

Overview: Mission/Vision Statement and Funding

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Carteret County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the Carteret County Public Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Carteret County Schools strives to create a learning environment in which gifted students are provided a rigorous, engaging curriculum that addresses the unique strengths, talents and abilities of our learners. Our school system will recognize, cultivate, and value gifted students' unique needs from entrance into school through graduation. We will

work to engage and educate ALL stakeholders on the learning needs of our gifted students in order to ensure they reach their full potential.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 451,483.00	* \$ 25,000.00	* \$ 1,000.00	* \$ 0.00

Standard 1: Student Identification

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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 for every student to show their strengths and talents.

**Screening:**

Carteret County Schools utilizes both qualitative and quantitative data for screening and referral for AIG services across all grade levels. Through a multi-tiered system of supports, Carteret County utilizes quantitative universal screening tools in grades K-8 for reading and mathematics. The tools utilized are reviewed regularly for validity and reliability. Each of these universal screening measures is administered at least three times a year to every child, allowing the screening process to be ongoing and updated frequently. These assessments provide local and national norms so that the screening data can better inform our talent development procedures and can be used in the referral process.

In 3rd grade, Carteret County Schools administers the Cognitive Abilities Test (CogAT) to all students as a quantitative screening measure. This assessment provides composite scores for Verbal, Nonverbal, and Quantitative skills areas. This comprehensive screening tool allows our school system to identify students with strengths in a variety of cognitive domains. Academically we use data from the Beginning of Grade, End of Grade, and End of Course assessments in grades 3-12 as quantitative data to screen and identify for services. In addition, observational data and performance on critical thinking/higher order tasks is collected by AIG specialists and teachers as part of the screening and referral process through a multi-tiered system of supports. This qualitative data is collected in all grades and allows students another opportunity to display their gifts and talents. We believe that a student that is able to perform at the same level as other AIG students all day, every day should be provided those services to continue to flourish.

**Referral:**

Both qualitative and quantitative data screening data are monitored by the AIG specialists, teachers, and MTSS teams and may lead to a referral. Carteret County Schools accepts referrals from teachers, administrators, parents, students and all support staff. Referral information is available online and in each building. These referrals are provided to and discussed by the school's Gifted Identification Team. A referral to the Gifted Identification Team is necessary if grade acceleration is considered to ensure adequate data collection for the acceleration process.

A child may be referred to the Gifted Identification Team in any grade if there is a pattern of exceptional performance in any of the category areas. In addition, students may be referred if the current area of eligibility and services no longer meet the learner's needs and additional consideration is needed. Data-based decision making criteria should be put in place to ensure that all students displaying strong aptitude and/or strong achievement are considered by the Gifted Identification Team so that all students showing commensurate skills get equal consideration.

According to the National Center for Research on Gifted Education (2018), the rate of language acquisition is a sign of giftedness for students identified as English Learners. Therefore, it is important for English Learner (EL) teachers to consult with AIG teachers regarding students who display language acquisition at a faster pace than other students and/or early language acquisition and be informed of our screening and referral process.

We will continue to collaborate with the Exceptional Children's Department to identify twice-exceptional children. A child can be referred to the AIG team if a school psychologist has testing showing an area of possible exceptionality. All psychologists have been trained on the district's Local AIG Plan, criteria for AIG and the psychologists have referred students who have shown areas of potential exceptionality.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Carteret County identifies students as Academically Gifted, Intellectually Gifted, Academic Reading, Academic Math, Academically Gifted (Reading and Math), and Intellectually Gifted. For each area of Academic Giftedness, Carteret

County Schools has two pathways for eligibility. The first is based on assessment data. The second pathway is based on a portfolio process. This process will involve the collection of data from the following sources: a gifted rating scale, at least 3 student work samples showing higher order/critical thinking and above grade level performance, historic academic performance data including summative, formative and universal screening/benchmark data, letter from the AIG specialist, other standardized assessment data including rate of language acquisition for EL students.

Referrals should follow the procedures outlined in the referral section of this plan. The building team will collect all the data necessary for consideration of giftedness using the portfolio process. This data will then be sent on to a county level team for eligibility consideration. Decisions made regarding eligibility will follow a district created rubric. A child can be referred at any grade level for identification for services following the screening and referral processes listed in Practice A. According to Article 9B (N.C.G.S. 115C-150.5), "academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields." The identification system listed below was designed to align to this definition of giftedness.

A student can be identified as gifted in any are starting in Kindergarten. Prior to our first universal screening with the Cognitive Abilities Test in 3rd grade, students can be referred for evaluation to determine eligibility. In the case of early identification, all student evaluations will be individually administered assessments that are considered valid and reliable for that age and aligned to identification criteria shown below.

#### Highly Gifted

Students exhibiting a 98th percentile composite score on a nationally normed or county approved aptitude or intellectual assessment, as a stand-alone score, are possible candidates for highly gifted.

#### For Intellectually Gifted

1. Equal to or >95th percentile using age-based norms on a nationally normed aptitude or intellectual assessment in any composite
2. GRS T Score > 54 in any area

#### Academically and Intellectually Gifted (AI):

##### Must Meet Both Criteria

1. Equal to or >95th percentile on a nationally normed aptitude or intellectual test in any composite
2. Equal to or >95th percentile on a nationally/state normed achievement test (not sub-test) (EOG,EOC, BOG,

Explore, PLAN, ACT) or evidence of giftedness shown through the portfolio process.

#### Gifted Reading

##### Pathway 1:

1. A nationally normed, individualized achievement test score of equal to or >95th percentile in reading (i.e. Woodcock Johnson) with county approval

OR

A trend of equal to or >95th percentile on 2 or more state normed achievement tests or group administered achievement tests in reading during three consecutive testing years (not sub-test) (EOG, EOC, BOG, Iowa)

##### Pathway 2:

Portfolio showing evidence of giftedness in reading specifically. See portfolio checklist in the Appendix.

#### Gifted Math

##### Pathway 1:

1. A nationally normed, individualized achievement test score of equal to or >95th percentile in math (i.e. Woodcock Johnson) with county approval

OR

A trend of equal to or >95th percentile on 2 or more state normed achievement tests or group administered achievement tests during three consecutive testing years (not sub-test) (EOG, EOC, BOG, Iowa)

##### Pathway 2:

Portfolio showing evidence of giftedness in mathematics specifically.

#### Academically Gifted

Students will be classified as Academically Gifted if they qualify as both Gifted Reading and Gifted Math.

Transfer students who were identified as gifted in another school system will be cluster grouped and data will be gathered. Transfer students will be provided every opportunity to adjust and meet Carteret County's AIG identification standards.

**Military compact:** Students from active military families who are identified in the former school as AIG and show a need for differentiated services will have them provided for them.

Outside evaluations: Outside evaluations will be reviewed by the Gifted Identification Team and used at the team's discretion and with approval by the AIG Coordinator. If there are multiple pieces of data that are conflicting, it is the responsibility of the Gifted Identification Team to determine the need for differentiation through AIG.

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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, English language learners, highly gifted, and twice-exceptional.

In Carteret County Schools, approximately 77% of the students are Caucasian, 11% are Hispanic, 6% are Two or More, 5% are Black. All other populations are less than 1%. Approximately 43% of our students are economically disadvantaged and 3.5% are identified as Multilingual. On the last headcount, students from all demographics were identified including twice exceptional learners. We review our percent per population data for all student groups after each headcount. We utilize a problem solving processes to discuss barriers to service in order to engage in a continuous improvement cycle. With each plan, we look for trends in data over the 3 year cycle. We have not seen significant changes in the breakdown of students identified as AIG, however we also have not had a "traditional" school year during the course of our previous plan in order to evaluate the effects of changes.

As we develop our plans, we utilize the data gathered to ensure equitable service opportunities. This includes opportunities at talent development and placement.

We follow the National Center for Research on Gifted Education (2018) essential steps for identification of giftedness in Multilingual learners:

1. Universal Screening procedure, allowing for use of other tools to supplement the screener
2. Create alternate pathways, including a talent pool and a preparation program that allows students to become familiar with the types of skills necessary for identification
3. Establish a Web of Communication
4. Viewing professional development as a lever for change.

We also know from the same research (2018) that the rate of language acquisition is a sign of giftedness for students

identified as multilingual. Therefore, it is important for Multilingual (ML) teachers to consult with AIG teachers regarding students who display language acquisition at a faster pace than other students and/or early language acquisition. Training to understand the traits of giftedness in ML students will be provided, and the above listed procedures have been included in our current plan. The specialists will also provide tasks within the classrooms prior to administering the Cognitive Abilities Test to expose all children to the types of tasks utilized for identification.

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

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

**\* Practice D**

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

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

Each AIG specialist will maintain a spreadsheet of students that have been referred to the Gifted Identification Team as well as students showing traits of giftedness, the need for specialized instruction, or students that have data that indicates a need for differentiated instruction/curriculum. Training will be provided for AIG specialists around data-based decision making to ensure that all students showing commensurate skills get equal consideration.

Carteret County Schools has a table with each area of eligibility listed and the criteria for eligibility in that area listed. This is used by specialists and shared with parents, teachers, administrators to help ensure consistent use of identification methods. Students that are being served either based on eligibility or talent development are shared with the AIG Coordinator of the county. Each school sends AIG placement folders to the AIG Coordinator. These folders are reviewed to ensure they have the necessary components for eligibility. When eligibility folders are not accurate, the Coordinator will communicate with the specialist.

**\* Practice E**

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

The county's screening, referral, and eligibility information is provided to Gifted Identification Teams, shared at administrative meetings, and shared with parents in multiple ways including the AIG webpage, parent advisory meetings, AIG student activities and through personal communication. Many specialists are available to meet with parents during Open House to answer questions and provide information regarding our policies. In addition, a simple PowerPoint highlighting the key features of our screening, referral and identification process is on our website and shared with each building.

A table clearly outlining our screening, referral and eligibility processes has been created and is used to help communicate our process and a link to eligibility. A one pager communicating the processes will be provided to parents and the schools. It will be given to the county's data managers and counselors for parents registering students that had AIG services in their previous school. Due to the number of students who are enrolled at our middle schools from private or charter schools, we will also provide digital copies of all resources to administrators from local feeder schools. The AIG Coordinator will meet with contacts from feeder schools in our community outside our organization to help them to understand the plan.

At the beginning of each school year, training regarding the county's policies for screening, referral and identification will be provided for teachers and administrators. This can occur at county professional development, in school's opening meetings, during PLCs or virtually (newsletters, webinars).

**\* Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

The Academically and/or Intellectually Gifted department has countywide paperwork which outlines steps taken towards eligibility and identification decisions. The paperwork includes:

- Identifying information
- Gifted Identification Team meeting dates
- Placement date
- Screening details
- Indicators of giftedness that align to the county plan
- Team decision on the need for services
- Signatures of GIT team and parents/guardians

Each child's information is placed into a folder with the identification form as well as all evidence collected during the screening, referral and placement process. The information collected is reviewed with the parent during the placement meeting. A checklist is provided to specialists and teams to ensure all necessary materials are included in the folder. A copy of the folder is kept at the child's school and a second copy of the folder is sent to Central Office for the AIG Coordinator to review and maintain. This information is then put into PowerSchool and reviewed at Fall and Spring headcount.

**\* Ideas for Strengthening the Standard**

In order to strengthen the standards, Carteret County Schools will:

- Continue to build and expand the talent development program by sharing information regarding talent development with administrators, parents, teachers, and support staff. We will monitor access to ensure equity.
- Partner with the EL Department and the EC Department to support identification.

-Training and support will be provided for consistent implementation of data-based decision making and referrals will be monitored for equity of access.

-Provide exposure to students of tasks similar to those seen on CogAT.

### Planned Sources of Evidence

\* Colangelo, N., Assouline, S.G., Gross, M.U.M. (2004). A nation deceived: how school's hold back America's brightest students (Vol. 1). Iowa City, IA: The University of Iowa.

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

\* National Center for Research on Gifted Education. (2018). Exploratory Study on the Identification of English Learners for Gifted and Talented Programs. Storrs, CT.

\* Academically or Intellectually Gifted Students 2015 (NCGS) s. 115C-150.5-150.8.

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<a href="#"> <u>AIG Standard 1 Additional Resources</u></a>

Standard 2: Comprehensive Programming within a Total School Community

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

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

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

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

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

- Pull out services during a core academic time or during the intervention to enrichment block utilizing activities that

target the area of identification.

- Clustering by area of exceptionality to help facilitate differentiation in the classroom.
- Push in services whereby an AIG specialist and classroom teacher provide instructional delivery and support to AIG students in the classroom. The specialist should ensure that the students' needs for differentiation are being supported in this process and be part of the planning process to meet the needs of the students (either virtually or face to face). A focus should always be on increased depth and complexity of subject matter. Differentiation can be completed through Content, Process, Product.
- Consultation
- Acceleration in accordance with legislation and based on individual student need.
- Social Emotional Learning support designed with the needs of the students and age in mind.

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

At the high school, services include advanced coursework, dual enrollment, Interactive Virtual Courses, and mentorship/internships. The AIG department provides support through course planning, seminars to build students' skills for the future, and support with the application process for specialized programs, scholarships, and colleges. Our department seeks out partnerships to increase the opportunities our students have for participation in rigorous courses. We seek to match AIG students with the information and support they need to help them achieve their goals.

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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners,

across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Carteret County Schools AIG department recognizes the unique social emotional needs of gifted learners. According to Neihart (2015), "Social and emotional needs are at the heart of well-being and the foundation for achievement for all children. Many gifted children need targeted assistance with peer relationships, perfectionism, asynchronous development, situational stressors, and post-secondary planning". AIG Specialists utilize purposeful planning to integrate social emotional education into the gifted classroom and provide professional development for teachers to better understand the social emotional needs of gifted students. Our department also provides purposeful instruction to families so that they can understand the social emotional needs of students.

We value the time that gifted students receive with their gifted peers as we recognize it provides us with the opportunity to address the unique social emotional needs of the gifted students. In keeping with current research, some topics that are addressed with gifted students include reframing evaluative concerns to positive strivings, friendship challenges that come from asynchronous development, underachievement, setting mastery and progress goals over performance goals, and growth mindsets. AIG specialists at the high school level monitor the at-risk reports to ensure that we are not missing important warning signs of social emotional needs from gifted students in order for us to target those kids most at-risk. AIG specialists have received copies of "Assessing Services to Meet the Social and Emotional Needs of High Ability Students" by Neihart (2015). We encourage the use of this with teachers, support staff, and administrators in the building so that we can better assess our strengths and weaknesses in the building. While we continue to build the knowledge base within the county, we will also continue to build parent's knowledge on the social emotional needs of gifted children. During our AIG advisory meetings, we have had presentations addressing stress and perfectionism with calming techniques. The AIG Coordinator has met with parents to teach them about the social emotional needs of their children and how these impact parenting. A handout is provided addressing the social emotional needs of gifted students and parenting strategies to address these needs. We hope to add a parent lending library which will include books that specifically address this area as well as posting resources and articles addressing social emotional needs in our newsletter.

**\* Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Carteret County Schools' Curriculum and Instruction team members partner with each other to assure that our goals align and that all students receive a quality education that meets their individual need. We have a small C and I team that allows us to integrate AIG into every conversation, plan professional development, and align initiatives as a team.

This also allows us to look at funding creatively so that we can prioritize funding AIG certified teachers with our state allocated funds. The entire Curriculum and Instruction team serve as advocates for gifted education, ensuring that what is right for students is considered. AIG specialists in Carteret County Schools partner with teachers to differentiate the curriculum and extend/accelerate the standards. We have created a bank of teacher lesson plans for gifted students based by standards that a classroom teacher may be teaching. They participate in instructional planning sessions with teachers and provide professional development on instructional programs. This interconnection of services with instructional programming is key to our students' success. Due to our ability to collaborate and purposeful planning of gifted services, we were able to continue to support students through the pandemic and saw our AIG student group meet growth in EVAAS last year. AIG services and supports have been integrated through some of the following systems and instructional supports/resources:

- MTSS
- NCDPI Advanced Learning Labs
- Pre-tests for compacting opportunities/extension
- House Bill 986 Enrollment in Advanced Math Courses
- Extension/enrichment of grade level content
- Partnerships with Career and Technical Education to offer advanced coursework and STEM opportunities to Middle School and High School students
- Keys to Comprehension
- Purposeful planning of clubs and activities to meet the needs of gifted students
- ACT preparation schedules at high schools

**\* Practice D**

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

Through a multi-tiered system of supports, Carteret County Schools is able to offer purposeful, flexible grouping practices in grade K-8. This allows each building to have intentional time set aside in the schedule for enrichment activities for AIG students and those with advanced learning needs. The groups are based on both quantitative (universal screening, formative assessment, summative assessment data) and qualitative (teacher observation, response to higher order thinking questions, rate of acquisition of skills) data. The groups are re-evaluated at least every 9 weeks and students can be added to groups at any time based on ongoing data collection. Student growth is monitored by both the MTSS team and the AIG department. In addition, Carteret County Schools provides professional development on flexible grouping and differentiation within the classroom for AIG students. Topics including compacting, problem-based learning, student choice boards, and acceleration are discussed in these trainings. As the

classroom teachers build knowledge in practices that facilitate growth and achievement for students with advanced learning needs the opportunities for our students to grow at high rates increases. Cluster grouping recommendations are emailed out to all K-8 administrators at the end of each school year in preparation for scheduling. Ideally, 6 to 8 students make a reasonable group in a classroom of approximately 20 students. While this is not a finite number, it is a standard to aim towards. Each AIG specialist must meet with his/her administration to provide input/recommendations for AIG student scheduling based on area of exceptionality. This allows for increased differentiation and pullout/push-in service delivery. In accordance with policy, AIG students must be placed with teachers who are AIG licensed or locally trained. Based on a "typical" class size, below is the chart that is provided to administration each year based on recommendations from Winebrenner and Brulles (2008).

Cluster Grouping: 24 Students in 3 Classes

	Teacher A	Teacher B	Teacher C
Gifted	6	0	0
High Achieving	0	5	5
Average	9	9	9
Below Average	9	5	5
Far Below Average	0	5	5

**\* Practice E**

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.

This year, we included all administrators in the county in the development of this plan so that they would better understand the regulations and help to design support for differentiated services. Upon approval of this plan, a presentation outlining key components of the plan will be created and shared at district professional development offerings, administration meetings, and in school based training. Within the presentation, we will include a link to our digital resource files to provide all county employees access to the available AIG resources. The PowerPoint will be shared on our district AIG webpage as well through the AIG specialists' webpages. Each year, a student will receive a Differentiated Education Plan (DEP). This presents another opportunity to inform teachers, administrators, parents and support staff about the delivery of differentiated services and instruction. Key definitions will be provided and resources will be given with explanations for use. This additional, individualized level of support during the development of the DEP helps remind everyone of needs of gifted students and regulations for gifted students. It is critical that the DEP is shared with all staff members so that they can better understand the strengths and needs of gifted students. AIG specialists will share the DEP with each teacher during PLC's to help ensure they understand the student's needs.

The AIG Specialists have created a professional development calendar that aligns to the regulations for gifted education. Each session will include the resources/strategies included in this plan. In providing this support, we hope to increase the utilization of the differentiation resources available and increase all county employees' knowledge of our program and plan. These will be provided for all K-8 teachers to ensure evidence based materials and teaching strategies needed to meet the needs of gifted students are used within the classroom. We provide ongoing district wide professional development that encourages utilization of higher level skills in the classroom and problem based learning.

**\* Practice F**

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

Carteret County Schools has put in place articulation processes for each grade level and during key transition periods (Elementary to Middle School, Middle School to High School), to support the learning needs of gifted students. The AIG specialists in each building meet with teachers to review the DEP of gifted students in their classroom and what the children's current skills are. Each specialist also reviews any students who are not yet identified but show evidence of potential giftedness. Each specialist keeps a spreadsheet that include student names, services received, cluster group recommendations and previous test information (including formative and summative test information). As students are referred and added to AIG services, whether through Talent Development or the identification process, they are added to the spreadsheet. This information is then shared with the AIG specialist of the receiving school during key transition periods. The Director provides each AIG specialist and High School Counselors with a list of all students that have received a level 5 in math to ensure appropriate placement. State reports ensuring compliance with placement will be shared with each school to ensure that the student's are placed appropriately or that we have received a waiver from the student's parent.

At the high school level, a 4 year plan for services encourages students and staff to consider the long term needs of the student and allows for us to easily communicate the student needs should a transfer occur. Prior to high school, the AIG specialist assigned to the high school meets with students to review their goals for high school and to plan for appropriate coursework to help the student meet those goals. This articulation meeting allows for the specialist to develop a more personal relationship with the students and start them on a path towards success.

Prior to each school year, the AIG specialist will print a list of AIG students within the building and provide this to administration. Each newly identified student will have AIG eligibility entered into PowerSchool. During the fall and

spring headcount window, the AIG specialist assigned to the building will review student data in PowerSchool for accuracy, make all necessary changes, and review the roster with administration face-to-face. This is another way of advocating for gifted students and their educational needs. Each building has a Gifted Identification Team (GIT). Currently, that team focuses on screening, referral and eligibility. This is an area we have identified for improvement in the future and was an area identified as a relative weakness in our survey results. The Carteret County Schools AIG Department would like to provide in depth training on this plan's policies and practices so that the GIT members become the "experts" in gifted education in the building. They will help support differentiation strategies, embed purposeful planning for gifted students into the PLC, and monitor AIG services making sure that students services are provided as outlined in the plan. They will serve as a direct line to the district AIG Committee

**\* Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Carteret County Schools provides professional development and support with implementing curriculum compacting. In curriculum compacting, a teacher or team of teachers develops a pre-test that assesses which students already have mastery of the topics/learning outcomes about to be introduced. Replacement instruction or activities are then provided for the students that have demonstrated mastery. To support implementation of curriculum compacting, we highly recommend the teacher-friendly resource by Winebrenner & Brulles (2012), Teaching Gifted Kids in Today's Classroom. To help alleviate the stress felt by teachers to create additional materials for students who demonstrate mastery with compacting, Carteret County Schools' AIG Department will work with teachers to create materials and have created a shareable resource file for teachers to go to for ideas based on standard and grade. Our county has a clearly articulated Credit by Demonstrated Mastery process which allows for students to receive credit for courses in which they have shown content mastery prior to taking the course. The two-stage process involves passing the content EOC/NCFE and submitting an artifact that demonstrates deep understanding of the content. Carteret County Schools' Board Policy 3101 states: "in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity." This dual enrollment opportunity, provided for high school students, allows for students to be awarded credit towards graduation as well as college credit.

The county has created clearly defined acceleration policies and procedures for gifted or advanced students that need

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

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

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

the decision is made. This IDEP will be developed in collaboration with the principal, the AIG Specialist, teacher(s) of the student and the parents

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Carteret County Schools utilizes a multi-tiered system of supports to ensure that all students' needs are met. As part of this process, students are provided talent development beginning in Kindergarten. Our talent development protocols provide for increased access for students through an expanded pool and use of local data. This process continues K-8 in all buildings. This provides for access to advanced learning opportunities as well as extension. Data collected through this process drives decision making on advanced learning opportunities. We encourage pre-testing for compacting be offered whole class. This increases access to compacting (an advanced learning opportunity) for typically underrepresented populations. The data collected from compacting can also be used in support of decisions for additional advanced learning opportunities including grade level or subject acceleration. As part of the process to ensure that all students are receiving equitable access to advanced math courses, we comply with House Bill 986, Section II. This bill states that counties, when practicable, must put in place advanced math courses starting in grade 3. Any student receiving a level 5 on the math End of Grade the year prior must be enrolled in those advanced math courses. We provide ongoing support to administrators to ensure implementation of this bill as intended.

We continue to collaborate with our English Language teachers and our Exceptional Children's department. Advanced Learning opportunities are reviewed with the teams to increase awareness so that those supporting our students can advocate on behalf of learners. Carteret County Schools has included identification criteria for Highly Gifted learners in our plan and provides close monitoring of highly gifted students in order to ensure access to advanced learning opportunities. The AIG Committee will regularly review data on advanced learners in the county and discuss equitable access of advanced learning opportunities. This focus on the strategies implemented and outcomes will allow the county to evolve processes if needed.

**\* Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Prior to Covid, Carteret County Schools had increased the number of clubs provided to students. We continue to work to provide for the interests of students through enriching clubs and after school activities and rebuild our extra-curricular programming. By level, these activities include (but are not limited to) the following:

**Elementary:**

- Stock Market Game
- Book Clubs
- InvestWrite Competition
- Young Authors Competition
- Rising 6th graders Summer AIG Camp

**Middle School:**

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

**High School:**

- Scholastic Leadership Academy
- Governor's School
- Honors Courses
- Math Competition
- Dual-Enrollment College Courses
- North Carolina School of Science and Math Dual-Enrollment
- Youth and Government Club
- SkillsUSA Competitions
- Future Business Leaders of America
- National Honor Society or Beta Club
- National Technical Honor Society
- Young Authors Competition
- Summer AIG Camp Counselor

In addition to after school activities, our county and neighboring counties offer many summer opportunities and partnerships. These include Brad Sneedan Marine Science Academy, Camp Invention, CLASS - Career and Leadership Academy for Successful Students, NC State Engineering Camps, North Carolina School of Science and Math Summer Accelerator, Summer Camps through NC State University's the Science House at the Center for Marine Sciences and Technology (CMAST), Governor's School, and this year we are offering our rising middle school students an opportunity to participate in a week-long camp hosted in two middle schools in our county.

**\* Ideas for Strengthening the Standard**

The last three years have impacted our implementation of this standard. We look forward to revisiting these areas yearly to continue to improve the services we provide to our students and the environments in which we serve them. Each year, we will strive to re-evaluate the opportunities our students are offered in our county and ensure that we have equitable services across the county. We will seek out grant opportunities, including the most recent Competitive, After School Robotics Grant opportunity, to improve what is offered to our students.

**Planned Sources of Evidence**

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\* Winebrenner, S. and D Brulles (2008). Cluster Grouping Handbook: Using Cluster Grouping to Challenge Gifted Students and Improve Schoolwide Achievement. Minneapolis: Free Spirit Publishing.

\* Neihart, M. (2015). Services that meet social and emotional needs of gifted children. In R. Eckert & J. Robins (Eds.). Designing Services and Programs for High-Ability Learners: A Guidebook for Gifted

\* Winebrenner, S. and D Brulles (2008). Teaching Gifted Kids in Today's Classroom. Minneapolis: Free Spirit Publishing.

\* Powers and duties of Principal 2015 (NCGS) s. 115C-228.

**Documents**

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

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

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

- Content – Change pace, depth and or complexity of the material. Teachers may teach different or more difficult material. They may delve deeper into the subject matter or cover the content in greater complexity.
- Process - Teachers may present material at an accelerated pace, use higher levels of thinking (Bloom's Taxonomy of Learning) or incorporate different teaching strategies. The purpose is to provide strategies that challenge high-end students and stretch their thinking to a more advanced level.

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

Ongoing data collection is utilized to determine student needs. This can include pre-testing to determine pre-existing knowledge on the topic, rate of acquisition shown on work samples, and other formative/summative data collection.

The Curriculum and Instruction department of Carteret County Schools provides ongoing professional development and support to ensure that all teachers have deep knowledge of the standards to be taught and utilize research-based instructional practices to engage students. The AIG department, in coordination with the Curriculum and Instruction department, will support teachers in the process of differentiation to meet the needs of gifted students through content, process, or product. This partnership between classroom teachers and specialists can only exist if specialists are able to co-plan with teachers (either virtually or in person) and have access to the resources needed to support differentiation. These resources will support enrichment, extension, or acceleration of the content standards. Resources such as the state advanced learning labs, Challenge Math, Junior Great Books and Jacob's Ladder allow teachers to extend the standards currently being taught for gifted students.

Gifted specialists can help identify the appropriate lessons based on the standards being taught for utilization in the classroom or in pull-out services. The county subscribes to the PBL Project, which provides problem-based learning activities tied to standards/topics. This resource and other interdisciplinary units that specialists have worked to create can allow students to extend beyond the standards and apply their learning to real scenarios. During pull-out time or through co-teaching, AIG specialists can support teachers in implementing these and other enrichment, extension, and acceleration opportunities.

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

In Grades 9-12, students are offered a variety of Honors and AP classes which by nature include increased depth and complexity. An AIG Specialist is assigned to each high school to collaborate with counselors and support students as they seek out additional opportunities and appropriate coursework. Other acceleration opportunities are provided through dual enrollment and Credit by Demonstrated Mastery.

**\* Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

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

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

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

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

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

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

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

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

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

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

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

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

1. Learning experiences must be rich and organized by key concepts rather than just facts. AIG students need content which causes them to process at high levels. They also need tasks which require them to grapple with meaningful problems and pose defensible and thoughtful solutions. The AIG department will continue to support appropriate utilization of Bloom's Taxonomy and extension learning (including problem-based learning) to ensure students are engaged in their learning.

2. Good teaching for gifted learners is paced in response to their individual needs. Often, highly able students learn more quickly than others their age. Opportunities for compacting are provided to students. AIG specialists can support teachers with implementation of learning contracts, extension menus, and tiered assignments to facilitate utilization of compacting. Training teachers to use strategies such as "Most Difficult First" allows for students who have not compacted out prior to instruction to demonstrate mastery after direct instruction with less practice. These strategies provide for multiple opportunities for gifted students to move at a pace that is adjusted to their instructional need.

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

Inappropriate Instruction for gifted learners:

1. Instruction for the gifted is inappropriate when it asks them to do things they already know how to do, and wait for others to learn. Gifted students can be pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.
2. Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff". Reading more books that are too easy and doing more math problems that have ceased to be challenging are killers of motivation and interest.
3. Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at the back of the room and move through a math book alone ignores the child's need for affiliation and overlooks the fact that the teacher is a crucial factor in all children's learning. It violates the importance of meaningful peer interaction in the learning process, as well as social and emotional development.
4. Instruction for gifted learners is inappropriate when it is structured around "filling time" or novel and piecemeal experiences. Highly able students are sometimes asked to complete chores while others finish. These chores may be along the lines of serving as "junior teacher" or "teacher's helper".

From Carol Ann Tomlinson, EdD, The University of Virginia

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

To accomplish these goals, AIG Program Specialists will co-plan, co-teach with cluster teachers, model and share their expertise. Specialists will work with cluster teachers to plan and develop lessons and instructional materials

appropriate to the specific needs of gifted students. Due to the large number of gifted students we have in our schools, AIG Specialists will assist principals in grouping/clustering AIG students based on data readily available to program staff in the spring of each year.

**\* Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

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

These include:

- Beast Academy
- Zaccaro Math
- Prodigy Math
- NCDPI AIG Advanced Learning Labs
- Jacob's Ladder
- William and Mary curriculum materials
- PBL Project
- Project M2/M3
- North Carolina School of Science and Mathematics K-9 STEM Enrichments
- Junior Great Books

In addition to these materials, the AIG department has access to technology to integrate learning and STEAM. This includes Lego Robotics kits, Bloxels, Ipads/chromebooks, Spheros, and MakerSpace/STEAM labs. Our department also has an online repository of resources and materials that will continue to be expanded and filed by standard. We encourage teachers to utilize professional development opportunities to learn about updated practices and programs as well as to provide professional development so that the resources are regularly utilized by all those in the district. We strive to stay abreast of current and emerging research regarding evidence-based practices for gifted students. The National Center for Research on Gifted Education and National Association for Gifted Children's Gifted Quarterly are monitored by the department for updates on gifted education in order to further inform the county. We also attend

monthly AIG Regional Coordinator meetings to ensure that we are providing our students with the services they need and deserve.

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Gifted students need opportunities to actively engage with the material they are learning. The AIG specialists work with classroom teachers to provide extension activities and tiered assignments that increase critical thinking and application of learning. Currently, our county utilizes both teacher created and commercially created problem-based learning scenarios to address critical thinking and as part of greater community service projects (book drops, beach cleanups, assistance for the homeless, domestic violence shelter). Recently, the writers and contributors of the PBL Project created a PBL specifically for our county which investigates the after effects of the hurricane and hurricane response plans. This type of connection to something local allowed for our students to evaluate what occurred and think critically about the response and what is needed in the future. Several of our schools have partnered with local businesses and organizations to foster a sense of community. Some examples include the Chick-fil-A Leadership Academy and lessons (forensics) with local police departments. Our county has also provided on-going site training in the benefits of and the effective incorporation of Socratic Seminars to K-12 teachers and encourages the use of these strategies for critical thinking, respectful conversations, and communication.

Throughout the county, our teachers create and utilize interdisciplinary units and STEAM activities to engage gifted students. These interdisciplinary units facilitate creativity, critical thinking skills, collaboration and communication. Our AIG team will assist classroom teachers in crafting lessons and activities to help cultivate curiosity within the classroom as a way to further engage our students academically and motivate them to gain additional knowledge.

Beginning with the approval of this plan, we will be more purposeful with our partnership with CTE to provide mentorships and honors internships, especially for our high school AIG students. In addition, the plan writing committee unanimously noted the need for competitive activities in our schools including but not limited to, Quiz Bowl, Battle of the Books, Robotics teams, Youth and Government Competitions, Math Teams, and Future Business Leaders of America competitions. We will work with administration in the buildings to provide these opportunities for students.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Carteret County Schools utilizes ongoing data collection in grades K-12 to inform grouping practices through a multi-tiered system of supports. In K-5, universal screening data is collected at least three times a year. A variety of tools are utilized for this at this time (mClass, Scholastic Reading Inventory, FastBridge, Schoolnet). This data helps determine student skills and reading levels and is utilized, in conjunction with teacher observational data, to inform enrichment and talent development groups. The groups are reassessed at least every 9 weeks. In addition, we utilize the NC Check-Ins to help determine mastery of content taught and skills. AIG specialists and classroom teachers monitor this data for students that are consistently at the highest end of performance to ensure that the child's instructional needs are being met and for student growth. The AIG coordinator also monitors this data after each collection to analyze student growth and achievement. These assessments can be utilized off-grade level to determine mastery of content for students that are subject accelerated.

In middle school, the NC Check-ins and FastBridge measures are considered in addition to classroom performance data to help inform grouping practices. End of Grade and Course information is used to inform future class enrollments as well as to ensure that AIG students are growing within the building.

As a county, EVAAS data helps us to look at AIG student growth in each building and grade and to look at trends in student growth across the county. This data can help inform practices. Questions we use to drive our data conversations are:

-Was our plan implemented as intended?

-What are the practices that were observed and utilized regularly in the building? -Did our practices work? Why/why not?

-What can we do differently next time to enhance our services?

-What professional development, resources, and support are needed in the buildings?

At all levels, the utilization of pre-assessments is a focus area for improvement. Prior to Covid, in some buildings 100% of the students receive a pre-assessment in math. Offering AIG students the opportunity to show mastery of the content prior to teaching is a best practice in gifted education, especially in order to effectively incorporate curriculum compacting regularly as is also a best practice in teaching. We will continue to work with teachers to utilize pre-assessment data for grouping practices and planning.

**\* Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

The social emotional needs of gifted students are well documented and are varied. We will build on the research presented by Neihart, Pfeiffer, and Cross (2016) and focus on motivation, mind sets, emotions, social support (both time with other gifted students and other support systems), goal setting, understanding of rest and recovery routines, and cultural differences. As part of the efforts to focus on the social emotional needs of gifted students, Carteret County Schools AIG specialists work with students on growth mindset (Carol Dweck) and provide a focused effort on moving students from grade conscious to learning conscious mentalities as well as being goal oriented. As a county, we will work in collaboration with Student Support Services to understand the social and emotional needs of gifted students and to address those needs of gifted students. We will also provide professional development for administrators, classroom teachers, and encore teachers so that they understand the range of social and emotional characteristics and needs of gifted learners. In addition to educating our professional community, we will include parents and families and provide resources to help them better understand their gifted child.

Some systems that have been put in place to address the social emotional needs of gifted students are talent development programs, lunch bunches, consultative support with specialists and counselors, Jacob's Ladder Social Emotional curriculum, "What does it mean to be gifted" unit (focusing on realistic expectations, perfectionism, and self-reflection), utilizing interest inventories to engage students in learning, and creating cross-county game nights and AIG activities so that students have time to interact with other gifted students and foster relationships in order to have a greater support system. In addition, we update our summer camp resources regularly and provide the information to students and families and include it on our websites.

**\* Practice G**

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

As part of MTSS, our district utilizes ongoing data collection (both quantitative and qualitative) to provide intervention and/or enrichment to students. Starting in kindergarten and continuing through 3rd grade (and beyond), students are provided with enrichment services based on the need for differentiation. In many schools, this is provided through an enrichment block where the AIG specialists serve to help support lesson planning and is available to provide pull-out or co-teaching for a small part of the programming. The goal for this block of time is to allow students time with like-minded peers so that learning can occur at an increased pace, with increased depth, or increased complexity while addressing the students' social emotional needs. Some evidence-based programs/supports are used in our program including Jacob's Ladder, Zaccaro Math, PBL Project, Project M2, and Beast Academy, Schools are also provided with creative calendars to engage the students in higher order thinking skills outside of the pull-out program. This supports teachers in providing meaningful tasks that will allow them to see all students' potential.

While our nurturing program is a work in progress, we have already experienced buy-in from classroom teachers and school administrators. The classes of students that received consistent nurturing from kindergarten had increased rates of identification for gifted programming (one building had 19%) and increased identification in traditionally underserved populations. The key to the success of the nurturing program has been the increased knowledge of the teachers on differentiation and the partnerships formed between specialists and teachers. We will continue to provide professional development to K-3 teachers on identifying, nurturing and challenging children with advanced needs within the regular classroom.

**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Each AIG specialist meets with teachers during planning to help support differentiation and enrich their instructional materials. Providing teachers with tic-tac-toe and menu boards, digital resources, books and materials, questions of increasing depth for gifted students to demonstrate knowledge (Bloom's Taxonomy) and problem-based activities tying to the topics are all examples of ways the AIG specialists partner with teachers to better meet the needs of gifted students. In many buildings, AIG specialists create opportunities for all students to participate in that deepen students' knowledge of what is being learned and engage students. Examples of these activities are Break-out boxes and Stock

Market Games. When compacting is offered, AIG specialists work with teachers to create learning experiences for all students who have demonstrated mastery of the topics.

While specialists share materials created across the county, as the specialist student to teacher ratio continues to increase we find availability to be present in planning sessions to be decreasing. Therefore, the AIG department has created an online database of lessons that can be accessed by any teacher. We will work to categorize these by topics and standard for ease of use for teachers. Our specialists have also created a calendar of professional development sessions to facilitate micro professional learning communities at their schools.

The Curriculum and Instruction department of Carteret County Schools works with teachers during PLC's to help differentiate for learner needs. Some focused training has been extension opportunities, question generation through Keys to Comprehension, and accelerated standards. We will strive to include strategies from the Accessible Mathematics book by Steve Leinwand in order to help our math teachers K-12 further develop their teaching strategies in order to achieve maximum student growth.

**\* Practice I**

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 reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

DEPs are completed annually and an opportunity for review is provided for every parent. We will update our DEP's after approval of this plan to align to the practices and procedures outlined in the plan. This will allow the DEP to be more specific and meaningful to the student, teacher and parent. A glossary of terms utilized in the DEP has been included to increase teacher understanding of evidence based practices for gifted students. Input is obtained for the DEP from parents, teachers, and if appropriate, students.

In high school, our blueprint incorporates our DEP and is developed to help support students to reach their goals. During annual reviews of the high school DEP, the specialists will discuss the different opportunities available to high school students, suggest timelines, and stress the importance of resume building activities in order to ensure they are competitive when applying to academic programs, scholarships, and colleges.

### **\* Ideas for Strengthening the Standard**

As a county, we continue to work with classroom teachers, administrators and support staff to meet the needs of gifted students. Our partnerships grow each year as the number of students identified grows. Some ideas to strengthen the standard include:

- \*Work with building administration to be sure that academic competitions are in place and prioritized in their schools.
- \*Increase pre-assessment and curriculum compacting opportunities for students across grades and content areas.
- \*Create a database with lessons aligned to the standards and grade levels for teachers to easily access.
- \*Utilize a book study to build our nurturing program.
- \*Articulate strategies utilized to address different aspects of social and emotional needs.
- \*Provide Accessible Mathematics for all math teachers, especially high school teachers, in order to ensure growth of gifted students in mathematics classrooms.

### **Planned Sources of Evidence**

- \* National Center for Research on Gifted Education. (2018). Exploratory Study on the Identification of English Learners for Gifted and Talented Programs. Storrs, CT.
- \* Tomlinson, C. A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: The Association for Supervision and Curriculum Development.
- \* Winebrenner, S. and D Brulles (2008). Cluster Grouping Handbook: Using Cluster Grouping to Challenge Gifted Students and Improve Schoolwide Achievement. Minneapolis: Free Spirit Publishing.
- \* Neihart, M., Winebrenner, S. and D Brulles (2008). Teaching Gifted Kids in Today's Classroom. Minneapolis: Free Spirit Publishing.
- \* Powers and duties of Principal 2015 (NCGS) s. 115C-228.
- \* Carol Ann Tomlinson, EdD, The University of Virginia "What it means to teach gifted students well".

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\* Smutney, J., Walker, S., Honeck, I. (2015). Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing, and Challenging Children Ages 4-9; Free Spirit Publishing: Mi

## Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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.

Carteret County Schools employs a Director of AIG who is licensed. This person serves as an advocate for AIG students in the Curriculum and Instruction Department during Administration meetings and PLCs. Being a part of the Curriculum and Instruction Department allows for coordination between AIG and all academic areas to ensure that AIG students' needs are always present during decision making and that this policy is implemented as intended by:

- Ensuring that county-wide professional development opportunities are provided addressing the learning needs of gifted students

- Facilitating the development and expansion of the AIG program

- Supporting the growth of the AIG specialists to provide evidence-based programming and supports for gifted students
- Providing guidance to parents and teachers looking for information regarding programming options and the AIG plan
- Serving as a liaison between community partners and the school system

- Maintaining communication with stakeholders regarding programming and services

- Advocating on behalf of AIG students, teachers of AIG students and support staff to ensure needs are considered in planning

- Communicating plan components in an ongoing method to support implementation of the plan

- Providing support to parents and teachers regarding best practices in gifted education and identification

- Monitoring plan implementation for fidelity

- Providing details to the Board of Education regarding the plan and working with the Board of Education for approval of the plan and any needed revisions

- Overseeing screening, referral and identification processes at the district level
- Ensuring equitable access to programs and services

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Elementary level gifted education specialists are responsible for:

- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
  - maintaining a school AIG website that shares up to date information with parents and resources for teachers
  - reviewing and analyzing data for all AIG students;
  - implementing a talent development program that fosters critical thinking skills
  - utilizing county provided curriculum that is aligned with eligibility and is appropriate for gifted students;
  - partnering with classroom teacher for activity implementation for talent development and gifted students during Intervention to Enrichment period
  - collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
  - working directly with classroom teachers to provide feedback on differentiation for gifted learners;
  - facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;
  - facilitating initial placement meetings and annual DEP reviews with AIG families by the end of the first 9 weeks;
  - facilitating informational sessions to inform parents of the identification process and criteria;
  - providing at least 3 professional development opportunities for teachers per year
  - ensuring the AIG roster in PowerSchool is accurate;
  - promoting extracurricular opportunities for gifted students;
  - advocating for gifted learners in the school;
  - facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making
  - providing AIG School to Home Communication forms each 9 weeks to AIG families.
  - ensuring student screening, referral, and identification processes
- Middle School level gifted education specialist are responsible for:
- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
  - reviewing and analyzing data for all AIG students;
  - creating instructional and coaching targets based on data;
  - utilizing curriculum that is aligned with the NCSCOS and is appropriate for gifted students;

- creating extension and enrichment activities that are interdisciplinary and/or align to the NCSCOS
- collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
- working directly with classroom teachers to provide feedback on differentiation for gifted learners;
- facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;
- facilitating initial placement meetings and annual DEP reviews with AIG families by the end of the first 9 weeks;
- facilitating informational sessions to inform parents of the identification process and criteria;
- providing at least 3 professional development opportunities for teachers and staff
- ensuring the AIG roster in PowerSchool is accurate;
- promoting extracurricular opportunities for gifted students;
- advocating for gifted learners in the school;
- facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making;
- assisting classroom teachers in providing information for the AIG School to Home Communication newsletter/forms each 9 weeks to AIG families.
- overseeing student screening, referral, and identification processes

High School level gifted education specialists are responsible for:

- developing and discussing with AIG students and parents the Academic Blueprint
- ensuring students are prepared for specialized programs, scholarships, and applications
- maintaining a school AIG website with current information
- disseminating extra-curricular opportunities to AIG students and families;
- advocating for gifted learners;
- ensuring that the AIG roster in PowerSchool is accurate
- providing seminars for gifted students aligned to their needs
- collaborating with the CTE department to assist in providing students with information regarding honors internships and additional course opportunities
- reviewing at-risk reports for AIG students and facilitating support
- overseeing screening, referral, and identification processes
- reviewing records for dual enrollment for AIG students in 9th/10th grade

**\* Practice C**

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

### Classroom Teachers and Instructional Specialists

- Specialized professional development and follow-up coaching/feedback on the curriculum and instructional approaches outlined in this plan to meet the academic and social emotional needs of gifted students. This will include:
  - Gifted education screening, referral and eligibility
  - Curriculum compacting and acceleration
  - Instructional practices that work for gifted students: embedding critical thinking and higher order thinking questions in the classroom, tiered assignments, extension menus, integrated units including problem-based learning
  - How to create a portfolio for students
  - Advanced Math Legislation
  - Resources to support students in the classroom

### Exceptional Children's Department and English Language teachers

- Professional Development on screening, referral and eligibility information as well as information from the plan that pertains to twice exceptional students or EL students
- Understanding of the social emotional needs of gifted students
- Understanding of the instructional practices outlined in this plan

### Student Services Personnel:

- Screening, referral and eligibility criteria for AIG students
- Cluster grouping and acceleration policies
- Overview of the AIG plan with a focus on meeting the social emotional needs of gifted students and understanding of the academic blueprint
- Advanced Math Legislation

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

### Administrators:

- Overview of the AIG plan
- Yearly review of cluster grouping and acceleration policies
- Yearly review of comprehensive programming and differentiated curriculum and instruction including evidence-based resources and supports intended to meet the needs of gifted students

**\* Practice D**

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

Upon approval of this plan, Carteret County Schools will begin implementing a two year, comprehensive, local AIG professional development opportunity. This will be done in PLC's at each building by the AIG specialists. Specialists will utilize the same training plan, but differentiate the materials to meet the learning needs of the grade levels. The plan includes:

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

This training will include mentoring and planning support with the AIG specialist. We will also increase our push-in services to allow for modeling of the learned practices and opportunities for co-teaching. The sessions are based upon input from elementary and middle school teachers, AIG Specialists, and School Administrators regarding the needs within their building. Our hope is to re-establish regular AIG training through these PLC's which address student and teacher needs.

**\* Practice E**

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

Carteret County Schools recognizes that AIG certified teachers bring a unique lens to their classroom. They have the training needed to implement DEP's and differentiate to meet the needs of gifted learners in the classroom. Our county has representatives that attend hiring fairs throughout the state in order to find quality teaching candidates. In order to build this area we will continue to remind administrators or our responsibility to ensure that we "provide general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position". As they are reviewing applicants, checking for AIG certification and asking about training in differentiating to meet the needs of AIG students is key in recruiting AIG licensed professionals. In order to retain them, we will work to ensure that they have AIG clusters within their classrooms so that they can use the training they have received. Our county's Superintendent has regular meetings with the Citizens for Diversity in Education. These meetings are focused on the recruitment and retention of candidates of diverse backgrounds in our school system.

**\* Practice F**

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

Regular professional development has been provided and will be provided to help schools understand and use local norms to better identify and serve students that are high performing within their school. In addition, coaching is provided to ensure that the data we collect is understood and used to drive talent development opportunities. We will continue to provide professional development on characteristics of gifted education. This training, coupled with resources given to all teachers including monthly creative calendars, will improve teachers ability to provide meaningful cognitive tasks in order to trigger a response that can be observed allowing student's to show their gifted characteristics. We also provide professional development and lesson plans in each school prior to giving the Cognitive Abilities Test. Helping teachers to understand the value of the tasks that are assessed and allowing all students to engage in learning that supports those tasks provides a more equitable opportunity for each student in the class.

**\* Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

The AIG department in Carteret County Schools is within the Curriculum and Instruction Department. Due to this integration, our team can work to align goals, initiatives, and professional development opportunities. This includes providing professional development to implement curriculum compacting, create pre-tests, and develop course blueprints for high school students. Our team helps to facilitate Keys to Comprehension training, which provides support in utilizing critical thinking and higher order thinking skills within the classroom. The Director of CTE and our Director of Arts Education have worked to create additional Honors courses within their departments and opportunities for collaboration to increase job shadowing, mentorships, and internships. We have utilized split funding to provide for a week long AIG Summer Camp in order to reengage our rising middle schoolers in the learning environment and provide for intellectual challenges in fun environment. These are just some of the examples of alignment of initiatives. In our county, we see it as everyone's job to ensure students' needs are met. There is no one person who oversees the education of gifted students, but a team of people who help pave the path.

**\* Ideas for Strengthening the Standard**

In the last plan, we created a goal of having an Local AIG Education Program. Our county was able to successfully implement this program. However, the next year Covid created a new set of learning needs and professional development needs for teachers and students. We continue to strive to restart that program, but are mindful of the current needs of both students and adults. The current plan breaks the year-long plan into two years. We hope that we are able to accomplish many of the same goals, but continue to hope to strengthen the standard by restarting the LEAP program in the future.

**Planned Sources of Evidence**

\* Carteret County Public Schools, Local Educator AIG Preparation Course Outline

\* NCDPI Booster Shots: <https://drive.google.com/drive/folders/13kjiL5gqqtNlwFNQnhv7MaHBXFP0ihYI>

\* <https://www.paideia.org/our-approach/paideia-seminar/sample-paideia-seminar-plans>

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <a href="#">AIG Standard 4 Additional Resources</a>

Standard 5: Partnerships

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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.

In order to facilitate two-way communication, we will seek to develop school based AIG advisory groups to increase parent engagement in the AIG program. We will have face to face meetings with AIG parents at the beginning of each year to share Differentiated Education Plan information and to allow them to provide us with information regarding their child and the needs of their child. Information regarding policies and procedures will be shared at this meeting so that they are aware of the components included in our plan. Each specialist provides a quarterly newsletter that allows parents to know what their child has been doing in the AIG program and what is coming up.

In an effort to increase parent engagement in the program, our elementary and middle schools have begun cross-county events. These nights are an opportunity for AIG students from across the county to get together and socialize. During the events, the AIG Coordinator speaks about parenting gifted students, the gifted program in Carteret County, and Parent Advisory. This allows the middle schoolers to talk to elementary students about services at the middle school and builds their communication skills. These had been successful events for our county, with high levels of engagement.

**\* Practice B**

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

Carteret County Schools has a strong history of partnership with Carteret Community College providing for opportunities for gifted students to have access to additional courses while in high school. The AIG Department continues to rely on partnerships with NC State Marine Lab, Duke Marine Lab, UNC Institute of Marine Sciences to provide for additional professional development opportunities for teachers and as well as extracurricular opportunities for students.

Local government agencies have provided our students with hands-on opportunities in forensics, city planning, and emergency medicine. In addition, Chik-Fil-A has sponsored a leadership program for students. These opportunities allow our students to prepare for their future through hands-on learning experiences.

North Carolina School of Science and Mathematics has been a strong partner with Carteret County Schools. Through their Interactive Virtual Courses, our students have access to rigorous courses at the high school provided by NCSM. We continue to look at ways to expand our partnerships through their expanded virtual options.

**\* Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Carteret County Schools will utilize the Gifted Identification Team members to build an AIG Committee. These members will be well trained on gifted education and our county plan. This committee will focus on the effective implementation of this plan. This committee will consist of a cross-section of those involved in educating gifted students including families, community members, university partners, and educators. Information regarding implementation of this plan will be collected through building walkthroughs, interviews, feedback from the school-based teams and other data. This will be shared with the committee. Barriers to adequate implementation will be problem solved.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

We currently use school websites, the district website, fliers, emails, and letters home to communicate with parents. Our schools will utilize technology tools and translators to help parents feel connected and informed and allow us to reach more families. Each building will strive to keep an updated email roster for ease of communication and reminders. This can also serve to provide parents with updates regarding AIG services and programming. Ensuring that translation services are available for families is key to two-way communication and partnerships. The district translator can help support this effort.

**\* Ideas for Strengthening the Standard**

The AIG Department is constantly working to improve our relationships and communication with all stakeholders. Some ways to strengthening this standard include:

- Ensure consistent communication with parents across the county.
- Utilize technology to provide more frequent updates to parents.
- Create a district-wide AIG email list to share updates and provide a means of two-way communication with an increased number of parents

--Create school-based AIG Advisory committees that are diverse in nature and increase partnerships between the school's AIG program and the community. These will link directly to the county AIG Parent Advisory.

**Planned Sources of Evidence**

- \* Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.). Upper Saddle River, NJ: Pearson Education.
- \* [https://www.cartercountyschools.org/for\\_parents/academically\\_intellectually\\_gifted](https://www.cartercountyschools.org/for_parents/academically_intellectually_gifted)
- \* <https://www.ncagt.org/nc-page-about-page>

**Documents**

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

Standard 6: Program Accountability

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

With the goal of ensuring that all students experience a productive struggle, are engaged in learning, and are provided a personalized learning experience, Carteret County Schools' AIG Department teamed with parents, classroom teachers, Curriculum and Instruction members, the EL department, and administrators for input on this AIG plan. In addition, we utilized walkthroughs for instructional fidelity. We hope to build on successes from the past, while looking to the future of education and student learning. This plan addresses each of the 6 Standards and all practices within each Standard. It will be provided to the Board of Education for review, and upon approval submitted to the Department of Public Instruction.

All educators in the Carteret County School System are charged with educating gifted students. It is the job of the AIG Department to ensure that all educators are aware of this plan, its components, and ways to implement this plan. We will work to ensure that this occurs during the course of the next three years and utilize our AIG Committee to review the plan, check for fidelity and make adjustments in services when necessary.

**\* Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies

to ensure fidelity of implementation for all AIG program components.

An AIG Committee composed of a cross-representation of our county will meet twice a year to review how we are addressing the policies and practices outlined in our plan as well as equity of services. Feedback will be provided from the schools to consider as well as survey data. Walkthroughs will be conducted to look at how students are served across the county and supports provided will be reviewed based on schedules and lesson plans/feedback from specialists. Our goal is to determine whether we are implementing the plan as written and how we can provide support to ensure we are providing AIG students the services outlined in this plan. The team will identify professional development and coaching needs across the county.

As policies are passed that address the needs of gifted students, the AIG Committee will meet to review the policies and the implications on services for gifted students in our county.

**\* Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

Each year, Carteret County Schools receives approximately \$450,000 to meet the needs of gifted students through the state. We are fortunate to receive local funding in the amount of \$25,000 to ensure we are fully staffed with 6 positions. Currently, our specialists are serving approximately 1:160 identified students as well as additional students through talent development. The majority of our funds are allocated to positions; we rely on grants written by specialists and building funds for materials. In the spring of each year when budget proposals are given by the state, the AIG Coordinator meets with our Finance Department to look at projected funds for the following year. Positions are allocated and filled based on those allocations. Updated budgets are provided regularly by the finance department and are requested prior to the approval of any requisition. Each year in the spring, AIG specialists are asked to provide a wants/needs list for meeting student needs. This helps inform budget decisions the following year.

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for

AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

AIG student growth and proficiency data is a part of the school and district's accountability system, ensuring we continue to focus on student achievement data, growth and drop out data. EVAAS data is closely reviewed by the Curriculum and Instruction team as well as the AIG coordinator. Group performance data is shared with the specialists and is used to help inform instructional decisions and service delivery. The AIG Specialist is the key advocate at each school level as AIG student data is discussed in PLCs. The AIG Specialist provides support and resources for the classroom teacher. Through data collection and analysis as part of a MTSS, we can closely monitor AIG students and students with advanced learning needs for growth.

AIG growth and achievement data is gathered, analyzed and shared with the AIG department, principal groups, and school groups as we consider how the data trends inform the instruction on all of our campuses.

Our county AIG Department continues to work to answer the following questions as part of strengthening the standard:

-How can we make this data more important and more visible?

-How can we achieve communication with parents regarding individual student growth in a more consistent way?

-How can we use this data to ensure gifted students are challenged by enrolling in rigorous courses?

**\* 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.

We utilize the AIG headcount data twice a year to monitor our representation and discuss any barriers/improvements to our programming to meet our goal of ensuring equity in access. We will also continue to review our talent development services since that is not included in our headcount. Our county AIG Committee and school based teams will help drive these problem-solving and decision-making conversations. The talent development program in

our schools has increased the number of under-represented students identified. The team is hopeful that including a portfolio process in the eligibility framework will allow us to continue to our data.

Sex	Asian	Black	Hispanic	American Indian	Pacific Islander	White	Two or More
Female	29.73	4.02	4.43	10	0	13.37	7.33
Male	25	3.37	7.28	0	10.53	14.48	7.29
AIG Totals	27.4	3.69	5.87	4.55	6.45	13.94	7.31

Percent of Total AIG Students Identified as Dual Exceptionality: .97%



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**\* 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.

As a county, we seek to hire qualified candidates. Our department currently employs 6 full time AIG Specialists. Each has passed the state AIG licensure exam or has received licensure through a university program. We work with building administration to identify teachers with AIG certification who have a history of meeting AIG students' needs through both observational and quantitative data for cluster grouping. When there is not an AIG certified teacher available, we have cluster grouped students with a teacher who has shown strong performance with AIG students. The specialists then ensure that the teacher receives adequate training on gifted students and supports to meet student needs. Our professional development plan for this cycle will allow us to provide intentional training for teachers over the course of two years in order to better prepare them for working with AIG students.

**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Carteret County Schools historically had an AIG Parent Advisory Group. With the lack of an active group due to Covid, it is important we re-establish relationships with parents in order to gain honest feedback. Feedback regarding programming and services has been communicated through these meetings. Our hope is to put in place school based parent groups to increase communication. In addition, we will utilize yearly surveys to families looking at the impact of our programming and the implementation of our plan.

AIG Specialists will meet with teachers during PLC's in order to increase the two-way communication in the buildings. Regular meeting times will provide for improved relationships and trust between the specialists and the classroom teachers. At the high school level, information is shared with students and families through google classrooms dedicated to each graduating class cohort. This includes important due dates, application criteria, summer programs and opportunities and links for appointments.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The Carteret County AIG Program utilizes multiple sources of quantitative and qualitative data to evaluate and review the plan. This includes:

- Professional development opportunities provided and participation in those trainings
- Student growth data on ongoing assessments including universal screeners
- Student's eligibility categories including demographic information when available
- Walkthrough data and lesson plans to assess the fidelity of implementation of evidence-based programs
- Survey data to look at communication and services
- Percent of students in each demographic qualified for AIG services
- Percent of students in Carteret County Schools qualified for AIG services and percent served through Talent Development
- Percent of students served through Talent Development qualifying for AIG services

- Number of students accessing acceleration opportunities
- Student to AIG teacher ratios
- Time served for students
- EVAAS data for the AIG subgroup
- Percent of AIG High School students enrolled in AP or Honors classes
- Student enrollment in NCSSM dual-enrollment
- Students accepted to Governor's School
- Students showing up on the at-risk report

This data will be shared with the school based gifted team and the county AIG Committee.

**\* Practice I**

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

Historically, data regarding AIG services evaluation was provided through a yearly presentation to the Board of Education, through Parent Advisory Meetings, and on our websites. Upon approval of this plan, we will begin creating an infographic based on our data that will allow parents to see a snapshot of our data collected, highlights, and yearly goals for improvement. This will be available on our website and will be shared out through specialists for families and students. This will also be shared out through district administrator meetings.

**\* Practice J**

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.

Each school is required to have a Gifted Identification Team (GIT) in place; the program specialist serves as the chairperson/facilitator. This group is responsible for meeting regularly to review pertinent information gathered from multiple sources and, based on the information provided, make recommendations about differentiation and/or placement in the AIG program. Transfer students who were identified as gifted in another school system will be cluster grouped immediately and data will be gathered. Transfer students will be provided every opportunity to adjust and meet Carteret County's AIG identification standards.

When the GIT agrees that a student needs to be tested, parents will sign a consent for evaluation prior to testing. This must be done prior to a student being tested with the exception of universal or whole grade testing. Transfer students enrolled in the prior school's AIG program may require standardized tests, depending on recommendations from the GIT.

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Process	Procedure
Informed consent for identification	* All parents are given notification of any universal screener provided in Carteret County Public Schools. If a student should be referred for an assessment that is individualized and has been recommended by the Gifted Identification Team for the purposes of identification, a parent letter is sent. It explains what assessment(s) will be given and the purpose. A parent signature is required prior to the student taking the test.
Informed consent for placement	* Carteret County Public Schools utilizes initial identification paperwork. This includes area of eligibility, evidence for eligibility, services that will be received, and signatures from the Gifted Identification Team. A parent is required to sign in order for a child to be found eligible for services.
Transfer procedures	* A copy of the student AIG folder is kept by each specialist and the Director of AIG. When a student transfers between schools within our county, the AIG specialists share information from our data tracking spreadsheet and communicate about the student's strengths and needs. When groups of students transfer between buildings, a formal meeting occurs between specialists to review cluster recommendations, student needs and eligibility. This includes information for students that are part of our Talent Development. If a student should transfer out of our school district, we provide the receiving school the student will be attending a copy of the student's AIG folder once a records request is received.

\*  
**Reassessment procedures**  
 Carteret County Schools does not "de-gift" identified students. Reassessment may be needed if a student was initially found ineligible for services or is considered for an additional area of eligibility. The recommendation would come through the Gifted Identification Team and the team would recommend what additional data is needed (either the portfolio process data or testing). A parent would provide signed consent for any additional assessments a child would need.

\*  
**Procedures to resolve disagreement**  
 Article 9-B under GS. 115C-150.7b(7) is the North Carolina law which governs Academically and/or Intellectually Gifted Students in North Carolina Schools and speaks to the procedure to resolve disagreements. In Carteret County, a procedure has been outlined to resolve disagreements and is on each AIG Specialist's webpage and the LEA's AIG webpage. If a parent or guardian has a dispute with the gifted services within a classroom or with the determination of giftedness:  
 1. The parent/guardian should meet with the classroom teacher/AIG Specialist to discuss  
 2. If this meeting does not solve the problem, the parent/guardian should document the concerns in a letter to the school principal requesting a written response within ten working days  
 3. If a resolution is not reached at the school level, parents should contact the AIG Coordinator for Carteret County Schools  
 4. After these opportunities, parents/guardians may seek mediation through a due process hearing with the local school board or through legal resolution as a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to whether the LEA improperly failed to identify the child as academically or intellectually gifted or whether the local plan developed has been implemented appropriately with regards to the child.

**\* Ideas for Strengthening the Standard**

Our county will provide in depth training to Gifted Identification Team members so that they have the necessary information to support decisions. They will serve as "experts" in the building and receive ongoing support to

understand gifted students and their learning needs. We will survey administrators and teachers at the end of each year to allow for reflections on the services provided through general education and ways to improve those services. We will provide administrators with a walkthrough tool to evaluate the services the students are receiving in order to strive for improvement and alignment with this plan.

**Planned Sources of Evidence**

- \* Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.). Upper Saddle River, NJ: Pearson Education.
- \* Colangelo, N., Assouline, S.G., Gross, M.U.M. (2004). A nation deceived: how school's hold back America's brightest students (Vol. 1). Iowa City, IA: The University of Iowa.
- \* Assouline, S.G., Lupkowski-Shoplik, A., Lipscomb, J., Fortstadt, L. (2009). Iowa Acceleration Scale (3rd Ed.). Dayton, OH: Great Potential Press.
- \* Cross, T. L., Neihart, M., Pfeiffer, S.I. (2016). The social and emotional development of gifted children. What do we know? (2nd ed.). Waco, TX: Prufrock Press Inc.

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/07/2022 

Original Application Submission Date: 06/20/2022

Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Carteret Board Approval</a>

AIG Related Documents

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Carteret Board Approval</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 <a href="#">AIG Standard 1 Additional Resources</a>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	 <a href="#">AIG Standard 4 Additional Resources</a>
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Carteret County Public Schools (160) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition
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 The Local AIG Plan glossary is provided in an uploaded document.