, and leadership organizations. While not all are exclusively for AIG students, these activities provide meaningful opportunities for advanced learners to engage deeply with their interests, build networks, and refine their leadership and problem-solving skills. For example, students might participate in Math Clubs, Science Olympiads, Debate Teams, or community service projects that require sophisticated analytical and organizational skills.

AIG Summer Camp (Grades 4-8): To further support gifted learners, Martin County Schools is implementing a 4-8 AIG Summer Camp designed to actively engage students in critical thinking, hands-on learning, and interdisciplinary exploration. The camp will include scientific inquiry, artistic expression, historical analysis, mathematical reasoning, and kinesthetic activities, all purposefully themed to challenge and inspire AIG students. This immersive experience will

provide a supportive, collaborative environment where students can take intellectual risks, explore new areas of interest, and build lasting connections with peers who share their passions.

Collectively, these extracurricular opportunities ensure that AIG students have multiple avenues for extending their learning, exploring their passions, and developing the advanced skills necessary for lifelong success.

*** Ideas for Strengthening the Standard**

We clarified how the district services and programs match student identification and needs.

We are implementing a new K-12 SEL curriculum district-wide. We have emphasized AIG in our MTSS discussions. PBIS implementation district-wide will support specific programs in place to meet the social and emotional needs of students across the K-12 continuum.

The new plan has procedures in place to align with talent development and access to advanced learning opportunities to promote equity and excellence.

The various extra curricular activities described in the plan gives the students a variety of options aligned with academics to hands-on stem learning environments. These activities will challenge the students to maximize their potential.

Planned Sources of Evidence

*	List of Extracurricular Offerings
*	AIG within the MTSS framework
*	SEL PD and Support

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Talent Development Overview Talent Development Rubric Self-Adocacy Portfolios AIG Advisory Board MCS Sterring Committee K-12 Academic Framework AIG Summer Camp Flyer

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Standard 3: Differentiated Curriculum and Instruction

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

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

Martin County Schools is dedicated to providing challenging, rigorous, and relevant curriculum and instruction to accommodate the diverse academic, intellectual, social, and emotional needs of K-12 gifted learners. To effectively support the advanced learning needs of AIG students, the district adapts the NC Standard Course of Study (SCOS) through the purposeful integration of differentiation strategies such as enrichment, extension, and acceleration.

Differentiation Strategies:

Enrichment:
Enrichment opportunities are embedded within the core curriculum to deepen students' understanding and broaden their knowledge base. For example, in language arts, students may engage in literary analysis beyond grade-level expectations or participate in creative writing projects that incorporate complex themes. In mathematics, enrichment might include solving real-world problems that require advanced reasoning and application of mathematical concepts.

Extension:
The district extends curriculum content by incorporating interdisciplinary projects, research-based activities, and problem-based learning. These opportunities challenge AIG students to apply their skills in new and complex ways. For example, in social studies, students may investigate historical events through the lens of economic theory, while in science, they may develop experimental designs that address current environmental issues.

Acceleration:
For students who demonstrate mastery of grade-level standards, acceleration options include grade skipping, single-subject acceleration, and enrollment in honors, Advanced Placement (AP), or dual enrollment courses. The district utilizes formative assessments and performance data to determine readiness for acceleration, ensuring that students are adequately prepared for advanced content.

Implementation Across Grade Levels:

Elementary (K-5): Teachers use a flexible grouping model to cluster AIG students, allowing for targeted instruction that challenges advanced learners. Curriculum compacting is employed to eliminate repetition of previously mastered material, freeing time for deeper exploration of new topics.

Middle Grades (6-8): In addition to cluster grouping, students participate in project-based learning and integrated STEM activities that promote critical thinking and collaborative problem solving. Advanced courses, such as Math I, are available for students who meet the necessary prerequisites.

High School (9-12): High school students have access to honors and AP courses, as well as dual enrollment opportunities at local colleges. These advanced learning pathways ensure that students are challenged academically while earning potential college credits.

The district ensures that differentiation is not a one-size-fits-all approach. Instead, instructional strategies are tailored to each student’s identified ability level, interests, and readiness, as documented through Differentiated Education Plans (DEPs) and ongoing formative assessments. Collaboration among the AIG

coordinator, classroom teachers, instructional coaches, and school administrators fosters a cohesive approach to implementing differentiated instruction.

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

Martin County Schools employs a wide range of differentiated instructional practices designed to meet the academic, intellectual, and social-emotional needs of gifted learners across all grade levels. Teachers receive ongoing professional development to analyze student data—such as assessments, observations, and interest inventories—to inform instruction aligned with student readiness, ability, interest, and learning profiles. Strategies include curriculum compacting, tiered assignments, flexible grouping, project-based learning, simulations, independent studies, and critical thinking tools like RAFT, SCAMPER, and Thinker Keys. Acceleration opportunities, mentorships, and extracurricular programs extend learning beyond the classroom. Instructional specialists support implementation through coaching, modeling, and collaborative planning, ensuring that AIG students receive meaningful, responsive, and rigorous instruction.

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

Martin County Schools intentionally incorporates a wide range of evidence-based resources to enhance student learning and meet the complex academic needs of AIG students. These materials are used to differentiate curriculum through content, process, and product modifications, ensuring that all gifted learners are appropriately challenged and supported. A variety of resources are available throughout the district and equitably distributed across schools. Their application may be based on student need, teacher expertise, and school context. Teachers use diagnostic and formative data to determine how and when to implement specific materials for enrichment, extension, or acceleration.

Some of the most widely used resources include Thinking Maps and ThinkUp!, both of which promote critical thinking and concept development; Hands-On Equations for advanced mathematical reasoning; i-Ready for adaptive, personalized instruction in reading and math; Icons of Depth and Complexity to scaffold deep inquiry; and Byrdseed.TV, which offers rigorous, interdisciplinary content specifically designed for gifted students. Project-based and cooperative learning structures are also frequently used to create authentic, student-driven engagement.

To ensure alignment and consistency, the district AIG coordinator, instructional coaches, STEM support staff, instructional technology support via Curriculum Team, EC and ML staff, and classroom teachers work collaboratively during PLCs, planning days, and curriculum meetings to evaluate, develop, and refine curriculum using these resources. This collaborative approach fosters shared ownership of instructional decisions and ensures that resources are used purposefully and consistently across grade levels and schools to support the growth of advanced learners.

* **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.

Martin County Schools is committed to fostering future-ready learners by embedding 21st-century skills—such as critical thinking, communication, collaboration, creativity, curiosity, and leadership—into the instructional design and delivery for AIG students. These skills are not taught in isolation but are intentionally developed through daily instruction, special programs, and districtwide partnerships. Teachers use research-based instructional frameworks to embed higher-order thinking, inquiry, and creative problem-solving into the core curriculum and enrichment activities, ensuring that AIG learners are equipped for success in college, career, and life.

Instructional strategies such as SCAMPER, cooperative learning, project-based learning, and interdisciplinary units provide structured opportunities for students to think critically, generate original ideas, and collaborate meaningfully. For example, SCAMPER is embedded in STEM activities where students redesign common objects or solve engineering challenges, while cooperative group tasks promote communication and teamwork during science experiments,

coding projects, and presentations. Honors portfolios explicitly require students to document their development of 21st-century skills, such as leading a group task or solving an open-ended problem, thereby reinforcing intentional planning for these outcomes in upper grades.

Access to technology and real-world application is another cornerstone of future-ready preparation. Through distance learning platforms, dual enrollment courses (Career and College Promise), and coding instruction, students not only build digital literacy but also practice self-regulation and time management. The Innovation Campus provides authentic opportunities for students to engage in advanced Career and Technical Education (CTE) coursework—including engineering, hydroponics, robotics, and 3D printing—where design thinking and applied STEM concepts develop leadership and problem-solving in context.

Community partnerships further expand the development of leadership and soft skills. Mentorships, internships, and job shadowing experiences allow students to engage with professionals and apply learned skills in authentic environments. Students can also earn workforce credentials—such as Serve

Safe, CPR, Pharmacy Technician, and Microsoft Office Specialist—which bolster career readiness and provide evidence of initiative and mastery.

Academic and arts-based competitions (e.g., science fairs, drama, and writing contests) foster creativity and public speaking while encouraging critical evaluation of ideas and reflection. Off-campus opportunities such as Governor's School, Duke TIP, and Summer Ventures give students access to intellectual peer communities and advanced learning environments that prioritize exploration, curiosity, and leadership development.

Implementation of these strategies is made possible through the intentional efforts of the district's AIG coordinator, STEM support staff, instructional technology support via Curriculum Team, and instructional coaches, who provide modeling, co-planning, and support for integrating 21st-century skills into units and lessons. These staff members also help write and secure grants to fund innovative learning experiences. Additionally, Martin County Schools supports teacher growth by funding local and statewide professional development on 21st-century instructional practices, ensuring systemic capacity to deliver future-ready learning.

* **Practice E**

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

Martin County Schools utilizes a comprehensive system of ongoing assessment—both formative and summative—to guide instructional planning, differentiate curriculum, and inform flexible grouping practices that meet the needs of gifted learners. AIG-certified and regular education teachers draw upon multiple data sources to make instructional decisions based on students' readiness, ability, and interests. These assessments are used to identify needs for acceleration, enrichment, extension, or remediation and are embedded in a continuous cycle of teaching and learning.

Teachers employ a wide variety of assessment tools to inform differentiation. Formative assessments such as i-Ready diagnostics, DIBELS, NC Check-Ins, and teacher-created progress monitoring tools allow educators to identify learning trends in real time. Summative measures—including EOGs, EOCs, WorkKeys, ACT, PSAT, and CogAT—provide summative snapshots of mastery and growth. Classroom-based measures such as performance tasks, rubrics, exit tickets, student interviews, and interest inventories offer insight into both academic progress and learner profiles. Portfolios used during the AIG referral process also inform grouping and instructional planning by capturing past interventions, instructional history, and social-emotional considerations.

Instructional decisions following assessment include tiering lessons, compacting curriculum, clustering students by subject area, forming interest-based groups, and using ability groupings to accelerate content. Teachers also flexibly group students for specific tasks and adjust as student needs evolve. These groupings are not static; they are revisited regularly to ensure responsiveness to student growth and engagement. Instructional coaches, the AIG coordinator, and the Director of Accountability collaborate with teachers to analyze assessment results and co-develop lesson plans or co-teach as needed. These experts also support professional learning on assessment literacy and effective grouping strategies.

Districtwide, Martin County Schools supports this work through structured Professional Learning Communities (PLCs) where teachers meet during common planning time to analyze data and discuss instructional adjustments. Coaches lead grade-level PLCs, and school-level MTSS teams collaborate with district-

level MTSS members to examine subgroup data, assess instructional equity, and refine schoolwide approaches to differentiation and support. These processes create a culture of continuous improvement and ensure that AIG students receive instruction tailored to their academic profile and growth trajectory.

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

Martin County Schools understands that gifted students often experience heightened emotional intensity, perfectionism, asynchronous development, and a strong need for autonomy and social connection. To meet these needs, the district integrates intentional strategies and instructional practices into daily instruction and school culture that promote emotional well-being, resilience, and healthy interpersonal development. Teachers design classroom activities that allow students to explore complex emotions and personal challenges through age-appropriate texts and characters, encouraging reflection and connection to their own experiences. Student voice and choice are embedded in assignments to foster motivation, self-awareness, and a sense of ownership over learning. Teachers also implement flexible, interest-based, and ability-based groupings to support collaboration and meaningful peer interactions.

Across the district, counselors, instructional coaches, and the AIG coordinator work collaboratively to deliver targeted lessons on managing stress, social skills, peer pressure, and perfectionism.

An SEL program is implemented in grades K–8 to support social-emotional learning, while high schools will work with students to build character, empathy, and leadership skills. These efforts are complemented by PBIS, the DARE program, and student safety systems like “See Something, Say Something,” anonymous bullying reporting, and access to a crisis chat line through the district website.

Support extends to families through AIG parent nights, which focus on topics such as emotional intensity, self-advocacy, and social development. Periodic check-ins between the AIG coordinator, counselors, and students provide additional support, and a curated collection of resources is available for educators, parents, and students that address common social-emotional traits and needs of gifted learners. Martin County Schools also partners with local mental health agencies—including Trillium, Mobile Crisis, Family Wellness, and Martin-Tyrell-Washington Health—to provide timely intervention and counseling for students experiencing mental health challenges. Extracurricular clubs, athletics, competitions, and student organizations offer additional opportunities for gifted students to develop confidence, peer relationships, and leadership skills.

By embedding social-emotional supports into curriculum, instruction, and community partnerships, Martin County Schools ensures that gifted students are equipped not only for academic success but for healthy, balanced personal development as well.

Additional Plan Components placed here due to no specific boxes for these sections:

PRACTICE G-Early Talent Development in K–2	Martin County Schools is committed to nurturing the academic and intellectual potential of all young learners in grades K–2 through early intervention and intentional talent development practices. While formal AIG identification does not occur until the middle of third grade, the district recognizes that early opportunities to engage in advanced thinking, problem solving, and inquiry are essential—especially for students from traditionally underrepresented populations. Instruction in the early grades is designed to cultivate potential broadly while also responding to those who already demonstrate high achievement, ensuring both equity and challenge.

Teachers in grades K–2 receive ongoing professional development from the AIG coordinator and instructional coaches focused on identifying characteristics of giftedness, understanding diverse expressions of potential, and implementing responsive instructional practices. These sessions intentionally address and dispel myths about gifted learners, helping educators recognize high potential in a wide range of learners. Teachers use a variety of formative data—including i-Ready diagnostics, mClass, classroom performance, and student interests—to inform instructional strategies that differentiate content by readiness, ability, and interest.

K–2 classrooms incorporate Concept Maps, Thinking Maps or Think Up! strategies to develop critical and creative thinking. Classroom instruction is enriched with tiered lessons, curriculum compacting, and independent studies that allow students to explore content at varying levels of depth and complexity. Small-group instruction and workstations are structured to offer both targeted support and enrichment, with flexible and cluster grouping used to ensure learners are working with peers of similar needs or interests.

Each K–2 school creates & begins the implementation for flexible enrichment blocks (“Flex periods”), where students are selected using multiple criteria to engage in interdisciplinary lessons that focus on higher-order thinking, real-world applications, and logical reasoning. These blocks are not limited to already high-performing students; they are designed to identify and elevate emerging talent, encouraging all learners to stretch their thinking and engage in authentic challenges. Second and third grade teachers also use practice items to familiarize students with the structure of the CogAT, supporting equitable access and preparation for the third-grade aptitude assessment.

Additionally, Martin County Schools offers advanced service options for high-achieving students who may require immediate acceleration, including subject acceleration, grade acceleration, cross-grade grouping, and Early Entry to Kindergarten. These options are reviewed on a case-by-case basis using a profile approach to ensure readiness and support.

Through this layered system of early enrichment, flexible grouping, teacher training, and instructional rigor, Martin County Schools cultivates a broad base of student potential in the primary grades—both by developing emerging talent and responding to early high achievers. This foundation ensures that all students are equipped for greater academic challenge as they progress through the grade levels.

Standard 3: H – Collaboration for Differentiated Curriculum and Instruction	Martin County Schools ensures that the development and implementation of differentiated curriculum and instruction for gifted learners is grounded in ongoing, intentional collaboration among a diverse team of educators and support personnel. The AIG coordinator works closely with AIG-certified teachers, general education teachers, Exceptional Children (EC) staff, instructional coaches, counselors, ML specialists, school administrators, the STEM support staff, and the instructional technology support via the Curriculum Team to design, adapt, and deliver instructional practices that meet the academic and intellectual needs of gifted students across all grade levels. This collaborative work is embedded in daily structures such as common planning time, PLCs, and districtwide professional development days. During these sessions, teachers and support staff analyze student data, assess instructional impact, and adjust lesson design to ensure rigor, relevance, and engagement for advanced learners. Teachers delivering direct services to AIG students meet regularly to review student progress and adapt materials accordingly. These meetings are supported by district staff who guide the conversation through inquiry, focusing on how gifted learners are being challenged within current instruction. Professional development—especially for K–3 teachers—focuses on recognizing early signs of giftedness, designing tiered instruction, and implementing high-level strategies such as Icons of Depth and Complexity, SCAMPER, and the advanced writing components of Write from the Beginning and Beyond. The AIG coordinator and instructional coaches collaborate with classroom teachers on the integration of i-Ready data to adjust instruction and accelerate content as needed. Together, the STEM support staff, instructional coaches, and AIG coordinator co-develop countywide units aligned with 21st-century learning skills and design center-based activities that foster critical thinking and problem solving. These efforts include the creation of interest centers, independent studies, digital choice boards, and differentiated menus of learning activities. Specific collaborative planning also occurs for students identified as Intellectually Gifted or Twice Exceptional (2e). In these cases, classroom teachers, EC specialists, the AIG coordinator, and parents jointly determine which instructional strategies and supports—selected from a district menu—are most appropriate for academic and self-advocacy growth. Across all efforts, central office and school-based leaders ensure that resources, time, and professional learning are distributed equitably to support high-quality instruction for gifted learners districtwide.

	Martin County Schools develops and implements differentiated curriculum and instruction for gifted learners through intentional collaboration across all grade levels. The AIG coordinator partners with AIG-certified and regular classroom teachers, EC staff, instructional coaches, counselors, administrators, and district STEM team, ML, and instructional technology to ensure instruction meets the academic and intellectual needs of all AIG students. This collaboration takes place during PLCs, common planning times, and professional development days. Staff co-develop units, materials, and instructional strategies such as tiered lessons, SCAMPER, and Icons of Depth and Complexity. Additional supports are provided for Intellectually Gifted and Twice Exceptional students through personalized service menus. These collaborative efforts promote equitable, rigorous learning experiences for gifted students districtwide.
Standard 3: I – Development and Documentation of Student Plans.	Martin County Schools is committed to developing personalized student plans that match the academic and intellectual needs of K–12 AIG students through documented, differentiated services. These plans—Differentiated Education Plans (DEPs), Individualized DEPs (IDEPs), and Talent Development Plans (TDPs)—are collaboratively created by teachers, instructional support personnel, the AIG coordinator, families, and students to ensure alignment of curriculum, instructional strategies, and student readiness. Each plan outlines how services will enrich, extend, or accelerate learning, and is reviewed annually to ensure continuity, address progress, and support school transitions. In grades K–3, students who demonstrate high ability or potential based on formal/informal assessments, work samples, teacher checklists, and observational data are considered for talent development services. Teachers of these students complete a Talent Development Plan (TDP) and begin a student portfolio documenting differentiated instructional strategies aimed at fostering higher-order thinking, academic growth, and creative problem-solving. These plans are kept by both the teacher of record and school administrator and are used to guide enrichment during classroom instruction and designated enrichment blocks. For students formally identified as AIG in grades 4–12, a Differentiated Education Plan (DEP) is developed for each identified area—math, reading, or both. Each DEP outlines the content modifications, instructional strategies, and critical thinking components specific to the student's strengths. Teachers who deliver direct services create the DEP, and collaborate with

support staff including the AIG coordinator, instructional coaches, ML and EC teachers as needed. Parents/guardians and students are involved in the DEP review process and provide input before signing the final plan, which is then placed in the student's cumulative (orange) folder.

Students identified as Intellectually Gifted—those with high aptitude but low academic performance—receive an Individualized DEP (IDEP). Developed collaboratively by the AIG coordinator, teacher, counselor, parent, and student, the IDEP emphasizes academic goals and self-advocacy skills needed for success. Similarly, twice-exceptional (2e) students receive a DEP that is collaboratively planned with the EC teacher to ensure alignment of curriculum modifications with both gifted and special education needs.

Each spring, the AIG Coordinator and school's Needs Determination Team as needed reviews all DEPs, assesses academic and social-emotional progress, and records recommendations for the following school year. These insights guide the development of the next DEP to ensure a continuum of services. For high school students, DEPs also include documentation of course selections, extracurricular participation, internships, and extended learning opportunities—maintained by the AIG coordinator and school counselors.

Parents of newly identified students meet with the AIG coordinator to discuss identification results, service options, and expectations. Families receive a quick reference guide and question stems to facilitate dialogue with teachers and monitor student progress.

Through the structured use of DEPs, IDEPs, and TDPs, Martin County Schools ensures that differentiated services are transparent, intentional, and matched to each student's demonstrated strengths and needs, supporting their academic development and smooth transitions across grade spans.

*** Ideas for Strengthening the Standard**

Continue consistency with plan implementation and monitoring of progress. A new AIG coordinator / teacher has been hired.

Planned Sources of Evidence

*	Planbook Teacher Lessons
*	Differentiation Strategies, Lessons, PD, Honors Courses, Advanced Course Offerings
*	.

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	Student Interest Inventory Nomination Professional Development Calendar Parent Nights Enrichment Activities/Competitions AIG Student Media Release Quick Reference Guide AIG Q&A

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Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

* **Practice A**
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Martin County Schools employs a highly qualified, AIG-licensed educator to serve as the district's AIG Coordinator. This individual plays a central role in guiding, planning, implementing, monitoring, and continuously improving the local AIG program. The coordinator serves as both a program leader and an instructional resource, ensuring consistency, equity, and high-quality services for gifted learners across the district.

Key responsibilities of the AIG Coordinator include overseeing the development and implementation of the local AIG Plan and chairing the district AIG Advisory Board. The coordinator manages the screening, referral, and identification process by serving on the Needs Determination Team (NDT) at every school, ensuring equitable decision-making and consistency in applying identification criteria. The coordinator also oversees the development and monitoring of all student-specific plans, including DEPs, IDEPs, and TDPs.

To support state compliance, the AIG Coordinator maintains accurate student records, monitors demographic trends, and ensures the timely submission of Fall and Spring Headcounts to the North Carolina Department of Public Instruction. The coordinator ensures smooth record transfers between schools and supports school-based staff by providing data and documentation needed for effective placement and service delivery.

As a professional development leader, the AIG Coordinator designs and facilitates staff development aligned to district needs, offering training in best practices for identifying and serving gifted learners. The coordinator models instructional strategies, co-teaches lessons, participates in school-level PLCs, and leads AIG-specific PLCs at the district level. The coordinator also joins instructional rounds to support teachers who directly serve gifted learners.

Beyond instructional responsibilities, the AIG Coordinator plays a vital role in stakeholder engagement. They collaborate with central office leaders, school administrators, parents, higher education institutions, business and community partners, and civic organizations to promote and support the goals of the AIG program. Additional responsibilities may include managing Governor's School nominations, facilitating competitions and extracurricular opportunities, coordinating travel abroad programs like the German Exchange, and advocating for gifted learners on district leadership teams such as MTSS.

Through this multifaceted role, the AIG Coordinator ensures that the district's AIG program is responsive, equitable, and aligned to best practices, while also supporting the professional growth of educators who serve gifted students.

* **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.

Martin County Schools employs one AIG-licensed specialist who also serves as the district's AIG Coordinator. This individual plays a pivotal dual role by both guiding the overall AIG program and engaging directly in instructional and developmental tasks that support the academic, intellectual, and social-emotional needs of gifted learners in grades K–12.

The AIG specialist collaborates with teachers, administrators, and instructional support staff to design rigorous, differentiated learning experiences tailored to advanced learners. The specialist assists in developing DEPs, IDEPs, and TDPs, ensuring plans align with student strengths, interests, and areas of growth. The specialist also provides teachers with instructional resources that emphasize depth, complexity, and critical thinking, particularly for use in K–3 to promote early talent development and equity among underrepresented populations.

To support classroom practice, the AIG specialist is available to model lessons, co-teach, and consult on strategies for enhancing curriculum and instruction. They also coordinate with district-level staff to create and implement enrichment opportunities such as STEM experiences, field trips, career exploration activities, and countywide grade-level enrichment sessions.

The specialist plays a vital role in organizing and facilitating extracurricular and academic competitions including MathCounts, Battle of the Books, Blue Ribbon Arts, Governor's School nominations, travel abroad opportunities, and book clubs. These events extend learning beyond the classroom and provide enrichment aligned with gifted learners' interests and strengths.

In addressing the social-emotional development of AIG students, the specialist develops interest inventories, co-designs affective curriculum activities, and maintains a curated library of resources that support students, families, and staff in understanding the unique challenges of gifted learners.

At the high school level, the AIG specialist supports students and staff through development of honors portfolios, collaboration on dual enrollment options, and partnership with institutions of higher education. They serve as the district liaison for these initiatives and work with counselors and teachers to ensure smooth coordination and student support.

The AIG specialist also participates in the district MTSS team to advocate for gifted learners, contributes regularly to district-level leadership meetings, and attends ongoing professional development to deepen their expertise and share knowledge with others.

Through this comprehensive engagement, the AIG specialist ensures that gifted learners in Martin County receive the support, challenge, and advocacy they need to thrive across all grade levels

* **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.

Martin County Schools employs an AIG-licensed specialist who also serves as the district AIG Coordinator. This dual-role professional is actively engaged in developing and supporting instruction that meets the academic and social-emotional needs of K–12 gifted learners. The specialist collaborates with teachers to develop personalized education plans, provides rigorous instructional resources, models lessons, and co-teaches across grade levels. They also coordinate enrichment activities, competitions, and effective supports, while serving on the district MTSS team and liaising with higher education institutions. Their role ensures consistent, high-quality support and advocacy for gifted learners districtwide.

* **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.

Martin County Schools is committed to ensuring that AIG students are served by well-qualified educators who are prepared to meet their academic, intellectual, and social-emotional needs. All identified AIG students in grades 4–8 are placed in cluster groups within general education classrooms led by teachers who either hold an AIG add-on license or have met specific LEA-developed professional development requirements for serving gifted learners.

Cluster groups typically consist of 4–10 AIG students placed in a heterogeneous setting. Teachers of these students work closely with the AIG coordinator to design and deliver appropriately differentiated instruction. To be considered for cluster grouping, a student must be identified as Academically Intellectually Gifted (AIG), Academically Gifted (AG), AG in Reading (AR), AG in Math (AM), Intellectually Gifted (IG), or Twice Exceptional (2e). In some cases, high-potential students who are not formally identified may also be included for talent development purposes.

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At the high school level, Honors and Advanced Placement (AP) classes are staffed by teachers who have either earned their AIG licensure or satisfied the district's professional development benchmarks. These educators are expected to implement advanced instructional practices that align with the rigor of the course and the needs of gifted learners.

To support appropriate placement, the AIG coordinator collaborates with school-based Needs Determination Teams to review student profiles, DEPs, and class rosters. Recommendations are shared with school administrators to guide the scheduling and assignment process. This ensures that AIG students are consistently placed in learning environments that support their continued academic growth.

Martin County Schools tracks educator qualifications through a collaborative effort between the AIG coordinator and the district's Licensure Specialist/HR Administrative Assistant. This data is shared with principals, district leaders, and the Board of Education.

To build educator capacity, the district has funded five scholarships for teachers pursuing AIG licensure. These individuals are recognized publicly at board meetings, and a second licensure cohort will launch in 2025-2026. Additionally, the AIG coordinator and Director of Accountability review EVAAS data to identify teachers demonstrating effectiveness with AIG learners, further informing decisions about staffing and support.

* **Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Martin County Schools is committed to the strategic recruitment and retention of AIG-licensed professionals and recognizes the importance of building a diverse and inclusive instructional workforce that reflects the community it serves. The district has implemented and will continue to expand upon several initiatives designed to increase the number of licensed AIG educators while intentionally promoting diversity in recruitment and retention efforts.

Martin County Schools is the past provided financial support to a cohort of five educators (four classroom teachers and one instructional coach) to pursue their AIG add-on licensure through an institution of higher education. This program, open to all eligible educators within the district, includes an application and selection process that encourages participation from teachers of varied backgrounds and instructional roles. A second licensure cohort will be launched in 2025-2026 school year, with targeted outreach to attract educators from underrepresented groups and an additional AIG teacher.

In collaboration with the Human Resources Department, the AIG Coordinator will help refine recruitment strategies to identify and prioritize candidates with AIG licensure and a demonstrated commitment to culturally responsive and differentiated instruction. Specific strategies will include:

- Embedding questions about instructional strategies for advanced and diverse learners into interview protocols;
- Partnering with institutions of higher education, particularly those serving underrepresented groups, to connect with diverse candidates who have completed AIG coursework;
- Highlighting AIG licensure as a desirable qualification in job postings and application reviews;

- Tagging and tracking applicants with AIG licensure and diverse backgrounds for interview priority.

To support retention, the AIG Coordinator and instructional coaches provide ongoing mentorship, classroom support, and access to resources that address instructional, behavioral, and procedural needs. These supports are personalized to ensure that AIG-licensed teachers feel valued and professionally fulfilled.

The district also emphasizes strategic placement of AIG educators in roles that match their instructional strengths and personal preferences, such as grade level or school environment. This includes engaging teachers in conversations about their professional goals and interests and aligning their assignments accordingly to promote long-term satisfaction and retention.

As part of Martin County Schools' broader equity initiatives, efforts to recruit and retain educators from diverse racial, ethnic, linguistic, and experiential backgrounds will remain a priority. These efforts contribute not only to instructional quality but also to increased cultural competence, representation, and student connection across classrooms.

* **Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Martin County Schools is committed to promoting both equity and excellence in gifted education by cultivating inclusive mindsets, revising outdated policies, and adopting responsive instructional practices. The district's professional learning efforts are designed to not only build knowledge of gifted characteristics, but also to challenge assumptions, address biases, and empower educators to expand access to advanced learning opportunities for all students—particularly those from underrepresented populations.

To achieve this, Martin County Schools will implement a multi-tiered approach to professional learning that engages all stakeholder groups, with an emphasis on early grades and specialized educators (EC, ML, Title I). Professional learning opportunities will include the following:

Foundational Training on Equity in Gifted Education
All certified staff will participate in sessions that address equity in identification and service delivery. These sessions will explore the research behind underrepresentation in AIG programs, including systemic barriers, cultural misunderstandings, and deficit-based assumptions that may prevent students from being recognized for their potential. Content will include strategies to recognize giftedness in culturally, linguistically, and economically diverse learners.

Mindset Shift Workshops
These sessions will guide educators through the process of examining and reflecting on their own beliefs about giftedness. Topics will include recognizing asynchronous development, redefining what gifted behaviors may look like across contexts, and understanding how to distinguish between cultural differences and learning needs. Teachers will analyze case studies and engage in structured dialogue around implicit bias and equity.

Data-Informed Identification and Placement Practices
Teachers, counselors, and administrators will receive professional development on how to use multiple sources of data—including nonverbal assessments (e.g., NNAT), observational checklists, student portfolios, and classroom performance tasks—to identify high-potential learners from all backgrounds. Special emphasis will be placed on using data disaggregated by subgroup to inform equitable practices.

Talent Development Strategies for Early Grades
Kindergarten through second-grade teachers will be trained on identifying emerging potential, using tools such as interest inventories, behavioral observation protocols, and strength-based instructional planning. Instructional coaches and the AIG coordinator will model talent development lessons and support ongoing implementation.

Collaborative Policy Review and Practice Audit
In collaboration with the AIG Advisory Board and district MTSS teams, school leaders will engage in a periodic review of AIG-related policies, procedures, and

service models to assess alignment with equity goals. Professional development for principals and district leaders will focus on leading for equity in gifted education, including how to support inclusive service delivery models and monitor disaggregated access and achievement data.

Instructional Coaching Cycles and Lesson Study
AIG-certified staff, instructional coaches, and the AIG coordinator will collaborate with classroom teachers through coaching cycles and lesson study. This includes co-planning, modeling, and co-teaching lessons that integrate advanced learning strategies and are responsive to the needs of diverse learners.

Community and Family Outreach as Professional Learning
Teachers will participate in family engagement sessions, learning how to build relationships with families from all backgrounds and how to use family input as a tool for identification and enrichment. Sample activities include “Giftedness Across Cultures” parent nights and workshops that spotlight student strengths and cultural assets.

All professional learning sessions will be aligned with North Carolina’s AIG Program Standards and will include reflection activities, implementation tasks, and opportunities for feedback. These efforts will help ensure that equity and excellence are not seen as separate goals but as mutually reinforcing principles at the core of gifted programming.

* **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.

Martin County Schools continues to align professional development opportunities with the goals outlined in the local AIG plan, broader district initiatives, and national best practices in gifted education. The district is also committed to ensuring that these opportunities are not isolated but intentionally integrated into all professional learning efforts across the district, with a clear focus on refining instructional applications and increasing educator capacity to support advanced learners.

The AIG Coordinator will attend monthly regional/state AIG meetings and attend professional AIG development classes to continue to hone the necessary skills to challenge the AIG child.

To meet this commitment, the following strategies and actions will be implemented:

Integration with District-Wide Initiatives
Professional development for gifted education will be embedded into larger district initiatives such as Multi-Tiered Systems of Support (MTSS), Equity and Access, Standards-Based Grading, and Instructional Coaching cycles. This ensures that differentiation for gifted learners is addressed alongside support for other student subgroups and becomes part of a district-wide culture of meeting individual student needs.

Cross-Departmental Collaboration
The AIG coordinator will collaborate regularly with the Directors of Curriculum & Instruction, Exceptional Children, Multi-Lingual Learners, CTE, and Accountability to ensure professional development across departments includes AIG perspectives. For example, when delivering PD on instructional technology or literacy strategies, facilitators will include components that address how these tools or approaches can be differentiated for AIG learners.

Unified PD Calendar and Shared Learning Themes
AIG-focused sessions will be incorporated into the district’s annual professional development calendar, ensuring that school-based and district-level PD includes sessions specifically highlighting gifted education. Shared learning themes (e.g., rigor, assessment, student agency) will be addressed with examples and applications for AIG learners.

On-Demand and Tiered PD Pathways
In addition to formal sessions, teachers will have access to on-demand AIG-aligned training through SimpleK12, the NCDPI Canvas platform, and locally developed micro-credential courses. These offerings will be designed to allow educators at various levels of experience to choose topics aligned to their individual growth goals—ranging from foundational AIG principles to advanced differentiation practices.

Job-Embedded PD and Follow-Up Coaching
Instructional coaches and the AIG coordinator will support the transfer of professional learning into classroom practice by participating in lesson planning sessions, modeling instructional strategies, conducting classroom walkthroughs, and offering feedback loops. Follow-up PLC conversations will focus on evaluating the impact of new learning and identifying next steps for refinement.

Professional Development for Honors and Advanced Courses
Teachers of high school Honors and Advanced Placement courses will receive targeted training that is aligned to both AIG expectations and state requirements for honors coursework. These sessions will focus on curriculum compacting, student-led inquiry, critical thinking, and academic discourse—ensuring that honors coursework reflects the depth and complexity required for advanced learners.

Professional Learning Aligned to Program Evaluation
Ongoing data collection from walk-throughs, educator surveys, DEP reviews, and student performance will be used to assess the effectiveness of AIG PD offerings. This data will guide continuous improvement efforts and inform the design of future sessions to better meet teacher and student needs.

By embedding AIG strategies into district-wide professional learning structures, Martin County Schools will ensure that all educators—regardless of role—are equipped with the knowledge, tools, and support needed to serve gifted learners effectively, equitably, and with fidelity.

*** Ideas for Strengthening the Standard**

The 2025-2028 new AIG plan and new coordinator align with the district-wide offerings to support all teachers with content specific and personal development that matched their need. A praxis tutoring and AIG course enrollments will support a cohort of teachers as they enhance their AIG knowledge, skills and classroom supports.

Planned Sources of Evidence

*	Enrollments: tutoring and academic courses
*	Intentional scheduling of students
*	District provided professional development offerings

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	Professional Development Calendar

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Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Martin County Schools recognizes that meaningful, two-way partnerships between schools and families are essential to the growth of AIG learners. These partnerships extend beyond communication and include structured opportunities for collaboration, input, and shared decision-making to meet both academic and social-emotional needs.

Parents/guardians are active participants in the development and annual review of each student's Differentiated Education Plan (DEP), Individualized Differentiated Education Plan (IDEP), or Talent Development Plan (TDP). During these conferences, held early in the school year, parents provide input on their child's interests, learning preferences, and academic goals, and are encouraged to share insight into social and emotional considerations that may affect their child's learning.

The AIG coordinator personally meets with families of newly identified students to review the full scope of the AIG program, provide printed and digital resources, and answer questions. Families are encouraged to communicate regularly with the AIG coordinator and service teachers throughout the year and are provided with tools—such as conversation starters and goal-setting templates—to help guide their engagement in academic and social-emotional progress.

To deepen partnership beyond the school day, Martin County Schools is developing Martin AIG Partners (MAP), a parent and community-led advisory group that works in tandem with the district to design enrichment and wellness experiences for gifted students. These experiences may include book talks, guest speakers, family learning nights, and guided social-emotional sessions facilitated by counselors or local experts. Parents will drive the planning process, and district staff will support with logistics and alignment to program goals.

Surveys are administered annually to families and students to gather feedback on the effectiveness of identification procedures, service options, and the impact of AIG programming. Results are reviewed with stakeholders and used to revise practices, ensuring the program evolves in response to family input.

The district ensures equitable engagement by working with the ML teacher to provide translated materials and interpretation support during conferences. Families are also invited to participate in school-based AIG events, and their involvement in extracurricular programming such as STEM nights, academic competitions, and mentoring programs is actively encouraged.

AIG successes are celebrated jointly with families through the local newspaper, school websites, social media, and board meetings. The district's collaboration with organizations like the Rotary Club, 4H, and local businesses is strengthened by family involvement in service learning and student exchange programs.

Through intentional structures for feedback, shared decision-making, and family-led enrichment, Martin County Schools is committed to a reciprocal partnership that nurtures the academic and emotional success of gifted learners.

* **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.

Martin County Schools is committed to ensuring that all stakeholders—particularly families, educators, and community members—have timely and clear access to information related to the local AIG program, its policies, and implementation practices. Open and ongoing communication is foundational to building trust, promoting transparency, and supporting the success of gifted learners.

To begin, the AIG coordinator personally meets with the parents and guardians of newly identified students to review the local AIG plan, discuss student identification criteria, explain service delivery options, and provide a parent handbook that outlines program components and parent/guardian rights. This meeting also includes a conversation about potential academic and social-emotional supports the student may need and opportunities for parent input in programming decisions.

Annually, parents/guardians of all identified AIG students meet with the teachers providing direct services to discuss and co-develop Differentiated Education Plans (DEPs), Individualized DEPs (IDEPs), or Talent Development Plans (TDPs). These meetings provide opportunities for updates on student progress, goal adjustments, and collaborative decision-making. Parents are also encouraged to participate in conferences and progress reviews throughout the year.

* **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.

Martin County Schools maintains a standing AIG Advisory Board that reflects the diversity of both the district and its gifted learner population. The advisory board plays an active, year-round role in the development, implementation, and continuous improvement of the district's AIG programming and local AIG plan.

The AIG Advisory Board is composed of a diverse group of stakeholders, including the AIG coordinator, AIG and regular classroom teachers, school counselors, school administrators, parents and guardians of AIG students, community members, business leaders, and at least one representative from the Board of Education.

The advisory board meets at least twice annually, with additional meetings scheduled during years when the AIG Plan is being revised. During these meetings, the group will:

Review and analyze data, including academic growth data, service participation records, and subgroup representation trends within AIG identification.

Examine stakeholder survey results gathered from families, students, teachers, counselors, and administrators. These surveys focus on identification, service delivery, curriculum effectiveness, and social-emotional support.

Monitor fidelity of implementation by reviewing school-level records such as DEPs, service rosters, and student portfolios, ensuring consistency with the AIG Plan.

Provide formal recommendations for improving practices, expanding access, and updating policies that govern the district’s AIG services.

Participate in the review and revision of the AIG Plan, with structured opportunities for feedback on each major section of the plan prior to submission. A working draft is shared with the board, and members are invited to provide edits and suggestions. Their feedback is documented and incorporated into the final

version.

Disseminate information back to their respective stakeholder groups to promote transparency and shared ownership of the AIG program.

Martin County Schools is also committed to building partnerships with civic organizations, churches, and local businesses that reflect the cultural and economic diversity of the community. These partnerships support student programming, advisory engagement, and community awareness of AIG opportunities.

This advisory group structure ensures that the voices of all stakeholder groups are consistently included in shaping a responsive and equitable AIG program that evolves with student needs

* **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.

Martin County Schools is committed to keeping families and the community informed about the AIG Program and the many opportunities available to advanced learners. We share information regularly through our district website, school websites, parent handbooks, emails, fliers, and even automated phone calls and texts. Families can also learn more through parent-teacher conferences, PTA meetings, and special events like the “Fall in Love with CTE” career showcase hosted by our CTE department.

We work closely with our Multi-Lingual Learner (ML) staff to ensure that important materials and communications are available in families’ home languages. Our AIG parent group, Martin AIG Partners (MAP), also helps spread the word about events and supports. Whether it’s information about clubs, competitions, summer programs, or honors courses, our goal is to make sure families always know what’s available—and how to access it.

*** Ideas for Strengthening the Standard**

We have a district-wide emphasis on SEL learning. We have a new curriculum: Overcoming Obstacles.

We are developing our advisory groups to have all stakeholders represented and involved in editing, revising, monitoring the AIG plan.

Planned Sources of Evidence

*	Meeting documentation: sign in sheets, agendas
*	Professional Development Calendar

* .

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	Parent Nights Staff Mtg./Agenda Schedules MAP - Martin AIG Partners Advisory Group MCS Sterring Committee Parent Survey Elementary Student Survey Secondary Student Survey Teacher Survey Parent Handbook - NC DPI

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Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

* **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.

Martin County Schools maintains a comprehensive, written AIG plan that complies with current North Carolina legislation and State Board of Education (SBE) policy. This plan serves as the foundational document for the district's gifted education programming and is designed to ensure that the academic, intellectual, and social-emotional needs of gifted learners are met. The plan is developed through a collaborative process involving the AIG Advisory Board, which reflects the diverse perspectives of stakeholders including families, educators, and community members.

The AIG Advisory Board plays an active role in the development, implementation, and ongoing monitoring of the AIG plan. This includes:

Designing and analyzing stakeholder surveys administered to families, teachers, students, and school leaders;

Evaluating student achievement data, including but not limited to benchmark assessments, End-of-Grade and End-of-Course tests, NC Check-ins, mClass, and i-Ready results;

Monitoring district-wide implementation of service options, analyzing demographic trends, and assessing overall program effectiveness;

Conducting program self-assessments using the NCDPI's AIG Standards Unpacking Document as a guiding framework;

Recommending revisions to strengthen programming based on data, stakeholder feedback, and best practices.

The AIG plan is formally reviewed and approved by the Martin County Board of Education every three years. Upon approval, the plan is submitted to the North Carolina Department of Public Instruction (NCDPI) for review and feedback. The finalized version of the plan is made publicly available on the district's website and at school sites to ensure accessibility and transparency for all stakeholders.

* **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.

Martin County Schools ensures the fidelity of its AIG program implementation through a multi-tiered system of monitoring that aligns with current legislation and North Carolina state policies. Oversight is provided by the district AIG coordinator, the AIG Advisory Board, and each school's Needs Determination Team (NDT), all of whom share responsibility for reviewing services, verifying program alignment, and identifying opportunities for continuous improvement.

The AIG coordinator, who serves as a key member of the district instructional leadership team, maintains a comprehensive understanding of instructional programming, services, and enrichment opportunities across all grade levels. Through this position, the coordinator is actively engaged in monitoring the AIG program's execution at the elementary, middle, and high school levels. The coordinator collaborates regularly with the Director of Accountability and Testing to review local and state assessment data, which informs service placement, programming decisions, and identification procedures.

As an active participant on every school-based Needs Determination Team, the AIG coordinator ensures that identification processes are consistently implemented and that Differentiated Education Plans (DEPs), Talent Development Plans (TDPs), and Individualized DEPs (IDEPs) are appropriately developed and monitored. Each school's NDT evaluates student progress, addresses school-level implementation concerns, and serves as a conduit for feedback from staff and families.

The AIG coordinator regularly compiles and reviews a variety of data sources—including formal and informal assessment results, headcount data, stakeholder survey responses, and service documentation—to assess the program's effectiveness.

This information is shared with the district AIG Advisory Board, which meets throughout the year to examine program fidelity, identify strengths, and recommend targeted improvements.

Finally, Martin County Schools maintains compliance and transparency by submitting periodic progress reports and implementation updates to the AIG state consultant at the North Carolina Department of Public Instruction. These interim reports reflect the district's ongoing commitment to delivering a high-quality, equitable, and well-monitored gifted education program.

* **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.

Martin County Schools is committed to ensuring that all financial resources allocated for gifted education are used effectively and responsibly to meet the goals outlined in the local AIG Plan. The district AIG coordinator collaborates closely with the Finance Officer and the COA or Superintendent to develop, implement, and monitor a comprehensive budget that supports the academic, intellectual, and social-emotional needs of gifted learners across the district.

The budget development process is guided by a commitment to aligning expenditures with the priorities and goals identified in the AIG plan. Decisions about how to allocate funds—whether state, local, or federal—are based on a thorough analysis of program data, including student performance, staffing effectiveness, professional development participation, and feedback from stakeholders. This data-driven approach ensures that financial decisions support ongoing improvement and targeted support for both students and educators.

Martin County Schools leverages multiple funding sources to support AIG services. In addition to the state allotment designated specifically for AIG programming, the district allocates a portion of its local funds to cover expenses related to personnel, professional learning, instructional resources, and student enrichment experiences. Title IV funds are also designated to support districtwide AIG enrichment initiatives, especially those that promote equitable access to advanced learning opportunities.

To maximize impact and sustainability, the district actively seeks partnerships with local businesses and community organizations. For example, community contributions have supported enrichment programs such as the Student Exchange Program and other initiatives that extend learning beyond the classroom. The AIG coordinator also works collaboratively with the STEM support staff to align fiscal resources across departments, ensuring efficient use of funds that benefit multiple student groups, including gifted learners.

All AIG-related expenditures are documented, monitored, and reviewed regularly to ensure compliance with state policies and guidelines, and to support the long-term sustainability of the program. This fiscal oversight reflects Martin County Schools' ongoing commitment to excellence and equity in gifted education.

* **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.

Martin County Schools recognizes that the academic, intellectual, and social-emotional needs of gifted learners evolve over time and must be regularly reassessed through a comprehensive data-driven lens. To that end, the district is committed to maintaining and analyzing multiple sources of student achievement and growth data—along with annual dropout data—to ensure program effectiveness, equity of access, and the continuous improvement of AIG services.

The AIG coordinator, in collaboration with instructional coaches and the Director of Accountability, systematically collects and reviews quantitative data including, but not limited to, End-of-Grade (EOG) and End-of-Course (EOC) scores, North Carolina Final Exams (NCFEs), i-Ready diagnostics, mClass benchmarks, PSAT, SAT, Pre-ACT, ACT, and district benchmark assessments. In addition to academic metrics, qualitative measures such as the number of students engaged in internships, mentorships, dual enrollment, AP and honors courses, college acceptances, scholarships, and accelerated placement (by subject or grade) are also tracked to provide a more holistic view of student progress.

Data is disaggregated by subgroups—including race, gender, socioeconomic status, and Multi-Lingual Learner or exceptional children status—to identify patterns and gaps in access, opportunity, and achievement. This disaggregation allows district and school leadership teams to examine where disproportionality exists and address potential barriers that may be preventing underrepresented populations from equitable identification or participation in gifted programming.

Through ongoing review cycles embedded in school-level and district-wide PLCs, this data is used to evaluate the effectiveness of AIG services and to inform instructional grouping, placement decisions, service delivery, and staff development. Additionally, EVAAS reports are analyzed to identify educators who demonstrate significant growth with AIG students, informing both instructional coaching and potential professional learning communities focused on best practices for advanced learners.

Dropout data is collected and reviewed in partnership with the Director of Student Services and the Director of High School Education. When gifted students are identified as at risk for dropping out, interdisciplinary teams including school counselors, administrators, teachers, and the AIG coordinator engage in problem-solving conferences with the student and family. Strategies such as developing an Individualized Differentiated Education Plan (IDEP), mentoring, flexible scheduling, or targeted academic support are employed to support student retention.

Furthermore, insights gained from data analysis are used to shift educator and community mindsets by highlighting the needs of underrepresented gifted students, addressing myths about giftedness, and fostering more inclusive policies and practices. This data-informed approach ensures the AIG program remains reflective, equitable, and responsive to the evolving needs of all advanced learners across the district.

* **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.

Martin County Schools is committed to ensuring that gifted education services are accessible, equitable, and effective for all students, including those from underrepresented populations. The district maintains a systematic and data-informed approach to monitoring the referral, identification, service delivery, and retention of students who are culturally and ethnically diverse, economically disadvantaged, Multi-Lingual Learners, highly gifted, and twice-exceptional.

Race/Ethnicity	Percentage (%)
African American	50.9%
Asian	0.1%
Hispanic	11.1%
White	31.6%
Other	5.6%

Approximately 70% of the student population qualifies as economically disadvantaged, and all students receive free lunch. These demographic realities guide the district's intentional focus on equity in gifted education.

Currently, less than 10% of students are identified as Academically Gifted (AG), Academically Gifted in Reading (AR), or Academically Gifted in Math (AM). The identified population includes a relatively even gender distribution, with a demographic breakdown that highlights disparities in representation among students of color and those from low-income backgrounds. These disparities are routinely reviewed by the AIG coordinator and the Needs Determination Teams (NDTs) at each school.

NDTs are responsible for monitoring subgroup representation in referral, identification, and services. They maintain records that disaggregate data by race, ethnicity, gender, and service type. These teams assess trends in disproportionality between grade levels and across schools and recommend targeted interventions—such as staff development on recognizing gifted characteristics in diverse learners—when needed.

The district supports early talent development through its K–3 program, which includes targeted exposure to critical thinking strategies, curriculum compacting, tiered instruction, and instructional models such as Thinking Maps and ThinkUp. To support culturally responsive practices, K–3 teachers are trained in the principles of the FirstSchool program, which emphasizes culturally relevant pedagogy for African American, Latino, and male students. These early interventions aim to nurture potential and reduce opportunity gaps prior to formal identification.

To monitor program impact and identify patterns over time, the AIG coordinator collaborates with Exceptional Children's staff, ML specialists, and other district leaders. Data is collected and analyzed in Infinite Campus and internal district tracking systems to monitor identification trends, student growth, and retention across demographic groups. Qualitative data—such as student participation in enrichment, academic competitions, mentorships, and dual enrollment—is also considered. All analyses are conducted in accordance with FERPA to protect student privacy.

By embedding equity-driven monitoring practices into its referral, identification, and service models, Martin County Schools ensures that no student's demographic background becomes a barrier to accessing appropriate and challenging learning opportunities. The district remains committed to refining its practices based on these insights to promote fairness, inclusivity, and academic excellence for all advanced learners.

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

Martin County Schools understands that the most effective instructional and socio-emotional support for gifted learners is delivered by educators who are trained in the unique characteristics and needs of advanced students. Therefore, the district prioritizes the maintenance and use of accurate credential data to inform program decisions and ensure alignment with local AIG plan goals.

The AIG coordinator collaborates with the district Human Resources Department to regularly update and monitor records of teachers who have earned the AIG add-on license. This information is shared with school administrators to guide appropriate student placement and staffing decisions across K–12. When possible, AIG students are assigned to AIG-certified educators to ensure a learning environment that reflects depth, rigor, and differentiation.

In cases where an AIG-certified teacher is not available, Martin County Schools ensures that the teacher providing services has participated in relevant professional development and is supported through coaching by the AIG coordinator and/or instructional coaches. These teachers are also required to participate in district-led AIG training and collaborate with AIG-certified staff to meet program expectations.

The AIG coordinator uses credential data in conjunction with instructional feedback, student performance trends, and input from school-based Needs Determination Teams (NDTs) to plan targeted professional development. These sessions may focus on curriculum differentiation, instructional strategies for gifted learners, social-emotional learning, or equitable identification practices. EVAAS data and teacher surveys also inform this work.

In addition, Martin County Schools supports recruitment and retention of AIG-certified personnel by offering tuition support and creating professional learning cohorts. Credential data is used to track progress toward district goals related to capacity-building, equity, and program sustainability.

* **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.

Martin County Schools recognizes that continuous feedback from a broad range of stakeholders is essential to sustaining a responsive and effective AIG program. Input from students, families, educators, and community partners provides the foundation for ongoing program refinement, equitable practices, and student-centered improvement.

The district's AIG Advisory Board plays a central role in gathering and evaluating feedback. The board—comprised of parents, teachers, administrators, community leaders, and higher education representatives—develops and distributes stakeholder surveys on a regular basis. These surveys seek input on a range of topics including the identification process, access to services, instructional effectiveness, and social-emotional supports. The feedback collected is reviewed and analyzed to identify trends and inform decision-making.

The AIG coordinator presents disaggregated data such as subgroup participation, student growth, dropout rates, and honors course enrollment to the AIG Steering Committee and Advisory Board. This data is discussed alongside stakeholder feedback to identify strengths, gaps, and areas requiring immediate attention.

In addition to formal survey collection, the district builds in multiple feedback loops throughout the school year. Parents provide insight during DEP and IDEP conferences. Teachers evaluate service options and instructional strategies during Professional Learning Communities (PLCs), where they collaborate on student needs and instructional adjustments. School-based Needs Determination Teams (NDTs) also assess student progress and program efficacy based on local and individual contexts.

The AIG coordinator gathers feedback from building-level administrators during principal meetings, providing opportunities to align school-based realities with district goals. All feedback sources are triangulated by the AIG coordinator and the AIG Advisory Board to assess implementation fidelity, identify areas for growth, and ensure the program continues to reflect the evolving needs of the district's gifted learners.

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

Martin County Schools is committed to ensuring that its AIG program remains responsive, equitable, and aligned with student needs. To maintain this commitment, the district facilitates a comprehensive program evaluation every three years, using multiple sources of quantitative and qualitative data to guide review and revision of the local AIG plan.

The AIG Advisory Board plays a central role in the evaluation process. This board—comprised of educators, administrators, parents, and community stakeholders—meets regularly to assess the effectiveness of the AIG program and its alignment with the district's mission, goals, and instructional priorities. The AIG coordinator, who serves as the liaison across all levels of implementation, gathers and organizes data from classroom-level discussions, PLCs, Needs Determination Teams (NDTs), principal meetings, and district-level strategic conversations.

To inform decision-making, the AIG Advisory Board uses the following sources of data:

- Stakeholder surveys (teachers, students, parents, administrators, and community members)
- Recommendations from NDTs and principal meetings
- Commendations and recommendations from NCDPI reviews of the local plan
- AIG subgroup proficiency and growth data on End-of-Grade, End-of-Course, and benchmark assessments
- Headcount and identification data disaggregated by subgroups
- Participation rates in Honors, AP, and dual enrollment courses
- Dropout rates and postsecondary enrollment data
- Scholarship awards and student recognition
- Participation in extracurricular and enrichment opportunities
- ACT, Pre-ACT, SAT, PSAT results
- Student portfolios reflecting advanced learning experiences
- Data on student acceleration by grade or subject
- mClass, NC Check-ins, and aptitude testing data

This broad array of data allows the Advisory Board to measure program impact and equity, examine trends over time, and identify gaps or areas in need of improvement. Findings are used to complete the DPI-required Interim Report at the mid-point of the plan cycle, providing a structured opportunity to adjust

strategies, realign resources, and respond to the evolving needs of gifted learners. These efforts ensure that the AIG program remains dynamic, evidence-based, and focused on student growth.

* **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.

Martin County Schools recognizes the importance of transparency and stakeholder engagement in maintaining a high-quality, effective AIG program. To ensure that all stakeholders remain informed and invested, the district is committed to sharing the results of program evaluations broadly and consistently.

Evaluation data—gathered during annual reviews and the comprehensive three-year AIG plan cycle—will be disseminated through multiple avenues to reach school personnel, families, students, and community members. These dissemination strategies include, but are not limited to:

Posting a summary of evaluation findings and key data points on the Martin County Schools AIG webpage, accessible to all stakeholders

Sharing updates during regularly scheduled Principal Meetings to inform school leadership of trends, challenges, and areas for growth

Reviewing evaluation data with Needs Determination Teams (NDTs) at each school to ensure site-based decision-making aligns with district-level goals

Presenting information during Parent Teacher Association (PTA) meetings to foster parent awareness and partnership

Engaging community and civic organizations through formal presentations and discussions to raise awareness and invite support for program initiatives

Providing a printed summary of the AIG program evaluation at each school site, ensuring accessibility for families who may not utilize digital platforms

Additionally, members of the AIG Advisory Board will serve as ambassadors for sharing information and gathering feedback to inform future planning. This commitment to open communication supports the district's broader goals of equity, excellence, and community collaboration in gifted education.

Click here to remove the table and use only the narrative field.

Process	Procedure

Informed consent for identification	*

Informed Consent for Identification

Process:

- Before any formal aptitude or achievement testing is conducted for AIG identification, written informed consent must be obtained from the student's parent/guardian.
- Martin County Schools uses a Consent to Test form that outlines the purpose, types of assessments (e.g., CogAT, Iowa), and the right of parents to decline participation.
- The AIG Coordinator or designee ensures parents understand the screening process and have the opportunity to ask questions before signing the form.
- Testing does not proceed without signed consent on file.

Alignment with Policy:

This procedure complies with NCDPI's mandate for multiple-criteria identification and ensures transparency and parent involvement at the start of the process.

Informed consent for placement	

*

Informed Consent for Placement

Process:

- Once a student has been determined eligible for AIG services by the Needs Determination Team (NDT) based on multiple criteria (aptitude, achievement, observational and work sample data), parents are provided with a Consent for Placement form.
- This document outlines:
  - The specific area(s) of identification (e.g., reading, math, both)
  - The service options available
  - Notification that a Differentiated Education Plan (DEP) will be developed
- Parents must sign and return the placement form before services begin.
- If parents decline placement, the student is not served and the decision is documented.

Alignment with Policy:

This supports both NCDPI Standard 1 (Identification) and Standard 2 (Services) by ensuring parental authority and informed decision-making.

Transfer procedures	*

Transfer Procedures

Process:

- When a student transfers into Martin County Schools:
  - The AIG Coordinator requests previous AIG documentation from the sending school, including eligibility evidence and DEP.
  - The Needs Determination Team (NDT) reviews the documentation to ensure alignment with Martin County's identification criteria.
  - If the evidence meets local thresholds, services begin and a DEP is created or updated.
  - If documentation is insufficient or unclear, the NDT may request additional testing (with parent consent).
- Transfer students are evaluated promptly to ensure continuity of services without delay.

Alignment with Policy:

This honors NCDPI's expectation for equitable service access and supports students in transition by using a review-and-honor model with local flexibility.

Reassessment procedures	*

Reassessment Procedures

Process:

- Reassessment may occur under the following circumstances:
  - Parent or teacher request, after at least 12 months from the initial decision
  - When new data (e.g., achievement scores, work samples) suggests a change in eligibility status
- The request is reviewed by the AIG Coordinator and the NDT.
- If deemed appropriate, the student is referred for reassessment with new consent obtained.
- Students may also be reassessed as part of grade-band transitions (e.g., elementary to middle school) when necessary.

Alignment with Policy:

Ensures a flexible and responsive identification process in accordance with NCDPI guidance on multiple entry points and timely access.

Procedures to resolve disagreement	* Procedures to Resolve Disagreements Process: ▪ If parents disagree with the decision of the NDT regarding identification, placement, or services, the following steps are taken: • Parent/guardian contacts the AIG Coordinator to request clarification and a conference. • If unresolved, a formal written appeal may be submitted to the Director of Curriculum and Instruction. • The Director reviews the appeal with input from the AIG Coordinator and Superintendent's designee. • A written response is provided to the parent within a reasonable timeframe. • Final decisions rest with the district and are based on policy, procedures, and multiple data sources. • Alignment with Policy: • This process provides a transparent and fair opportunity for families to voice concerns and is aligned with NCDPI's expectation for procedural safeguards in gifted education.

*** Ideas for Strengthening the Standard**

We have developed processes and procedures to ensure we are equitable. We have developed forms & data sources to focus the AIG work in the district and provide safe guards.

Planned Sources of Evidence

*	Coordinator Professional Development
*	Data to support the plan, monitoring of the data
*	Procedures for families

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	Consent to Test Consent to Place

Local Board of Education Approval

Martin County Schools (580) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/02/2025

AIG Related Documents

Martin County Schools (580) 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	Local AIG Plan Board Approval Doc

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	MCS AIG Plan Overview Brochure Request for Testing AIG Identification & Service Delivery Plan 2025-2028 Identification Flowchart Early Entry to Kindergarten Process Early Entry to Kindergarten Form Teacher Observation Form Candidate Form NDT Process DEP Initial Screening
AIG Standard 2 Additional Resources	N/A	Talent Development Overview Talent Development Rubric Self-Adocacy Portfolios AIG Advisory Board MCS Sterring Committee K-12 Academic Framework AIG Summer Camp Flyer
AIG Standard 3 Additional Resources	N/A	Student Interest Inventory

		Nomination Professional Development Calendar Parent Nights Enrichment Activities/Competitions AIG Student Media Release Quick Reference Guide AIG Q&A
AIG Standard 4 Additional Resources	N/A	Professional Development Calendar
AIG Standard 5 Additional Resources	N/A	Parent Nights Staff Mtg./Agenda Schedules MAP - Martin AIG Partners Advisory Group MCS Sterring Committee Parent Survey Elementary Student Survey Secondary Student Survey Teacher Survey Parent Handbook - NC DPI
AIG Standard 6 Additional Resources	N/A	Consent to Test Consent to Place

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Phrase	Definition