Craven County Schools
Local Academically or Intellectually Gifted (AIG) Plan

Approved by local Board of Education on: 18-JUL-19
LEA Superintendent’s Name: Meghan Doyle
LEA AIG Contact Name: Wanda Tompkins
Submitted to NC Department of Public Instruction on: 18-JUL-19

Craven County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC’s AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Craven County Schools local AIG plan is as follows:

Craven County Schools Vision for local AIG program: Craven County Schools envisions a program that challenges and equips gifted learners with the tools to imagine and create a successful life through personalized learning experiences. During the 2019-22 AIG Plan cycle, the AIG Program has defined 3 major goals to be achieved: 1. Ensure equitable access to advanced learning opportunities daily for gifted and potentially gifted learners to meet their unique learning needs; 2. Support classroom teachers and support staff in the development and delivery of advanced learning opportunities by providing appropriate professional development; 3. Ensure equitable AIG identification for all reporting groups in all grade bands.

Sources of funding for local AIG program (as of 2019):

<table>
<thead>
<tr>
<th>Source</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funding</td>
<td>$739783.00</td>
</tr>
<tr>
<td>Local Funding</td>
<td>$0.00</td>
</tr>
<tr>
<td>Grant Funding</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other Funding</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
**Table of Contents**

- **Standard 1: Student Identification** ........................................................................................................... 3
- **Standard 2: Comprehensive Programming within a Total School Community** ........................................... 14
- **Standard 3: Differentiated Curriculum and Instruction** ............................................................................. 23
- **Standard 4: Personnel and Professional Development** ............................................................................. 32
- **Standard 5: Partnerships** .......................................................................................................................... 38
- **Standard 6: Program Accountability** ........................................................................................................ 42
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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: AIG staff continually scans multiple data sources to identify students who perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Any school staff member, family member, community member, peer, or the student themselves may initiate a request for screening. Screening Process
CCS defines the screening process as "casting a wide net" to identify every possible indicator that may demonstrate the potential to perform at high levels of academic achievement and/or intellectual ability. During the screening process, reviews of qualitative and quantitative data are made from multiple sources to determine if there is evidence to indicate high performance or the potential for high performance. Some examples of data sources reviewed are:
NC Check-Ins/locally developed benchmark assessments
Beginning of Grade assessments (3rd grade only)
End of Grade assessments (grades 3-8)
End of Course assessments (grades 8-12)
mClass assessments including TRC and DIBELS
Cognitive Abilities Test (administered to all 4th grade students in September each year)
PSAT/SAT
ACT/pre-ACT
Performance on advanced coursework
Observational checklists
Anecdotal observations
Classroom grades
Participation in co-curricular and extra-curricular activities
All performance data is compared with that of other students similar in age, experience, and environment and, if any data point indicates potential to perform at high levels, an Initial Screening Form is originated. Results of screening are shared with the AIG Coordinator at the following times: September 30th, November 30th, April 30, and June 10th. AIG Coordinator maintains a record of students screened by school and checks the status of screening with AIG Specialists throughout the year.

Screening Timeline
First two weeks of school: records of all students new to the school are reviewed for evidence of high potential.
Early September: Cognitive Abilities Test (CogAT) administered to all 4th grade students who do not have recent aptitude or ability testing. Parents of 4th graders are informed of the dates for testing, the purpose of CogAT, and how test data can be used to personalize instruction for all students. Parents of students with recent aptitude or ability testing may decline CogAT if they desire.
Mid-September: Review of Beginning of Grade results to determine students who demonstrate superior command of reading skills in grade three.
Late September: Review of MClass assessment data to determine students who are performing 1 or more years above target level in reading for grades K-5.
Late October: Scan results of Cognitive Abilities Test (CogAT) administered to all 4th graders for students with a Standard Age Score Percentile range of 85-99. Additionally, CogAT raw data is scanned for students who may not have completed the subtests in each battery, but correctly answered 85% or more of the test items completed.
Quarterly checks with ESL teachers to determine students who are acquiring language quickly or exiting from services at a rapid pace.
Report card dates: Scan Honor Roll and Principal's List for high performing students who are not currently identified as AIG.
District Assessments: Scan for students scoring above 85% on reading and math assessments as well as the top 10% in each PowerSchool reporting group.
End of Grade/ End of Course Assessments: Scan results for students who are scoring at or above 85% as well as the top performing students in each PowerSchool reporting group. All students scoring a Level V on EOG/EOC will automatically meet the screening requirements and the referral process will begin.
Additional screening may be done throughout the year as requests are received.
Referral Process
During the referral process, additional data is collected to reveal indicators of academic and/or intellectual giftedness which are used in the formal identification process. This may include additional aptitude and/or achievement testing. Specific observations for behaviors typical of gifted learners are documented and maintained in a portfolio for each student referred which is housed in the Talent Development folder. Each school follows established criteria to determine the outcome of the referral process and communicates those results to parents and AIG Coordinator. Based on all evidence collected during the referral process, possible outcomes of may be:
Student meets criteria for identification and moves on to the identification process.
Student exhibits evidence of giftedness, but does not have an aptitude or achievement score that meets the district's criteria for identification. Additional testing is requested and the AIG Coordinator reviews the referral to ensure that sufficient criteria have been met prior to testing to avoid any unnecessary assessments. Upon successful review of evidences presented, testing is scheduled at the student's school and parent consent for testing is sought.
Student exhibits some evidence of giftedness, but does not meet criteria for identification at this time. Referrals for students in this group may be appealed by presenting a portfolio of evidences of giftedness to the district AIG Review Team or continue with AIG services for a specified amount of time while additional evidences are collected or additional testing is administered. Initial Screening and Referral Forms, along with all documentation gathered, are maintained in the Talent Development folder for the grade level at each school.
Student is determined to exhibit minimal evidence of high academic or intellectual performance or the potential to perform at high levels at this time. Portfolios of data collected for these students will be reviewed at least three times per year (August, January, May) by the AIG Specialist and respective classroom teachers to determine if additional evidences have been observed and if additional testing is indicated. Pending results of the review, the referral may be reactivated or may remain in the Talent Development folder. AIG Talent Development folders transition with AIG records from elementary to middle school and again from middle to high school to allow the review process to continue throughout the student's enrollment in CCS. Should a student transfer to another school within the district, all data collected during the screening and referral process will be forwarded to the receiving school.
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.

District Response: Identification Process: CCS will identify students as Academically and/or Intellectually Gifted when a body of evidence indicates high performance or the ability to perform at high levels when compared to other students similar in age, experience, and environment in one or more academic area(s) and/or intellectual ability. Achievement and aptitude tests may be conducted at any time during the school year. When sufficient data has been gathered to determine identification, the AIG Specialist will schedule a Talent Identification Match (TIM) meeting, inviting the following staff: AIG Coordinator, classroom teacher(s) in academic area of identification; school administrator, and school counselor. If the school administrator is unable to attend, he/she may appoint a designee to participate on his/her behalf. During the TIM meeting, an agenda is followed to assure that the process for identification is consistent in all schools of the district and includes the following:
~Rationale for the student being referred for services through the AIG program as evidenced by learning needs beyond the scope of the regular education program.
~All relevant data collected which supports identification.
~A discussion of specific services to be provided by all participants (AIG Specialist, classroom teacher, counselor, etc.) which is then outlined in a Differentiated Education Plan (DEP) and/or an Individual Differentiated Plan (IDEP), if indicated.

Once agreement on services to be provided and responsibility for each has been established, the DEP is signed by all participants, and relevant data is entered into PowerSchool by the AIG Coordinator on the Current Status, Program Services, and Identification Evidence tabs.

Students are identified as AIG in the following grade bands as indicated below:

Grades K-2
Students in Kindergarten through second grade may be identified as gifted when strong evidences of giftedness have been demonstrated. Listed below are the criteria used for identification in each area.
Academically Gifted in Math (AM)- Composite Score of 97% or higher on a accepted aptitude or IQ test and achievement scores of 97% or higher on a complete Math battery of an accepted achievement test.
Academically Gifted in Reading (AR)- Composite Score of 97% on an accepted aptitude or IQ test and a score of 97% or higher on a complete Reading battery of an accepted achievement test.
Academically Gifted (AG)- Composite score of 97% or higher on an accepted Aptitude or IQ test and achievement scores of 97% or higher on both complete Reading and Math batteries of an accepted achievement test.
Intellectually Gifted (IG)- Composite score of 97% or higher on an accepted full battery nonverbal reasoning ability test.
Academically and Intellectually Gifted (AI)- Composite score of 97% or higher on an accepted Aptitude or IQ test and achievement scores of 97% or higher on both complete Reading and Math batteries of an accepted achievement test AND Composite score of 97% or higher on an accepted full
battery nonverbal reasoning ability test.

Grades 3-8
Academically Gifted (AG) will refer to students who have met the district's criteria for identification as both Academically Gifted in Math and Reading using one of the Pathways outlined for each area.

Academically Gifted in Math (AM) will refer to students who have met the district's criteria for identification as Academically Gifted in Math using one of the Pathways listed below.
Pathway 1- Either 1 or 2 must be met.
1. Score of 97% or higher on complete Quantitative battery of an accepted aptitude or ability test.
2. Score of 97% or higher on complete Mathematics battery of an accepted achievement test.

Pathway 2- Both 1 and 2 must be met.
1. Score of 90-96% on one of the following:
   A. complete Quantitative battery of an accepted aptitude or ability test
   B. a complete Mathematics battery of an accepted achievement test
   C. two consecutive End of Grade Math scores of 95% or higher.
2. An artifact substantiating academic giftedness in Math.

Pathway 3- Use of school-based norms. In schools where less than 10% of the grade level population is identified as AIG, students with outstanding achievement when compared with students from similar environments and experiences in their school and grade level on End of Grade Math test will be identified as AG Math. Outstanding achievement will be defined as scoring at or above 90% of students from similar background within the school.

Pathway 4- Successful appeal of Identification Decision to the District AIG Review Team using a portfolio of evidences.

Academically Gifted in Reading (AR) will refer to students who have met the district's criteria for identification as Academically Gifted in Reading using one of the Pathways listed below.
Pathway 1- Either 1 or 2 must be met.
1. Score of 97% or higher on complete Verbal battery of an accepted aptitude or ability test.
2. Score of 97% or higher on complete Reading battery of an accepted achievement test.
Pathway 2- Both 1 and 2 must be met.
1. Score of 90-96% on one of the following:
   A. a complete Verbal battery of an accepted aptitude or ability test
   B. a complete Reading battery of an accepted achievement test
   C. two consecutive End of Grade scores of 95% or higher in Reading. The Beginning of Grade Reading test in 3rd grade may be used of one of the two required scores.
2. An artifact substantiating academic giftedness in Reading.

Pathway 3- Use of school-based norms In schools where less than 10% of the grade level population is identified as AIG, students with outstanding achievement when compared to students from similar environments and experiences in their school and grade level on the End of Grade Reading test will be identified as AG Reading. Outstanding achievement will be defined as scoring at or above 90% of students from similar background within the school.
Pathway 4- Successful appeal of Identification Decision to the District AIG Review Team using a portfolio of evidences.

Intellectually Gifted (IG) will refer to students who have met the district's criteria for identification as Intellectually Gifted in one of the Pathways listed below.
Pathway 1- Score of 97% or higher on nonverbal battery of an accepted aptitude or ability test.
Pathway 2- Both 1 and 2 must be met.
1. Score of 90-96% on a nonverbal battery of an accepted aptitude or ability test.
2. An artifact substantiating intellectual giftedness as measured by anecdotes/work samples of advanced reasoning and problem-solving abilities.
Pathway 3- Successful appeal of Identification Decision to the District AIG Review Team using a portfolio of evidences.

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

Grades 9-12

Academically Gifted in Math (AM)- High performance in mathematics as evidenced by one of the following:
Performance of 95% or higher on Math 1 or Math 3 End of Course exam.
Final grade of 95% or higher in the most recently completed Honors Math course.
Final grade of 90% in an AP math course and a score of 3 or higher on the AP exam.
Final grade of 95% or higher in the most recently completed Honors Math course.
Final grade of 90% in an AP math course and a score of 3 or higher on the AP exam.
Letter of Recommendation/Portfolio of work samples from most recent math teacher indicating high performance in mathematics.
ACT Mathematics score of 28 or higher.
SAT Mathematics score of 700 or higher.

Academically Gifted in Reading (AR)- High performance in English as evidenced by one of the following:
Score of 95% or higher on English II End of Course exam.
Grade of 95% or higher in the most recently completed Honors English
Grade of 90% in an AP English course and a score of 3 or higher on the AP exam.
Letter of Recommendation/Portfolio of work samples from most recent English teacher.
ACT Reading and Writing score of 28 or higher.
SAT Evidence-Based Reading and Writing score of 700 or higher.

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

Appeal of Identification Decision by District AIG Review Team based on a Portfolio of Evidences- AIG Specialists may request to appeal for AIG identification based on a portfolio of evidences which are highly indicative of academic and/or intellectual giftedness as established by Article 9b and has been compiled over the course of 2 or more school years. Data to be reviewed will include
quantitative measures such as aptitude and achievement test scores as well as any qualitative data such as observations and documentation of behaviors typical of gifted learners by multiple teachers, work samples demonstrating high performance on complex and rigorous tasks, anecdotes outlining any testing issues experienced, social and/or emotional issues experienced, etc. The District AIG Review Team, which will be comprised of the AIG Coordinator and two AIG Specialists who are unfamiliar with the student, will use a rubric to evaluate the portfolio and share results with the AIG Specialist requesting the appeal. In the event that an appeal is requested by the AIG Coordinator on behalf of a student served, the District AIG Review Team will be comprised of three AIG Specialists unfamiliar with the student.

Students With Gifted Identification Outside the District
As home to Cherry Point Marine Corps Air Station, students who have been identified as gifted in other districts frequently enroll in CCS schools. In compliance with the Interstate Compact on Educational Opportunities for Military Children, it is the practice of Craven County Schools to review any records which indicate participation in gifted programming to determine if sufficient criteria have been met to warrant continued identification in our district and how to best meet learning needs. This review will be completed within 14 days of receipt of records and results of the review will be shared with parents. All aptitude and achievement testing used by another district to identify a student as gifted will be accepted, regardless of date of testing. If a student does not meet the aptitude or achievement criteria and additional testing is needed, parental permission will be sought at this time. Until the identification process is completed in CCS, the student will be placed in services that most closely match those the student had been receiving in the previous school.

Non-military dependent students who are identified as gifted in PowerSchool student reporting system will continue to be identified as gifted and services which reflect learning needs will be determined by the Talent Identification Match team at each school.

Accepted tests/assessments and Artifact criteria:

Aptitude
Cognitive Abilities Test (CogAT)
Comprehensive Test of Nonverbal Intelligence II (C-Toni-2)
Differential Ability Scales 2 (DAS-II)
InView
Kaufman Brief Intelligence Test II (K-BIT-II)
Naglieri Nonverbal Ability Assessment 2 & 3- (NNAT2, NNAT3)
Otis-Lennon School Ability Test (OLSAT-8)
Reynolds Intellectual Assessment Scales (RIAS)
Stanford-Binet 5 Wechsler Intelligence Scale for Children V (WISC-V)
Woodcock-Johnson Tests Of Cognitive Ability (WJ-III Cog)

Achievement
Iowa Test of Basic Skills (ITBS)
Terra Nova
Stanford Achievement Test 10
End of Course tests in English or Mathematics
NC Final Exams in English or Mathematics
ACT
SAT
Woodcock Johnson IV
Advanced Placement Exams

Artifacts
The following artifacts may be submitted for review during the referral and/or identification process.
~Observation of giftedness with supporting evidence using a checklist most favorable to the student (Gifted Rating Scales, Teacher Observation of Potential in Students (TOPS), Renzulli Scales, Slocumb-Payne Teacher Perception Inventory are most commonly used tools). ~Cumulative assessment data for academic areas (2 or more consecutive benchmark assessments or EOGs above 90th percentile).
~Student interview by AIG Specialist revealing high potential in an academic area(s) or high intellectual capacity

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.

District Response: Current district demographics are as follows:
Ethnicity as reported in PowerSchool
Asian- 4.6%
African American- 27.5%
Hispanic- 11.7%
American Indian/Alaskan Native- 0.2%
Two or More- 6.5%
Native Hawaiian/Pacific Islander- 0.2%
White- 49.2%

Economically Disadvantaged- 60%

English Language Learners- 4%

As is common in many districts, CCS schools with the highest rates of economically disadvantaged students, regardless of ethnicity, have lower percentages of students identified as gifted. Analysis of the ethnic diversity of students currently participating in talent development services in many CCS schools more closely mirrors the demographics of the school. However, referral and identification rates remain static at several schools. Processes have been developed and will be implemented during the 2019-22 plan cycle to ensure that screening, referral, and identification practices at all CCS schools eliminate underrepresentation in any form.

Process 1. Additional Pathways of Identification
The AIG Coordinator, with input from AIG Specialists at schools with low percentages of identified students, reviewed data of students referred for gifted services but not meeting criteria for identification to determine potential barriers in the process. Pathways 3 and 4 will be implemented during the 2019-22 AIG Plan to ameliorate identified barriers.

Process 2: Establishment of a District Monitoring System
Data regarding screening, referral, and identification, as well as an improved process to monitor representation has been established. AIG will continue to collect demographics on number of students screened, referred, and served in talent development groups, but individual students will now be tracked as well. AIG Specialists are responsible for generating a list of students who have been screened or served in a talent development group for gifted services by ethnicity, other exceptionality, English Language Learners, as well as students suspected to be economically disadvantaged. This list is shared with the AIG Coordinator three times per year (September 30th, November 30th, and April 30th) who maintains a record of all screening, referral, and identification of students. Information is shared when students transfer within the district to ensure continuation of services and/or the identification process.

Process 3: Increase Early Intervention Talent Development Opportunities
Based on research conducted by the Equality of Opportunity Project and Fordham University recognizing the need for early identification and development of potential in students from economically disadvantaged backgrounds, CCS will expand services in grades K-2 by not only continuing implicit instruction in thinking skills using Primary Education Thinking Skills materials, but assisting teachers with embedding convergent, divergent, visual/spatial, and evaluative thinking into daily instruction. Performance on activities developed and used in classrooms will be reviewed periodically with teachers in grades K-2 to identify students with high cognitive abilities and develop additional learning opportunities for these students.

Process 4: Expanded Screening
The AIG Specialist at each school continues to be responsible for initiating AIG screening and referrals for all students. One additional step to be implemented in the 2019-22 plan is automatic referral for any student scoring a Level 5 on Math or Reading EOGs. AIG Specialists will continue to screen students who are performing at least 1 grade level above expectations on mClass assessments, or are performing in the top 10% of their scheduled reporting group in PowerSchool, as well as conduct screening requests made by other school personnel, parents, or community members for all areas of identification. Results of screening are recorded on CCS Initial Screening and Referral Form which is maintained in the talent development folder by grade level and reviewed during annual records audit, and shared with the AIG Coordinator.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** The following steps are taken to ensure consistency in screening, referral, and identification processes in all schools.
All AIG Specialists are trained in screening, referral, and identification processes by the AIG Coordinator at the first AIG staff meeting of the school year. Each AIG Specialist is provided an AIG
Specialist Handbook which contains detailed information about these processes. The Screening/Referral/Identification Flowchart is shared with all AIG staff. AIG Specialists train teachers in the schools they serve in screening, referral, and identification processes. Dates for screening are scheduled throughout the year as outlined in 1a with completion monitored through a monthly report of activities required by all AIG Specialists and annual records audits by the AIG Coordinator.

Portfolios of students who have previously been screened and referred for identification as academically and/or intellectually gifted will be reviewed in September, January and April with classroom teachers to determine if additional indicators of giftedness are present or if testing may be indicated in pursuit of identification.

Records of all students screened and referred, as well as their identification status, will be maintained by the AIG Coordinator and updated during AIG Headcount periods (Nov15-30 and April 15-30) each year. Referral packets, including all artifacts collected, artifacts reviewed, and testing conducted are maintained in the Talent Pool folder for each grade level. These records transition with students from elementary to middle school and from middle to high school. To assure consistency in identification, the AIG Coordinator reviews all documentation prior to identification, participates in all GET meetings, and signs the Differentiated Education Plan for each student identified as AIG.

All AIG entries into PowerSchool Data Management System are completed by the AIG Coordinator, ensuring that all students identified as gifted have met the district's established criteria and procedures for identification. AIG Coordinator also enters all evidences used for identification under the Identification Evidences tab in PowerSchool for each AIG student.

**Practice E**

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

**District Response:** Information regarding the screening, referral and identification processes is shared with the following stakeholders at various times throughout the year.

**School personnel:** A presentation will be shared with all CCS staff regarding AIG screening, referral, and identification processes annually as a part of the back to school policies review. AIG Specialists assigned to each school will continually reinforce understanding of these processes through informal professional development during planning with classroom teachers and other school staff. Additionally, the district Executive Director of Curriculum and Instruction will share information regarding AIG screening, referral, and identification processes with district and school administrators to garner support for the AIG program.

**Parents and families:**
1. A brochure outlining the process is sent home with all students in grades 2, 4, 6, and 9 in back to school packets. This brochure is also available in the office of all CCS schools, and is also posted on the district website.
2. AIG Specialists will share screening, referral, and identification information at various school-wide parent events such as Open House, parent nights, etc.

**Community at large:**
1. Back to School circular which is published by the Public Relations department of CCS and mailed to each home in Craven County will contain information regarding the AIG program and services including the processes for screening, referral, and identification.
2. Information regarding screening, referral, and identification processes is available on the district website.
3. Schedule annual appearance on "All About Craven", the district's cable news program, to discuss screening, referral, and identification procedures.

**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.

**District Response:** As outlined in Standard 1a, the identification process begins with the Initial Screening and Referral Form which documents data collected and considered in determining gifted identification. When sufficient evidence in one of the identification pathways has been met, the AIG Identification Matrix is completed for the student and an AIG folder is initiated to house all Differentiated Education Plans, Individual Differentiated Education Plans, signed Consent for Identification, test score reports, anecdotal evidences, work samples, and other evidences of giftedness amassed during the identification process. All AIG records are maintained by AIG Specialists within the schools served.

Copies of any testing administered by the AIG program in pursuit of gifted identification are mailed home to parents within two weeks of the testing date.

Parents are invited to an Initial Placement Conference where all documentation is reviewed using the district's agenda for initial placement to ensure consistency in describing the process used to identify the student as Academically and/or Intellectually Gifted. The following forms used to document all gifted identification decisions are shared with parents during the Initial Placement Conference, and are available to parent(s) at any other time upon request.

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

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

AIG Coordinator maintains an electronic file for each identified AIG student using the Program Services and Identification Evidences tabs in PowerSchool.

**Ideas for Strengthen the Standard:** Develop better communication process with EC, ELL, Title I to share evidences of giftedness observed.
Consider using the phone messaging system to share screening, referral, and identification process with families.
Develop partnerships with churches and community organizations. Request opportunities to share characteristics of giftedness as well as the screening, referral, and identification process at meetings.
Sources of Evidence: AIG folders
PowerSchool records
Monthly Reports
Results from annual records audits conducted
District-wide presentation shared with staff
AIG website
Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: A variety of learning environments are provided for Academically and Intellectually Gifted learners based on learner needs, grade bands, and area(s) of identification, with the majority of academic services for gifted learners provided within the regular classroom.

Grades K-8
1. Differentiated curriculum collaboratively developed by the AIG Specialist and classroom teacher and delivered within the regular classroom via face-to-face and blended platforms.
2. Resource groups which may be pulled periodically to work directly with the AIG Specialist to meet academic, intellectual, social, and/or emotional needs.
3. Whole class lessons conducted by the AIG Specialist within the regular classroom to model instructional strategies effective for gifted learners, to identify students with potential for talent development, etc.
4. One-on-one consultations with students to develop and monitor IDEPs in the form of personalized learning/enrichment projects or address social or emotional issues.
5. Weekly resource groups for students identified as Intellectually Gifted (IG) or with the potential for intellectual giftedness.

Grades 9-12
1. Differentiated curriculum via advanced learning courses.
2. Grade level, small group, and individual guidance in course selection, scholarship information, extracurricular involvement, etc., designed to prepare students for post-secondary careers.
3. Seminars to inform students and families of opportunities of interest to gifted learners- dual enrollment, Governor's School, Summer Ventures in Science and Math, NC School of Science and Math residential and online enrollment, etc.
4. Seminars to promote healthy social and emotional well being using the Gifted Teen series.

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.
**District Response:** AIG services are connected with the district's instructional program in the following ways.

1. AIG Plan is aligned with the district's strategic vision and plan.
2. The AIG Coordinator reports to the Executive Director of Curriculum and Instruction and attends divisional meetings, professional development, and is informed of new and future instructional initiatives of the district.
3. AIG Specialists attend training for initiatives new to the district; AIG staff collaborate with classroom teachers to create extension and enrichment resources for use in all schools aligned with district-adopted curriculum.
4. The AIG program partners with Student Services division and school counselors to develop whole class and small group lessons targeting social and emotional needs of gifted learners. Lessons will be deployed by counselors when student groups are scheduled. AIG provides resources to school counselors for use with these lessons.
5. AIG Specialists partner with teachers in the Exceptional Children’s Program to serve twice exceptional learners and request participation in the development of IEP goals for students identified as both exceptional and gifted.
6. AIG Specialists communicate quarterly with ESL staff to elicit names of students for whom evidence of high aptitude is observed.
7. The AIG program partners with the district's Digital Teaching and Learning Team to extend opportunities for IG students to apply problem solving skills using coding in various formats K-12.
8. The AIG program will partner with high school principals and central services directors to increase the number of Advanced Placement and International Baccalaureate courses offered.

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

**District Response:** CCS strongly recommends cluster grouping within a heterogeneous class in reading and/or math for all identified gifted learners as well as students who scored at a Level 5 on the Math EOG of the previous grade, while recognizing a principal's lawful authority to assign students to classes. A cluster group is defined as a group of 4-10 students of similar ability or achievement who are assigned to an otherwise heterogeneous classroom. Identified gifted students should not comprise more than 50% of a classroom population.

It is further recommended that careful consideration be made when assigning students of the same grade to multiple classes to assure AIG students who are most similar in ability and/or achievement such as highly gifted be grouped together. The Executive Director of Curriculum and Instruction will share expectations for clustering with principals and provide support as needed to ensure clusters meet district expectations. Principals, in cooperation with AIG Specialists, AIG Coordinator, and Executive Director of Curriculum are encouraged to review annual growth and performance data of AIG students when determining assignment of gifted clusters for the upcoming school year.

**Practice D**
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.

**District Response:** Gifted Education in Craven County Schools, a multimedia presentation, will be shared with all staff and included as part of the district's Back to School Policies review at the start of each school year. All staff are required to view and verify they have viewed this presentation. Principals collect and submit respective documentation to Human Resources which maintains a file of verification forms.

Content included in this presentation includes:
- Article 9B
- Craven County Schools’ AIG website containing a link to the 2019-22 AIG Plan
- Highlights from the 2019-22 AIG Plan
- CCS AIG Identification criteria
- Responsibilities of classroom teachers and support staff in the delivery of differentiated curriculum
- Processes for sharing feedback on AIG programming and services.

Teachers, school administrators, and support staff may access student DEPs via the AIG Specialist serving the school. The AIG Specialist will review DEPs of currently identified students with classroom teachers prior to the beginning of each school year to assure understanding of services received and how they are to be delivered. Should changes be made during the school year, teachers, school administrators, and support staff will be invited to the Talent Identification Match meeting and provided opportunities to provide input in the development of DEPs.

AIG Specialists Handbook is revised annually and shared with AIG Specialists prior to the beginning of school each year. This handbook contains detailed information about AIG processes and procedures as well as important information about the AIG Plan and services in the district.

AIG Specialists will continue to co-plan with classroom teachers assigned gifted clusters bi-weekly. During these co-planning sessions, student data will be analyzed, curricular resources developed or provided, and programming needed for students both individually and as a group.

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

**District Response:** Detailed student records are maintained for all gifted and potentially gifted learners which include performance data, learner profiles and interests, and other information pertinent to providing optimum services for each student in the event a student transfers between schools within the district or changes are made in AIG Specialists' school assignments. AIG Specialists meet to discuss student learning needs when possible.

To ensure a seamless continuation of services as students transition from elementary to middle school, middle school AIG Specialists participate in Talent Identification Match meetings (TIM) for all elementary students annually. Learner profiles and needs specific to each student are discussed and a plan to best meet identified needs is developed and recorded on the student's Differentiated Education Plan (DEP) for the upcoming school year. Hard copies and electronic data collected for
students not identified as AIG but participating in talent development programming is also shared at this time to assure continuation of services needed and recommended steps for potential identification.

Student data from elementary schools are recorded on a spreadsheet and shared with all middle school AIG Specialists. Middle school AIG Specialists share DEPs and relevant information with classroom teachers, school administrators, and support staff at assigned middle schools to assure continuity of services prior to the start of each school year. This may include lists of students to be clustered as well as social and emotional needs to be addressed.

As students prepare to transition to high school, the high school AIG Specialist meets with middle school AIG Specialists to become familiar with rising AIG students and any other students with high academic or intellectual potential. The high school AIG Specialist meets with all identified AIG students to discuss course options, other available opportunities for gifted learners in grades 9-12, and develop an academic framework which serves as their high school DEP. Group parent meetings are conducted at each middle school by middle school and high school AIG Specialists to inform parents of course options and opportunities for gifted learners in grades 9-12.

**Practice F**

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Gifted learners have unique social and emotional needs arising from their giftedness and require services to support these needs. Multiple stakeholders are involved to address overall development as well as specific concerns as they arise.

**AIG Specialists**

~ Work with classroom teachers through co-planning to share resources that aid in the development of positive social and emotional well-being and address individual student concerns.

~ Communicate with school counselors, school administrators, and families when critical issues are observed and specialized services are needed.

~ Invite counselor to all TIM meetings as DEPs are developed and specific learner needs are addressed.

~ Conduct "What Does Gifted Mean?" sessions with all newly identified gifted students which addresses social and emotional issues common in gifted learners.

**Classroom Teacher**

~ Communicate and collaborate with counselors, support staff, and administrators specific social or emotional issues observed with students.

~ Implement instructional strategies developed during collaborative planning to aid with healthy social and emotional development.

**School Counselor**

~ Become familiar with and update content knowledge of social and emotional needs of gifted students.

~ Conduct whole class and small group lessons which address issues common to gifted learners.

~ Communicate and collaborate with parents, AIG Specialist, classroom teacher, and school administrators when social and emotional concerns are observed or reported.

**AIG Coordinator**

~ Provide all elementary school counselors with picture books and other resources to aid in addressing social and emotional issues of gifted learners. Topics include underachievement,
perfectionism, self-advocacy, acceptance, altruism, executive functioning, procrastination, stress, and social skills. Each middle school will also receive The Gifted Teens Survival Guide and the Social and Emotional Gifted Teens Series. All schools will receive a copy of Handbook for Counselors Serving Students with Gifts and Talents.

~Provide professional development for school counselors on new materials and develop a deployment plan for implementation in schools.

~Plan and conduct ongoing professional development for AIG Specialists to address social and emotional needs of gifted learners.

~Keep abreast of new research and materials to support social and emotional needs of gifted learners.

~Collaborate with Student Services and Curriculum and Instruction teams to share information and consider options to best meet the social and emotional needs of gifted students.

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

**District Response: Compacted Content**
CCS recognizes individual student learning needs may occasionally necessitate accelerating through a grade or subject curriculum at a faster pace than same age peers.
All gifted and potentially gifted students will have opportunities to compact curriculum when sufficient evidence in mastery of grade-level standards is demonstrated through formative and/or summative assessments, performance tasks, or other comparable evidence. Students will be provided assignments which enrich and/or extend the North Carolina Standard Course of Study to replace compacted material. These enrichment/extension activities must be designed at the highest levels of thinking using Depth of Knowledge and will be developed with input from the student, classroom teacher, AIG Specialist, and parent.

Subject and/or Grade Acceleration
Should enrichment and extension activities fail to meet the learning needs of a student as evidenced by consistent outstanding performance, the principal may initiate a process to determine if acceleration is warranted. Steps in the process are:

Teacher or parent requests a review for requested acceleration.
Principal forms a committee to collect and review data to be considered during the decision-making process.
AIG provides the Iowa Acceleration Scale (IAS) upon request to guide teams in collecting and analyzing data when acceleration decisions are under consideration. The AIG Program respects the right of principals to grade and place students; however, all acceleration decisions must be shared with the Superintendent’s Cabinet prior to implementation.

Early Admission to Kindergarten: CCS Board of Education policy aligns with State BOE Policy which is included below.
Pursuant to the provisions of G.S. 115c=364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:
Student Aptitude. The child shall be precocious in academic and social development and shall score
at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

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

Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations. The parent shall present the information required by this policy to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Credit By Demonstrated Mastery
CCS has developed and instituted a plan for Credit by Demonstrated Mastery (CDM) which is widely publicized to students, parents, and school staff through report cards, class enrollment documents, automated calling system, and individual meetings with counselors. The district CDM policy is below.
Credit by Demonstrated Mastery is the process by which Craven County Schools award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. "Mastery" is defined as a student's command of course material at a
level that demonstrates a deep understanding of the content standards and application of knowledge.

A. Students have one opportunity per course to obtain credit through the CDM process.
B. Students must complete the appropriate application and meet course prerequisites.
C. Students shall demonstrate mastery through a multi-phase assessment, consisting of:
   1. A standard examination, which shall be the EOC/EOG or CTE Post Assessment where applicable, or a final exam developed locally, and
   2. An artifact which requires the student to apply knowledge and skills relevant to the content standards. In appropriate situations there may require additional requirements, such as performance tasks.
D. The following courses are excluded from Credit by Demonstrated Mastery:
   1. Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
   2. CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals
   3. CTE Advanced Studies courses
   4. English Language Learner (ELL) courses
   5. Healthful Living required courses
   6. AP/IB Courses
E. A District CDM Review Panel will recommend whether or not the student earns credit through the CDM process. In the event that credit is not awarded, a family may appeal the decision to a district appeals committee.
   1. Students and their parents should submit appeals within ten calendar days of receiving notification that an attempt was not successful.
   2. The appeal must be in writing.
   3. Final recommendations will be made within ten calendar days of Appeals Review.

**Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** During the 2011-12 school year, the AIG Program studied results from Cognitive Abilities Test to determine if continued testing was warranted and, if so, how to best use scores in identification of giftedness. One trend quickly noted was that in schools with higher percentages of students from economically disadvantaged backgrounds, results from the Nonverbal Reasoning battery were significantly higher than the Verbal or Quantitative batteries. These schools also had higher percentages of students from culturally and ethnically diverse backgrounds and English Language Learners. Additional research was conducted to determine implications in designing gifted programming and services for students with outstanding abilities as evidenced by performance on the nonverbal reasoning assessments. This led to the development of STEM-focused programming geared toward students with outstanding problem solving skills, especially those involving visual spatial reasoning abilities, and became programming designed for Intellectually Gifted (IG) learners. In schools with the lowest percentages of AIG identified students, the vast majority of those currently identified are initially identified as IG. This was our first step in implementing strategies to broaden
access to gifted programming and services. In subsequent years, students initially identified and served through IG programming have participated in talent development opportunities in academic fields, with approximately 30% meeting current criteria for identification in academic areas as well.

To further ensure all students have access to advanced learning opportunities, the following strategies will be implemented during the 2019-22 AIG Plan.

1. Semi-annual data regarding participation of students from underrepresented populations in talent development programming has been collected and analyzed for patterns and trends, adjusting curricula and instructional practices to better identify and develop talent early. During the 2018-19 school year, review of advanced learning opportunities by grade level within each school was begun to better track trends and patterns of screening, referral, and identification of underrepresented populations. Collection of this data will be maintained during the 2019-22 AIG Plan cycle.

2. During the 2016-19 AIG Plan, schools with less than 10% of a grade level identified as gifted were provided services through the AIG program, but were not formally identified as AIG in PowerSchool. During the 2019-22 AIG Plan cycle, the use of school-based norms will be implemented to formally identify the top 10% of students as AIG in schools where less than 10% of the population in grades 4-12 is identified as AIG. Formal identification will further broaden access to advanced learning opportunities for underrepresented populations.

3. Increased opportunities to identify and develop talent in Kindergarten through grade 3 using PETS curriculum which will be embedded into grade-level standards, Kingore Observation Inventory activities, and on-going professional development in talent recognition for K-3 teachers.

4. Deployment of aligned curriculum of locally developed and evidence-based advanced content (William and Mary ELA units, Junior Great Books, Jacob's Ladder, Project M3, NCTM resources, Challenging Common Core Math, Michael Clay Thompson vocabulary development units, etc.) which has been evaluated and determined to be challenging and rigorous in all schools to extend, enrich, and accelerate the NCSCOS.

5. Collaborate with other specialists within the district (English as Second Language teachers, teachers of Exceptional Children, Title I, MTSS) to identify students with high ability whose performance may be impacted by language acquisition, specific behavioral issues, and/or learning disabilities. Students identified with high ability are referred for AIG services and data collected in making those referrals shared with AIG Specialists.

**Practice I**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** AIG encourages and supports extra-curricular programs. Information about these opportunities is shared with students and families via newsletters and school webpages. AIG staff may co-sponsor these clubs, but do not bear primary responsibility for them. Listed below are some extracurricular activities offered at the elementary and middle school levels.

4-H Poultry Club
Art Club
Battle of the Books (Elementary and Middle Schools)
Beta Club
Chess Club
Dance/Choreography Club
Debate/Mock Trial
Drama/Improv Club/Theater Club
Duke TIP
Engineering Club
Entrepreneur Club
First Tee
Girls on the Run
Junior Civitans
Junior Docents
Lego Club
local/regional math competitions
MATE/Underwater ROV Club
MathCounts!
National Honor Society
National Junior Honor Society
Odyssey of the Mind
Robotics club
Science Olympiad
STEM Club
Student Council
Student Technology Association
Young Authors

There are numerous clubs at each high school from which students may select.

**Ideas for Strengthen the Standard:** Continue to work with parent groups, staff, and community stakeholders to understand the need for student-focused services which meet the needs of individual students rather than determining an array of AIG services and then matching students to the service(s).

Clarification of the specific roles and responsibilities of classroom teachers and AIG Specialists when providing services for gifted learners during the 2019-22 AIG Plan cycle and the development of an implementation plan for AG services to be provided within the classroom during the 2022-2025 Plan cycle.

Strengthen collaboration with other departments within the district.

Develop a consistent plan to monitor the implementation and effectiveness of social and emotional curriculum.

**Sources of Evidence:** AIG presentation shared in all schools
Agendas and sign-in sheets from trainings conducted at each school and with various stakeholder groups
AIG Specialists Handbook
AIG brochures for various stakeholder groups
Documentation of transition meetings
Data on students participating in talent development opportunities K-12
Records of social and emotional lessons provided at each school and feedback on lesson improvements
Standard 3: Differentiated Curriculum and Instruction

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

District Response: The NC Standard Course of Study in grades K-12 is the entry point for all differentiated curriculum and instruction in CCS.

K-5 Reading
Beginning in the 2018-19 school year, CCS adopted EL Education Language Arts curriculum to be used in all K-5 classrooms. Full implementation of this curriculum will begin in the 2019-20 school year and will include increased opportunities for differentiated instruction for gifted learners in the regular classroom. Grade level curriculum is presented in 4 modules, each aligned to Next Generation Science Standards or grade level appropriate social studies content. Using suggested activities and resources for gifted learners as provided by the publisher, and through collaboration with classroom teachers, all AIG Specialists serving elementary grades will continue to develop extension and enrichment tasks which will be shared with teachers at all grade levels. These activities will be used during the Labs lessons in grades K-2 and Additional Language and Literacy (ALL) Block in grades 3-5. AIG Specialists may deliver or model instruction for differentiated tasks once weekly during ALL block and will provide extensions for use during the remainder of the week. Extensions will focus on independent reading selections connected to the unit and module theme, grammar and mechanics, writing practice, and/or word study and vocabulary which require increased depth and complexity. The classroom teacher and AIG Specialist share responsibility for developing, implementing, monitoring, and evaluating extension tasks. Additionally, a project-based learning enrichment activity will be offered to all students for each module in a grade level. These enrichment activities will provide students opportunities to explore interests related to the content in ways meaningful to each individual student. Enrichment activities will be developed, monitored, and evaluated by both the AIG Specialist and the classroom teacher.

K-5 Math
AIG Specialists will work with classroom teachers to analyze formative assessment data which will be used to determine pacing of instruction needed for gifted and potentially gifted learners served. When mastery of grade level content has been demonstrated, activities, assignments, projects, etc., which extend grade level standards will be provided to be completed during instructional time. Enrichment activities will be developed in cooperation with the student, classroom teacher, parent, and AIG Specialist as needs arise.

K-12 Science and Technology
Using NC SCOS in Science, Next Generation Science Standards, and the International Society for Technology in Education (ISTE) standards, Intellectually Gifted students are presented STEM-focused curriculum to further develop problem solving and reasoning skills which were used to identify students as IG. This includes units of study in coding, tasks exploring various fields of engineering, earth and life sciences.
Grades 6-8 Reading/ELA
The Middle Grade English/Language Arts Specialist collaborates with ELA teachers serving clusters of students identified as gifted in Reading to extend, enrich, and accelerate curriculum as indicated on pre-assessments, work products, and classroom observations using the NCSCOS as the entry point for differentiation. Opportunities for personalized learning projects involving research, higher order thinking, community service, and leadership are provided to all students identified as AG Reading or participating in AG talent development services in reading.

Grades 6-7 Math
Beginning in the 2018-19 school year, Craven County Schools adopted Illustrative Math curriculum for use in all CCS middle schools. This curriculum focuses on conceptual development of standards requiring frequent use of higher order thinking skills. Based on observational data during the initial implementation, gifted students are being challenged by this new curriculum as expectations have shifted from procedural fluency to conceptual understanding. AIG staff recognizes that gifted students will adapt to the increased rigor and will need additional challenge as full implementation is reached in all middle schools.
Evidence-based print resources designed for use with gifted learners along with enrichment projects developed by the publisher and modified for our learners’ needs will be used to extend, enrich, and accelerate curriculum.

Grade 8 Math
AG Math students are offered two options for math: acceleration through Math I or 8th grade math. In either setting, the AIG Middle School Math Specialist collaborates with math teachers to extend, enrich, and accelerate the NCSCOS to meet the needs of individual students. Opportunities for pre-assessment will be provided and curriculum will be compacted when mastery of standards has been demonstrated. The AIG Specialist has a plethora of evidence-based resources to differentiate 8th grade and Math I curricula.
Students identified as Academically Gifted in Math will be clustered by grade level and have math scheduled at the same time to allow the AIG Middle School Math Specialist to provide services in classes or in small resource groups to extend, enrich, and accelerate curriculum as needed. With one specialist serving all five middle schools, all AG Math students are assured consistent extension opportunities across the district. Students demonstrating a high degree of mastery on module pre-assessments will be provided opportunities to compact the curriculum and replace with an enrichment activity designed to meet their learning needs and interests. Daily extensions will be developed and shared with teachers serving gifted clusters to provide additional depth and/or complexity to meet the needs of gifted learners.

Grades 9-12
In 8th grade, AIG students will develop a plan for high school courses based on interests and post-secondary goals. These course options include Honors, Advanced Placement (AP), College and Career Promise, and dual enrollment. Additionally, the High School AIG Specialist will provide professional development in differentiation strategies gifted learners require for teachers, assist with the scholarship application process, notify gifted learners and their parents of summer learning opportunities, and partner with internal and external stakeholders to develop mentorships as needed.

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.

**District Response:** In order to address a range of learning needs at each grade span, CCS will continue to implement tiers of services based on abilities, achievement, readiness, and student interests. AIG students will complete and/or update learner profiles and interest inventories during the first two weeks of school. Data regarding learner profiles, abilities, and interests is shared with classroom teachers and are used when planning enrichment, extension, and acceleration activities. AIG staff will continue to work with classroom teachers to provide differentiated instruction to address a range of needs for gifted and potentially gifted learners in reading and math. AIG highly encourages the use of pre-assessment opportunities for gifted learners in English/Language Arts and mathematics classes to determine readiness or mastery for upcoming concepts and skills. AIG staff will work with classroom teachers to develop, administer, and evaluate results to personalize learning for gifted students. Differentiated assignments may include the following to extend, enrich, and accelerate the NCSCOS:
- curriculum compacting
- tiered assignments
- Socratic and Paideia seminars
- Project and Problem Based Learning
- Personalized learning contracts (Individualized Differentiated Education Plans)

When a sufficient body of evidence supports acceleration (consistent outstanding performance on differentiated assignments designed at the highest levels of depth of knowledge), academic acceleration options may be considered by the school administration. AIG will provide the Iowa Acceleration Scale to assist with decisions regarding subject or whole grade acceleration upon request of the principal. Final decisions regarding academic acceleration are made by principals in conjunction with district leadership.

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

**District Response:** AIG Specialists have access to a plethora of evidence-based supplemental resources to augment reading and mathematics instruction including the following:
- Jacob’s Ladder, Grades K-9
- Center for Gifted Education English Language Arts and Math units (William and Mary units)
- Junior Great Books
- Project M3
- Michael Clay Thompson vocabulary curriculum (Caesar’s English, The Word Within the Word, etc.)
- Advanced Common Core Math Explorations
- Problem-Based Learning units published by Shelagh Gallagher
- Instructional Resource Project lessons from NCDPI AIG (adjusted to meet current NCSCOS)

These resources are available for use during instruction in regular education classes, AIG groups, and enrichment blocks at elementary and middle schools. During the 2019-20 school term, AIG Specialists will develop curriculum maps for differentiation in grades 1-8 using available resources aligned with district adopted curriculum. These maps and resources, available through the AIG Lending Library, will be made available to all teachers. The following are available for Intellectually Gifted groups:
Engineering Is Elementary units for K-5
Engineering Everywhere grades 6-8
Spatial Reasoning, Moving Through Dimensions units from William and Mary
Cue Robotics for middle schools
Dash and Dot robotics for elementary schools
Bloxels for all elementary schools

Participation in regional and state gifted conferences keeps AIG staff abreast of research-based curriculum and resources to support gifted learners. These resources are shared among AIG staff as they become available. AIG staff are also afforded time in their weekly schedules to locate and prepare materials for use with gifted learners. During monthly PLCs, time is provided for AIG staff to collaborate in the development of lessons for gifted learners.

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

**District Response:** All lessons developed and used by AIG Specialists require students to think critically and creatively to solve problems extending the NCSCOS. CCS encourages the use of Project-Based and Problem-Based Learning (PBL) to target future ready skills at advanced levels. Through well designed PBLs, students are required to think critically, collaborate with peers to solve complex real-world problems requiring research, and communicate their findings to an audience. All current AIG staff have received training using Project Based Learning and have resources from Buck Institute to assist with planning PBL units for use with gifted learners. Since many classrooms will be using aligned resources and materials, students will continue to have opportunities to collaborate between schools to complete assignments and learning tasks.

Collaborative learning structures are used throughout the district to promote collaboration among students. AIG Specialists share best practices when using these structures in cluster classrooms with peers and classroom teachers.

All AIG staff and more than 100 classroom teachers have received Paideia training and periodically incorporate seminars into class instruction. These seminars require students to think critically and creatively about a selected text and communicate with peers in responding to focus questions. AIG staff continue to support teachers in their schools with selecting texts as well as conducting and incorporating seminars into instructional practices.

**Practice E**
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** Classroom teachers, in collaboration with AIG Specialists, use multiple data points throughout the year to inform flexible grouping for instructional purposes. Sources of data used are formative assessments, pre-assessments, weekly common assessments, and anecdotal observations by the teacher. Results of these assessments are used in bi-weekly planning sessions
with AIG Specialists to inform small group differentiation for students requiring extension, enrichment, and acceleration of content.

Math
Pre-assessment of all students is strongly encouraged in math classes K-12 to determine readiness and mastery of content. AIG recommends pre-assessment two weeks prior to the beginning of a unit to allow sufficient time to analyze results and develop differentiated tasks to meet student needs. Students who demonstrate a high degree of mastery of content (90% or highest possible rubric score) may compact out of all or most of whole group instruction and assigned different learning tasks to be completed independently or with a small group of students with similar content knowledge. Students with partial mastery of content may compact out of instruction mastered, but participate when whole class instruction is focused on areas not mastered to a high degree.

Reading/Language Arts
Students demonstrating high performance in Reading and Language Arts classes will have opportunities to work individually or with a group of other students with similar content proficiency on assignments and tasks requiring more depth and complexity. Groups may be formed for a day, week, or longer depending on the unit of study and needs of the learners. All students should have opportunities to receive small group instruction and feedback geared to their needs several times weekly.

Lessons/resources developed and provided to classroom teachers are documented in the Monthly Report which is submitted to the AIG Lead Teacher and reviewed during AIG monitoring visits and shared in the AIG Plans folder for use in other schools.

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

District Response: All newly identified gifted students participate in a unit designed to better understand giftedness and issues often associated with giftedness using The Gifted Kids Survival Guide, "The 8 Great Gripes of Gifted Children", and "The Gifted Children's Bill of Rights". This unit is conducted at least once each year in all elementary schools.
The AIG program has supplied each school with materials and resources to support the social and emotional needs of gifted students. Professional development for all school counselors will be conducted in Fall, 2019, with deployment beginning in the 2019-20 school year. These resources include bibliotherapy lessons to be conducted with all K-2 classrooms, 3-5 classrooms, as well as resources targeting behaviors more commonly arising in adolescence such as underachievement and depression. Additional information provided in 2f.
The AIG Coordinator maintains a lending library of materials for meeting the social and emotional needs of gifted learners which are available to AIG Specialists and classroom teachers.

Coasting Casey
Penelope Perfect
When Gifted Kids Don't have All the Answers
Accept and Value Each Person
Reach Out and Give
The Survival Guide for Gifted Kids
The Gifted Teens Survival Guide
Independent study units may also incorporate elements designed to develop social and/or emotional well being of gifted learners and reflecting individual needs of each student.

**Practice G**
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** During the 2019-22 AIG Plan cycle, CCS will continue to use Primary Education Thinking Skills (PETS) to develop potential of students in K-2, but will collaborate with teachers of these grades to embed thinking skills from PETS into existing curriculum. Whole class lessons using PETS will continue to be conducted in primary grades with the AIG Specialist providing direct instruction and the classroom teacher observing for evidence of ability in the targeted thinking skill during the lesson. The AIG Specialist will provide teachers with extension activities to further develop the thinking skill addressed for use in the classroom and will monitor progress when planning with teachers.

AIG Specialists also have the following resources in each elementary school to be used in meeting the academic and intellectual needs of gifted and potentially gifted learners.
- U-STARS~PLUS (Using Science, Talents, and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students) materials to share with classroom teachers. U-STARS~PLUS provides questions aligned to Bloom’s Taxonomy, extension suggestions, and home/school science activities for texts commonly used in primary grade instruction. Within each school, alignment of units is determined for use in grades K-3.
- Junior Great Books will continue to be used in supporting high level reasoning and text analysis with K-3 students. AIG Specialists will conduct model lessons and train K-3 teachers in use of materials and facilitating shared inquiry (seminar) discussions.
- Jacob's Ladder
- Bloxels to develop problem solving skills
- Dash and Dot robotics

The AIG lending library has the following resources to support STEM in primary grades:
- EIE units
- William and Mary science units for grades K-3
**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** The AIG Coordinator and Executive Director of Curriculum and instruction have extensively discussed implementation of differentiated curriculum in K-12 classrooms. Recognizing the collaborative planning between AIG Specialists and classroom teachers is key to implementing differentiated curriculum designed for personalized learning, bi-weekly planning between AIG Specialists and classroom teachers is required. All teachers of gifted students will be provided with guiding questions to use when planning and reflecting on instructional practices. Those questions are:

1. Are my students allowed to demonstrate content mastery prior to instruction?
2. Do my gifted students have regular opportunities to enrich and extend learning beyond the basic level of understanding?
3. Do my students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

A bank of lessons and activities to differentiate curriculum is available to all classroom teachers serving gifted learners for use with extending curriculum for high performing students. AIG Specialists also work with teachers in developing and interpreting data from pre-assessments to identify students who require extension, enrichment, and acceleration of content, selecting resources most appropriate for each student or group of students with similar needs, and assisting with monitoring differentiated assignments. When evidence of curricular mastery is present, students may replace core instruction with individualized learning tasks designed to best match their learning needs.

**Responsibilities of Classroom Teachers Serving Gifted Learners**
- Share lesson plans with AIG Specialist at least one week prior to implementation.
- Schedule time to co-plan lessons and assignments with the AIG Specialist bi-weekly.
- Provide AIG Specialist with feedback on differentiated lessons and assignments.
- Allow students class time to complete differentiated assignments.
- Participate in school and district professional development to better serve gifted learners.

**Responsibilities of AIG Specialist**
- Review lesson plans of classroom teachers at least one week prior to planning.
- Co-plan pre-assessment of skills/units of instruction and assist with interpretation data.
- Share resources, lessons, activities appropriate for each student or groups of students with similar learning needs and assist with selections of materials.
- Conduct annual learner profile assessments.
- Document collaborative planning on monthly reports.
- Participate in grade level PLCs and extended planning when feasible. If not present, review notes.

**Responsibilities of Support Staff (Title I, EC, ESL)**
- Notify AIG Specialist when evidence of giftedness has been observed.
- Collaborate with AIG Specialist and classroom teacher to deploy instructional strategies which best meet student needs.
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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Gifted identification and service decisions at all schools are made during Talent Identification Match meetings (TIM). This team is composed of the AIG Specialist serving the school, an administrator or his/her designee, the student's regular education teacher (in the area of identification if departmentalized), school counselor, and the AIG Coordinator. After review of all data, the team will determine identification and recommend services to be delivered. All services provided through the AIG Program will be outlined in a Differentiated Education Plan (DEP). During this meeting, the AIG Coordinator enters all student information into PowerSchool including Information under Program Services tab and Identification Evidences tab. An Individualized Differentiated Education Plan (IDEP) may be developed when a body of evidence indicates a need for individualized enrichment and/or extension projects. IDEPs are developed with input from the student, AIG Specialist, parent, and classroom teacher and reflect student interests and learning profile.

Parents are invited to an initial identification conference to review identification evidence, consent to identification, review services planned and how these services will meet the student's needs, and provide input in the DEP. If parents are unable to attend the Initial Identification conference, a phone conference may be conducted and the DEP sent home for signatures. DEPs are reviewed annually to determine services needed, or more often if additional needs arise during the school year or if additional areas of identification are made. In subsequent years, parents are offered the opportunity to provide input into services planned for the upcoming year prior to the development of the DEP. Individual and group parent meetings to review DEPs and provide consent for services are held annually. If parents are unable to attend, DEPs are sent home for signatures and returned to the AIG Specialist. Progress Reports for gifted students are included with report cards and allow both the AIG Specialist and student to evaluate progress during the grading period.

As students transition from elementary to middle school, AIG Specialists serving middle school are also invited to TIM meetings to become familiar with individual students and their specific learning needs. The high school AIG Specialist will work with 8th grade students to develop a 4 year plan for high school which will serve as their high school DEP as indicated in Standard 2, Practice e, and will participate in Curriculum Nights held at each high school prior to course selections for the upcoming school year. Counselors serving gifted students will be provided a list of AIG students and a copy of their DEP for review during course selection periods each year. The DEP is updated annually based on student interests, learning needs, and additional coursework and opportunities provided.

Ideas for Strengthen the Standard: Partner with parent groups within schools such as PTA to support extra-curricular learning options for gifted and high ability students such as Odyssey of the Mind, Future Problem Solvers, and other programs of interest to gifted learners.
Consider implementation of summer bridge programming at transition points - elementary to middle, middle to high school - which focus on skills for success in the new setting.

Continue to improve and refine differentiated curriculum practices in all subjects K-12.

**Sources of Evidence:** AIG Lesson Plan folder by grade and subject level with differentiated assignments, pre-assessments, and individualized learning projects developed.
Learning styles and interest surveys completed by students
AIG Specialists monthly reports
AIG files including DEPs
AIG Lending Library inventory
Agenda from counselors’ meetings indicating professional development in social and emotional needs of gifted
Documentation of K-3 talent development participation and percentage of students identified as gifted
Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going 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.

District Response: Craven County Schools employs a licensed AIG Specialist to serve as the AIG Coordinator. Responsibilities of the Coordinator, working in tandem with the Executive Director of Curriculum, include, but are not limited to:
~Oversee the development, monitoring, and evaluation of the local AIG plan and program by participating in AIG Coordinators' Institutes, webinars, etc. and using knowledge gained to guide plan development with input from internal and external stakeholders
~Continuously monitors the implementation of the plan via monthly reports, site visits, and AIG Specialists meetings
~Leads evaluation of plan through formal and informal feedback received (surveys, etc.) annually, as well as on the Interim Report.
~Oversee screening, referral, and identification processes for all schools within the district.
~Monitor the implementation of program services through shared lesson planning, participation in the development and annual review of DEPs for all students, monitoring of AIG Specialists schedules, site visits to observe services provided, etc.
~Provide ongoing professional development and resources to engage AIG Specialists in continued learning regarding gifted and advanced students during monthly AIG PLC meetings.
~Maintain documentation of student identification and services provided; enter all data into PowerSchool for all students identified as AIG.
~Monitor and approve AIG Headcount including representation of all reporting groups in PowerSchool during the screening, referral, and identification processes.
~Participate in professional development opportunities, including regional and statewide trainings to support gifted programs.
~Develop partnerships with and communication strategies for families and the community to support the AIG Program.

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

District Response: Elementary Grades
AIG Specialists collaborate with classroom teachers to develop and provide lessons and content differentiation for reading and math designed to identify potential giftedness and to meet the academic, intellectual, social, and emotional needs of gifted learners. Services are provided through whole class and small group lessons, as well as supporting understanding of giftedness through
formal (sessions at Summit, online and face-to-face course offerings) and informal (discussions during planning, articles to read and discuss, etc.) professional development.
AIG Specialists address the academic, intellectual, social, and emotional needs of IG students through STEM-focused curriculum provided during resource groups. Units of study are outlined in Standard 3.

Middle School
At the middle school level, three AIG Specialists are employed to better target needs of gifted learners and the teachers who serve them. One specialist is licensed in AIG and middle grades English Language Arts to serve only students identified as Academically Gifted in Reading or students who have been identified as having potential for high achievement in reading in all five middle schools in the district. A second specialist who is licensed in AIG and middle grades math serves only students identified as Academically Gifted in Math and students who have been identified as having potential for high achievement in math in all five middle schools. A third specialist, licensed in AIG and either middle grades science, technology, or math serves students identified as Intellectually Gifted as well as those identified as having potential for high achievement in STEM fields.

The AG Reading Specialist provides direct services to meet the academic and intellectual needs of gifted learners through a combination of in-class and pull-out differentiated lessons and assignments as well as indirect services provided to their teachers such as professional development courses, resources, information regarding the nature and needs of gifted learners, differentiation strategies, and lessons aligned to district curriculum and NCSCOS objectives. Bibliotherapy may be used with AG Reading groups to address social and emotional issues common in middle school students.

The AG Math Specialist provides direct services to meet the academic and intellectual needs of gifted learners through a combination of in-class and pull-out lessons and assignments as well as indirect services provided to their teachers such as professional development courses, resources, information regarding nature and needs of gifted learners, differentiation strategies, and lessons aligned to district curriculum and NCSCOS objectives.

The IG Specialist serves students in pull-out groups to extend and enrich student proficiency in STEM through engineering and technology-based units of study. The IG Specialist partners with other district and community groups (district technology facilitators, FRC East FabLab, etc.) to plan units of study which engage and extend the NCSCOS in these fields. In addition, the IG Specialist works with counselors and classroom teachers to identify factors which impede student’s achievement in matching their identified intellectual ability.

High School Grades
Advises students on course selection to build portfolio geared toward post-high school goals. Maintains AIG records of students, schedules and facilitates GET meetings for initial identification, conducts an Initial Placement Conference with parents.
Scans multiple data sources for potentially gifted students not currently identified (final grades, EOG and NC Final Exams, SAT/PSAT/ACT, AP exams, cumulative records of new enrollees, teacher nominations from core and CTE, etc.) and evaluates using AIG Identification Matrix.

Assists students with developing a portfolio of extra-curricular activities for college admission. Assists students with locating scholarships, determining requirements, applications, etc. Informs, encourages, and tracks dual enrollment participation and completion rates. Informs, encourages, and tracks student participation in summer opportunities for gifted learners such as Governor’s School, Summer Ventures in Science and Math, and various outreach programs offered by colleges in area of interest.
Partners with internal and external stakeholders to develop a list of potential mentors and internship opportunities in the community.
Conducts training at each high school on gifted programming, services, and identification process for high school students.
Assists teachers, upon request, with adding depth and complexity to assignments/tasks.

**Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** During the 2019-22 AIG Plan cycle, Craven County Schools will offer opportunities for staff at all levels to receive training in gifted programming and services required for gifted learners.
1. All staff will be required to view a presentation, Gifted Education in Craven County Schools regarding the local AIG Plan and identification process as part of the beginning of the year policies orientation and training.
2. In addition, the Executive Director of Curriculum and the AIG Coordinator will conduct "AIG 101: What Giftedness and Gifted Programming Is (and Is Not)" at all schools for classroom teachers, support personnel, and administrators. This training will provide participants with skills to recognize high academic and/or intellectual potential in students, an understanding of research-based best practices to effectively differentiate instruction for gifted learners, and clarify ineffective differentiation practices. It will also clarify common misconceptions regarding giftedness and gifted programming in the district.

**Additional Training**
- Regular Education Classroom teachers: recognizing giftedness, differentiation strategies, social and emotional needs of gifted learners.
- Teachers of resource/elective courses: recognizing gifted characteristics, social and emotional needs of gifted learners.
- School counselors: recognizing gifted characteristics, social and emotional needs.
- Special Education teachers: recognizing gifted characteristics among twice exceptional students, social and emotional needs, process for sharing psychological evaluation reports with AIG Specialists when high potential in one or more areas is demonstrated.
- English as a Second Language Teachers: recognizing gifted characteristics in students from ethnically and/or linguistically diverse backgrounds and process to share data with AIG Specialist.
- Title I Reading Specialists: recognizing high intellectual ability in students reading below grade level.
- Administrators: research on cluster grouping, grade and subject acceleration, early entrance to kindergarten: observing for differentiation in classroom walk-throughs and observations, analyzing growth of gifted learners using EVAAS.

The AIG Coordinator will maintain documentation of staff participating in various professional development offerings. Annual surveys of staff will be conducted to determine additional professional development needs.
**Practice D**

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

**District Response:** During the 2019-22 AIG Plan cycle, the AIG Program will begin offering annual in-house professional development which meets the district's expectations for serving gifted learners. This year-long training is designed to prepare classroom teachers for understanding and meeting the academic, intellectual, social, and emotional needs of identified gifted learners as well as identifying students who show the potential to perform at high levels in math, reading, and/or in general intellectual ability. Preparation for the Gifted Praxis will also be embedded into instruction to assist interested participants in adding AIG Licensure through NCDPI. Coursework will be delivered in both face-to-face and online formats to best meet the needs of adult learners. Teachers successfully completing this coursework will be recognized annually at a Board of Education meeting and a stipend provided to all participants who satisfactorily complete all coursework and obtain add-on AIG Licensure through NCDPI.

The Executive Director of Curriculum will work with Human Resources Division to identify a list of teachers who have obtained AIG licensure or who have completed local professional development requirements which is shared with school principals for consideration when assigning gifted students or clusters to classrooms.

CCS strongly encourages cluster grouping gifted students in grades K-12 as a research-based best practice, but recognizes a principal's authority to grade and place students. A cluster group is defined as a group of 4-10 students of similar abilities or achievement within an otherwise heterogeneous class. All elementary and middle school administrators have currently or will receive training in cluster grouping and have been provided resources to assist with intentional placement of gifted students. The AIG Coordinator, upon request, will provide further guidance and assist principals with forming cluster groups based on their school's needs.

AIG recommends cluster groups be paired with classroom teachers who have indicated a desire to work with gifted students and a willingness to participate in co-planning and training opportunities to effectively serve gifted learners. Additionally, these teachers will be supported by the AIG Specialist assigned to their school and/or curricular area.

Effectiveness of student assignments will be monitored throughout the year using various data points such as participation in professional development opportunities designed for gifted learners, lesson plans which reflect differentiation for gifted learners, pre-assessment and curriculum compacting opportunities offered to gifted and potentially gifted learners, performance of gifted learners on benchmark assessments and EOGs, input from AIG Specialists working with teachers, and surveys of students and families. The Executive Director of Curriculum will share evaluation data annually with principals to be used in guiding AIG cluster assignments.

**Practice E**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.
**District Response:** The primary goals of the AIG Program during the 2019-22 AIG Plan cycle are 1) Ensure equitable access to advanced learning opportunities daily for gifted and potentially gifted learners to meet their unique learning needs; 2) Support classroom teachers/support staff in the development and delivery of advanced learning opportunities by providing appropriate professional development; 3) Ensure equitable identification of all reporting groups in all grade bands and schools. To attain these goals, multiple avenues for professional development will be offered. Gifted Education in Craven County Schools training for all staff. The AIG Plan and programming will be shared. Article 9B will be examined and implications of language used in the law will be defined. AIG 101 will be conducted at each school in Fall 2019. The content of this training is outlined in Standard 4, Practice c.

CCS will conduct in-house professional development courses and support classroom teachers in obtaining add-on AIG Licensure as outlined in 4d. All AIG Specialists are required to participate in all trainings for district adopted curriculum and initiatives as well as continuously update knowledge of best practices in gifted education through personal research, participation in professional development opportunities during AIG Specialist PLCs, and participation in regional and state gifted conferences. The AIG program will maintain a presence at Summit, the district's professional development day conducted for teachers by teachers. AIG has a presence each year focusing on a variety of topics to assist teachers with meeting the academic, intellectual, social, and emotional needs of gifted learners. Topics for presentation by AIG staff are selected based on results of formal surveys, informal observations, and by request from district administrators and targeted to specific groups of teachers/staff based on grade span and content area.

**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** Time for collaboration and planning is scheduled during all AIG Professional Learning Community meetings (PLC). During this time, teachers work individually or in groups of similar interest to develop lessons and resources to be used with gifted students in grade bands and subject areas served. These lessons are uploaded to a shared folder in Google Drive, arranged by grade and subject area, and are available for use when planning with classroom teachers. Also during PLCs, AIG Specialists share information gained during professional learning opportunities outside of the district such as state and regional conferences, professional reading and research, webinars, etc., to enhance continued professional development of all staff. AIG Specialists are required to schedule time to plan instruction with cluster teachers on a bi-weekly basis. Cluster teachers are required to share lesson plans digitally with AIG Specialists to preview prior to co-planning. During planning time, teachers will receive informal professional development as needed, reflect on lessons implemented, discuss formative assessment data, and plan for upcoming instruction. Additional planning with ECP staff will be scheduled to serve identified twice exceptional learners as needed. AIG Specialists are encouraged to participate in annual long range planning with grade levels in schools they serve as schedules permit.
Ideas for Strengthen the Standard: Continue to work with district leadership to clarify expectations for class assignments of gifted learners. Provide professional development for administrators in best practices for serving gifted learners. Work with Executive Director of C&I to survey staff annually to determine professional development needs related to serving gifted learners.

Sources of Evidence: Agendas and sign-in sheets from various professional development sessions offered. Agendas and sign-in sheets from AIG Specialists' PLC meetings. AIG Specialists monthly reports and records. AIG Coordinator schedule and records. Results of professional development surveys.
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: CCS develops partnerships with parents and families in support of the needs of gifted learners in the following ways:
1. Through annual parent surveys, partnerships for supporting services for gifted students are developed. Parents have the opportunity to provide suggestions for improving programming and services through annual surveys many of which are reflected in the 2019-22 AIG Plan.
2. Communication channels such as conferences, etc., provide parents opportunities to partner with AIG staff to support the needs of gifted learners.
3. Parents will have opportunities in the spring of each year to provide input in the development of the student's DEP for the upcoming school year.
4. The AIG Advisory Board, who meets quarterly to monitor the implementation and evaluation of the AIG Plan, will generate ideas, plan, and develop events to support the academic, intellectual, social, and emotional needs of gifted learners such as grade band competitions, summer opportunities expo, etc.
5. Parents of gifted learners serve as guest speakers within classrooms and at events such as Career Days.

Practice B
Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: Information regarding the AIG Program, the current AIG Plan, and policies related to gifted education are available in a number of locations accessible to families and the community at large.
AIG website contains a link to the current AIG Plan, Article 9B, as well as programming options K-12.
An AIG Parent Handbook will be provided to all parents during the Initial Placement Conference when students are initially identified as gifted. This handbook provides information about gifted programming for all grade spans, the local AIG Plan, and policies for identification, student transfers, reassessment, parent rights, and a glossary of AIG related acronyms and terms to assure consistent
understanding of vocabulary. Presentations, handbook, brochures, and all materials concerning the AIG Plan and Program are shared with the district Military Liaison Counselor to ensure a seamless transition for military connected families. Partner with Public Relations department to publicize information regarding the AIG Program and Plan via the district's weekly cable news program, Back to School newspaper insert that is mailed home to all addresses in Craven County, the local newspaper, and social media platforms. Information about the AIG Program, AIG Plan, and policies related to gifted education are shared with all staff at the beginning of the school year. Executive Director of Curriculum and Instruction updates school administrators and Central Services staff on the AIG Program and Plan. AIG Specialists provide information on AIG programming and services during parent meetings at schools served (Open House, Curriculum Night, PTA meetings, Title I meetings, etc.)

Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: Parents and community members from various regions of the district and representing the diversity of the student population and grade spans were recruited to serve on the AIG Advisory Board. Representatives reviewed the proposed 2019-22 AIG Plan, provided input into the development of the plan, and will assist in monitoring the implementation and effectiveness of the AIG program and plan over the next two years. Meetings will be held biannually with the AIG Coordinator sharing status of plan implementation and rubric used to evaluate effectiveness of programming. Feedback from stakeholders on the effectiveness of services and programming will be documented.
To ensure a continuous flow of new ideas while maintaining consistency of purpose of the advisory board, parents and community members are asked to serve 2 year terms when possible. Nominations of parent representatives will be accepted annually using a link on the AIG webpage and information about this process will be provided in the AIG Parent Handbook.

District staff serving on the AIG Advisory Board include AIG Specialists, the Executive Director of Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, and administrators from elementary, middle, and high schools.

Practice D
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: CCS is diverse in language and culture, with students from 29 countries enrolled, speaking more than 30 languages. As our language needs continuously change, we search for ways
to accurately interpret and communicate with parents and families as needs arise. Often, parents may be fluent speakers of a language, but may need assistance to read printed material in their native tongue. In these cases, students often serve as interpreters for the family. Staff from the Interfaith Refugee Ministry assist families with interpretation of school communications. For parent conferences, a translator can be made available to parents who are unable to understand discussions in English. Plans are in place to translate documents into Spanish.

During Open House and DEP signing events, parents are encouraged to provide an email address for use in communicating upcoming events and opportunities for gifted learners. Parents are also surveyed for best methods of communication and preferred language(s) in which information is received. AIG Specialists communicate opportunities available to AIG students through the use of quarterly newsletters, fliers, and individual AIG websites. At the high school level, each school publishes a weekly newsletter which is shared on their websites with opportunities of interest for students.

Duke TIP informational brochures are ordered for grades 4-6 and 7-9 in both English and Spanish. Brochures are sent home to parents and information regarding the enrollment process and the benefits of Duke TIP participation are shared via websites and newsletters.

**Practice E**

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

**District Response:** Numerous community partnerships exist to directly and indirectly impact gifted learners in all grades.

~ Craven Partners in Education, the district’s primary school/community partnership for the support of Craven County Schools, awards numerous grants for innovative projects which extend, enrich, and accelerate learning for all students. These grants are open to all teachers in the district and impact gifted learners in all schools.

~ CCS partners with Craven Community College in providing accelerated course options for gifted learners at the district’s two early college high schools as well as students who elect dual enrollment courses in the three traditional high schools.

~ Fleet Readiness Center East FabLab visits all CCS middle school IG groups annually, providing students hands-on experiences to explore the varied engineering and technical jobs available aboard MCAS Cherry Point as well as through civilian contractors who serve the Marine Corps. FabLab is a mobile fabrication lab. The lab, housed in a trailer that is driven from school to school, is equipped with scanners, 3-D printers, laser cutters, laptops with design software, etc. FabLab provides students the opportunity to take their school engineering projects to the next level, inspiring them to think about and construct prototypes.

~ Partners with other districts in Region 2 to develop and implement professional development coursework designed to prepare classroom teachers in serving gifted and potentially gifted learners.

**Ideas for Strengthen the Standard:** Partner with Duke TIP representatives to schedule a Duke TIP Enrollment Fair in fall of each year to explain the purpose of Duke TIP and assist parents with
enrollment process.
Partner with CTE department to publicize events of interest to gifted learners in languages of our students. Continue to have basic AIG identification forms translated into languages of the district. Seek avenues for garnering parent support of extra-curricular learning opportunities. Consider process for informing parents to consider the development of a local PAGE chapter. Partner with Public Relations department to inform parents, families, and the community of opportunities to partner with the AIG Program in support of gifted learners. Work with community partners to seek financial support to cover the cost of Governor's School tuition.

**Sources of Evidence:** AIG Newsletters and other publications
AIG Parent Handbook
Agendas and sign-n sheets from AIG Advisory Board meetings
AIG documents which have been translated into Spanish
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 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.

District Response: The 2019-22 AIG Plan was developed with input from internal and external stakeholders with an interest in gifted programming and services. A rough draft of the plan was developed by AIG staff based on input from formal and informal channels during the previous 3 years, the self-assessment completed in Fall of 2018, and reviewed by the Executive Director of Curriculum. An Advisory Board of parents, district personnel, and community members representing stakeholders from various regions of the district and reflecting the cultural, ethnic, and economic diversity of the student population reviewed the rough draft of the plan and provided feedback. This feedback was used to complete the final draft of the plan which was shared with the Superintendent’s Cabinet for review, discussion, and requested modifications. Once all modifications were completed, the plan was provided to Board of Education members for review and approval at their July meeting.

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.

District Response: All AIG Specialists, school administrators, classroom teachers, and support staff are charged with implementing the 2019-22 AIG Plan. The Executive Director of Curriculum and AIG Coordinator are charged with monitoring the implementation of the AIG program and plan, evaluating progress toward program goals, and communicating progress to the Superintendent’s Cabinet and the Craven County Board of Education annually or at times deemed appropriate by the Board of Education or superintendent.

Multiple structures have been established to monitor plan implementation.
~AIG Specialist Monthly Reports of Activities are due to the AIG Coordinator within 7 days of the start of a new month. These reports document screening and referral searches at defined points, co-planning with teachers, formal and informal professional development provided to teachers and staff, contacts with support staff in support of gifted and potentially gifted students (ECP, ESL, counselors, Title I), whole class lessons conducted in classrooms, differentiated assignments and personalized enrichment projects developed.
~Executive Director of Curriculum and AIG Coordinator visit each school site annually to:
1. Review teacher documentation such as meeting logs, lessons shared, and other items documented in AIG Specialist Monthly Reports.
2. Conduct instructional observations of AIG Specialists.
3. Facilitate staff and student focus groups to elicit feedback on effectiveness of programming and services.
4. Address any stakeholder concerns received.
5. Review cluster assignments and class schedules of AIG students.
6. Review annual growth data of gifted students.
   ~ Surveys of staff, students, and parents are conducted annually to monitor the implementation and effectiveness of programming and services.
   ~ Feedback gathered from AIG Advisory Board meetings is also used to monitor plan implementation.

**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.

**District Response:** The AIG Coordinator and Executive Director of Curriculum are charged with developing and monitoring the AIG program budget according to state policy. No local funds are allocated for AIG programming at this time. Expenditures are based on the goals of the program to include the following:

Approximately 90% of allocated state funds are designated annually for salaries and benefits to employ AIG Specialists. Any balance of funds not used for staff salaries and benefits will revert to the professional development budget. An AIG Specialist is defined as a teacher holding full or provisional AIG licensure and for whom all students served are identified as gifted in Power School, or are listed as participating in a talent development group.

The remaining 10% of allocated state funds will be used for the following:
~ professional development in gifted education for classroom teachers and AIG Specialists
~ Materials and resources to meet instructional goals of the AIG program
~ costs associated with the administration of locally administered assessments for screening and identification of gifted students (Cognitive Abilities Test for all 4th grade students, Naglieri Nonverbal Abilities Test, 3rd Edition, Iowa Test of Basic Skills)

**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** During the November AIG PLC, AIG Specialists serving elementary and middle schools analyze AIG student achievement and growth data using information obtained from EVAAS. Data is analyzed for each school by grade level and subject area to determine effectiveness of instruction. District expectations are that all gifted students score a Level 5 in the area(s) identified as gifted and demonstrate growth as determined by EVAAS. Each AIG Specialist is required to generate a report of AIG achievement and growth which is shared with school administrators at their assigned sites and the AIG Coordinator. The school principal and AIG Specialist will determine specific factors within each school impacting AIG student performance and determine a course of action designed to reflect the needs of each school.
The high school AIG Specialist will collect, analyze, and share data from EOCs, NC Final Exams, SAT, ACT, AP exams, etc., with school administration and the AIG Coordinator which reflects not only overall AIG performance, but also performance of identified groups of underrepresented populations.

The AIG Coordinator is responsible for generating an annual report of drop-out data which includes feedback from student interviews conducted.

All AIG achievement, growth and drop-out reports are shared with the Executive Director of Curriculum and Instruction and a determination of information to be shared with internal and external stakeholders is made by the Superintendent's Cabinet.

**Practice E**
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** Representation: All AIG specialists are required to maintain and submit to the AIG Coordinator a list of students who have been screened, referred, and served in talent development by scheduled reporting group as listed in PowerSchool to ensure that access to gifted services is equitable for all students in every school. Information regarding students served through programs such as English Language Learners, Exceptional Children, as well as students identified as highly gifted and suspected economically disadvantaged is also provided in these lists which are submitted to the AIG Coordinator during AIG Headcount Approval periods in November and April.

Performance: Testing data, benchmarks, teacher input, and observations are used to monitor performance of identified students from underrepresented groups. Should concerns in performance be noted, the AIG Specialist will meet with individual students/families to identify challenges and develop a plan to address concerns. This plan may include assistance from and collaboration with other school personnel such as counselors, coaches, administrators, etc.

Retention:
The AIG Coordinator enters all changes in PowerSchool and maintains data regarding parent or school-based requests to exit a student from gifted services. Students served in talent development are reviewed annually to determine if 1) sufficient evidence of giftedness exists for identification or 2) talent development will continue. Benchmark data, grades, performance on differentiated assignments completed, and teacher observations are collected and analyzed in the decision making process.

**Practice F**
Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** All AIG staff paid with state funds currently hold full or provisional AIG licensure. When opportunities for employment with the AIG Program arise, interested candidates are notified.
that AIG licensure is required. In the absence of strong candidates with licensure, teachers with exceptional classroom performance in working with high ability learners and a desire to pursue AIG licensure may be considered for AIG employment. Staff with a provisional license are required to complete full AIG licensure within 2 years.

The Executive Director of Curriculum and Instruction will work with Human Resources division to identify teachers possessing AIG licensure and will share this information with principals which may be used when assigning AIG students to regular education classes.

Following the 2019-20 school term, the AIG Coordinator will share a list of participants who completed local AIG professional development requirements with Human Resources division, Executive Director of Curriculum, and all school principals. This information may be used in student assignments to regular education classrooms.

**Practice G**

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

**District Response:** Data is collected from numerous formal and informal sources to evaluate the implementation and effectiveness of the AIG program. Examples include:

- Surveys (parent, student, school personnel)
- Interviews
- Feedback gathered at parent conferences, advisory board, and school-wide events

During the 2019-22 AIG Plan cycle, additional opportunities for feedback will be offered.
- Feedback button will be added to the district AIG webpage.
- Focus groups of staff and students will be interviewed during annual site visits.

**Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** The local AIG program and plan are evaluated based on the perspective of multiple stakeholders using an array of data points. Some sources of data are:

- Surveys of parents, students, teachers, AIG Specialists, school and district staff
- Site visits of all schools to observe programming and services provided for gifted learners
- Feedback from stakeholders via formal and informal sources (parent conferences, AIG website feedback, etc.)
- Self-assessments completed annually by AIG staff identifying strengths and area(s) for improvement in programming and plan
- Interim Report
- Performance of gifted learners on state and national assessments
- Attainment of program goals established during plan development

The Executive Director of Curriculum and Instruction and AIG Coordinator will develop a rubric to be
used when evaluating the effectiveness of the AIG program. This rubric will be used by multiple groups (AIG staff, C&I division, AIG Advisory Group) and results will be compiled for district review. During AIG Advisory Group meetings, participants will not only complete the evaluation of the program and plan, but also provide suggestions and ideas to improve programming and services, and assist in determining a course of action for improvements.

The process of revising the local AIG plan is made using program and plan evaluation data, suggestions for improvements provided by the AIG Advisory Group, information from gathered from district leadership regarding strategic goals and initiatives of the district, and training provided by the Division of Advanced Learning and Gifted Education of the North Carolina Department of Public Instruction. All input is gathered, drafts of the revised plan are made, reviewed by stakeholder groups, and presented to the Board of Education for review and approval.

**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** The AIG Coordinator and Executive Director of Curriculum and Instruction will develop program goals for each standard which will be completed during the 2019-22 AIG Plan cycle and a timeline for completing these goals. Progress toward completion of goals and other program data will be used to evaluate the effectiveness of the AIG program and plan. Data from this evaluation will be shared with stakeholders in various formats including the AIG website, parent newsletters, presentations to district and school administrators, teachers and school support staff, and the AIG Advisory Board. Data to be shared include:

~ overview of students served through the AIG program- total number and percentage of each ethnicity in grade bands (K-2, 3-5, 6-8, 9-12)
~ performance of AIG students on state and national tests (EOG, EOC, AP, etc.)
~ highlights and challenges based on survey results of staff, students, and parents/families
~ completion of annual program goals

Additional information regarding program and plan evaluation will be made available to district leadership and the Board of Education upon request and disseminated to internal and external stakeholders as requested.

**Practice J**
Safeguards the rights of all AIG students and their parents and families 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.

**District Response:** CCS safeguards the rights of AIG students and families through written policies, procedures, and practices. Informed consent for services is sought at all initial placement conferences and a copy of signed consent is maintained in the student's AIG records.
Reassessment procedures: CCS does not require reassessment to maintain identification as Academically and/or Intellectually Gifted. Once a student is identified as gifted in CCS, identification will remain in effect until graduation unless the parent requests in writing for the student to no longer be identified as gifted. If a student does not meet identification criteria, additional opportunities for reassessment of aptitude and achievement may be conducted if there is substantial evidence of giftedness. Referral data may be updated annually and reviewed by the AIG Coordinator to assure artifacts strongly demonstrate giftedness. Due to the limited number of tests available for AIG use, achievement testing will be conducted only once per year in grades 3-8. In grades 5 and 6, the Naglieri Nonverbal Abilities Test, 3rd Edition (NNAT3), may only be given once. CCS procedures for reviewing records of and identifying students who were previously identified as gifted outside our district is outlined in Standard 1b of this plan and will be shared in various formats via the AIG webpage.

All parents receive a copy of Due Process/Procedures to Resolve Disagreements when DEPs are signed each year. The process is as follows.

AIG Due Process /Procedures to Resolve Disagreements
Step 1- Talent Identification Match Team
A. Parent/Guardian may make a request for a conference with the TIM to discuss the concerns about the recommendation.

A written grievance is requested specifying the nature of the grievance; the nature or extent of injury, loss, or inconvenience; the results of previous discussions; dissatisfaction with decision previously rendered. The written request is kept for documentation purposes.

B. TIM reviews the student's record and their previous nomination, identification, and service decisions. The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

C. TIM grants the conference within 5 school days of request and responds to parent/guardian in writing within 5 school days of conference. IF AGREEMENT IS NOT REACHED AT THE GET CONFERENCE, THEN PROCEED TO STEP 2- PRINCIPAL CONFERENCE (unless the principal of the school was a part of the TIM)

Step 2: Principal Conference (If principal was part of TIM, then proceed to Step 3)
A. Parent/guardian may make a written request within 30 days for a conference with the principal.

B. Principal reviews the recommendation with the TIM chairperson.

C. Principal grants the conference within 10 school days of request and responds in writing within 10 school days of conference. IF AGREEMENT IS NOT REACHED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP 3-APPEAL TO AIG COORDINATOR.

Step 3-:Appeal to AIG Coordinator
A. Parent/guardian may appeal principal's decision in writing to the AIG Coordinator within 5 school days of receiving response.

B. AIG Coordinator reviews the grievance within 5 school days of receipt of appeal.

C. AIG Coordinator responds in writing to the parent and principal concerning the outcome of the review within 10 school days. IF AGREEMENT IS NOT REACHED AT STEP 3, THEN PROCEED TO STEP 4-APPEAL TO THE ASSISTANT SUPERINTENDENT OR SUPERINTENDENT.

Step 4: Appeal to Assistant Superintendent or Superintendent
A. Parent/guardian may appeal the decision of the AIG Coordinator to the assistant Superintendent or Superintendent within 5 days of receiving the response.

B. Assistant Superintendent/Superintendent reviews the grievance within 5 school days of receipt of appeal.

C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian, AIG Coordinator, and Principal. IF AGREEMENT IS NOT
REACHED IN STEP 4, THEN PROCEED TO STEP 5- APPEAL TO THE BOARD OF EDUCATION.

Step 5: Appeal to the Craven County Board of Education
A. Parent/guardian may appeal the decision of the Assistant Superintendent/Superintendent to the Craven County Board of Education within 5 days of receiving the response from the Assistant Superintendent/Superintendent.
B. The Craven County Board of Education reviews the grievance within 5 school days of receipt of appeal.
C. The Board of Education responds in writing concerning the outcome within 10 school days to the parent/guardian, AIG Coordinator, Principal, Assistant Superintendent, and Superintendent. IF AGREEMENT IS NOT REACHED IN STEP 5, THEN PROCEED TO STEP 6- Petition Administrative Law Judge.

Step 6: Petition to an Administrative Law Judge
A. Parent/guardian may appeal the decision of the Craven County Board of Education to an Administrative Law Judge within 5 days of receiving the response.
B. The Administrative Law Judge reviews the grievance and makes a final ruling.
C. The Administrative Law Judge responds in writing concerning the outcome to the parent/guardian and the Craven County Board of Education.

I\textbf{deas for Strengthen the Standard}: ~Develop leadership within AIG staff
~Continue developing AIG Advisory Board
~Partner with other departments to funds needs of gifted learners
~Consider indicators of student performance such as internships, dual enrollment participation, college acceptance information, scholarship information, number of AP courses offered by school and success rates for each course
~Include opportunities for all stakeholders to provide program feedback

\textbf{Sources of Evidence}: Logs of school site visits
AIG Budget
Annual surveys and results of students, staff, and parents
AIG Advisory Board agendas and minutes
AIG website
List of teachers with AIG add-on licensure
Professional development rosters
2019-22 AIG Plan and comments from NCDPI
AIG program and plan evaluation
Reports of AIG student performance results and AIG Drop-Out data
AIG Headcount reports
**Glossary (optional):**

- **achievement test** - a standardized test developed to measure skills and knowledge learned in a given grade level.
- **acceleration** - any change in pacing or timing of instruction.
- **AIG** - acronym for Academically and/or Intellectually Gifted.
- **AIG services** - various opportunities in which to engage students to support their growth and development in various settings.
- **aptitude test** - standardized test designed to predict an individual's ability to learn certain skills.
- **CCS** - abbreviation for Craven County Schools
- **cluster grouping** - a practice common in grouping assignment for gifted students in the regular heterogeneous classroom. Typically, four to ten gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
- **Credit by Demonstrated Mastery** - the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content without course enrollment or seat time.
- **creative thinking** - looking at something in a new way. It is the very definition of "thinking outside the box." Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious.
- **critical thinking** - analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.
- **curriculum compacting** - an instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.
- **differentiation** - modifying curriculum and instruction of content learned, process of learning, product used to demonstrate learning, and/or environment in which learning occurs to meet unique student needs in the classroom.
- **Differentiated Education Plan** - plan outlining identification and differentiated services to be provided for gifted learners.
- **enrichment** - a variety of learning opportunities that enhance student interests and talents through creative and academic exploration. Enrichment activities must be meaningful to the learner, connected to content standards, interdisciplinary, and add substantial value to student learning. Learning is personalized through enrichment activities.
- **extension** - instruction designed to broaden understanding of a particular standard by adding depth and complexity.
- **extracurricular activities** - not falling within the scope of a regular curriculum.
- **flexible grouping** - an instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interests.
- **qualitative data** - In a school setting, qualitative data may include notes from classroom observations, a student's work sample with comments from their teacher, or feedback from a teacher about a student's progress.
- **quantitative data** - information that can be reduced to a set of numbers such as test scores, grades, etc.
- **referral** - the process by which a student is formally referred for identification and services as academically and/or intellectually gifted in CCS.
screening - the process of "casting a wide net" to identify all students with any indicator which may indicate high performance or the potential to perform at high levels
twice- exceptional- also referred to as 2E, twice exceptional learners are students who meet criteria for identification and services through the Exceptional Children's Program and AIG.

Appendix (optional):
AIG Plan Approval.pdf (Local Board Approval Document)