

Overview: Mission/Vision Statement and Funding

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Craven County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

* Mission and/or Vision Statement(s)

Craven County Schools Vision for the local AIG Plan: In alignment with the mission of our public school unit (PSU), Craven County Schools program for academically and/or intellectually gifted students envisions student support

that challenges and equips gifted learners with the tools to imagine and create a successful life through differentiated learning experiences. During the 2022-2025 AIG Plan cycle, the AIG Program has defined 3 major goals to be achieved:

1. Ensure equitable access to advanced learning opportunities for gifted and potentially gifted learners to meet their learning needs
2. Support instructional staff in the development and delivery of advanced learning opportunities by providing appropriate professional development
3. Create and implement a variety of communication methods with stakeholders supporting advanced learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 742,674.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

CCS AIG Staff will use multiple data sources to identify students who perform at substantially high levels of accomplishment when compared to others of their age, experience, or environment.

Screening Process:

1. A request for screening may be initiated by any member of a school staff, family, or the community. Peers or the student themselves may also initiate a request.
2. The CCS AIG team will work to identify every possible indicator that may demonstrate the potential to perform at high levels of academic achievement and/or intellectual ability. Examples of reviewed data sources may include:
 - A. NC Check-Ins/ locally developed benchmark assessment patterns
 - B. Beginning of Grade assessments (3rd grade only)
 - C. End of Grade assessments (grades 3-8)
 - D. End of Course assessments (grades 8-12)
 - E. mClass assessments (DIBELS 8) or other state required diagnostic screeners

F. Cognitive Abilities Test (administered to all 4th grade students in September each year)

G. PSAT/SAT ACT/pre-ACT

H. Performance on advanced coursework

I. Observational checklists

J. Anecdotal observations

K. Classroom grades (historical trends)

L. Participation in co-curricular and extra-curricular activities

3. Reviews of quantitative and qualitative data sources (see #2) will help determine if there is evidence to indicate a trend of high performance or the potential for high performance.

4. Comparison of multiple data sources will assist in identifying students as they compare to others of their age, experience, or environment.

If data points or trends, depending on the source, indicate potential to perform at high levels, an Initial Screening and Referral Form will be originated. Results of screening will be shared with and reviewed by the district coordinator of gifted services and the AIG Lead Teacher during the beginning of the year (Sept), the last two weeks of November and April (headcount periods), and early June. The district coordinator of gifted services, in conjunction with the AIG Lead Teacher, will maintain a record of students screened by school and will check the status of screening with AIG Specialists throughout the year.

District Benchmark or Check-In Assessments: Review for students scoring above 90% on reading and math assessments as well as the top 10% in each PowerSchool reporting group over multiple test administrations.

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.

Screening Timeline:

First two weeks of school: Review of records of all students new to the school for evidence of high potential.

Early September: Cognitive Abilities Test (CogAT) will be administered to all 4th grade students who do not have recent aptitude or ability testing. Parents of 4th graders will receive information regarding 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 local diagnostic or screener assessment data mandated by the state or required by the district to determine students who are performing one 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 will be analyzed for students who may not have completed the subtests in each battery, but correctly answered 85% or more of the test items completed.

Tri-annual 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.

Referral Process:

1. Additional data will be collected to reveal indicators of academic and/or intellectual giftedness which are used in the formal identification process.
2. Data may include additional aptitude and/or achievement testing.
3. Specific observations for behaviors typical of gifted learners will be documented and maintained in a portfolio for each student referred which is housed in a Talent Development folder.

4. Each school will follow established criteria to determine the outcome of the referral process and will communicate those results to parents, the district coordinator of gifted services, and the AIG Lead Teacher. While the referral process is the same at every school, referrals that do not end with immediate identification ultimately rest at the school level based on individual students.

Possible Outcomes Based on All Evidence Collected During the Referral Process:

1. *Student meets criteria for identification and moves on to the identification process.*
2. *Student exhibits evidence of giftedness, but does not have an aptitude or achievement score that meets the district's criteria for identification. Additional testing will be requested and the district coordinator of gifted services, along with the AIG Lead Teacher, will review the referral to ensure that sufficient criteria have been met prior to testing to avoid any unnecessary assessments. Upon successful review of evidence presented, testing will be scheduled at the student's school and parent consent for testing will be sought.*
3. *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 evidence of giftedness to the district AIG Review Team or continue with AIG services for a specified amount of time while additional evidence is 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.*
4. *Student exhibits 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, consulting with respective classroom teachers, to determine if additional sources of evidence 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 each student's enrollment in CCS.*
5. *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.*

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.

Craven County Schools (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. Students can be tested with a certain test one time a year or test grade span, though the 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 team representative; 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 Talent Identification Match (TIM) meeting, an agenda will be followed to assure that the process for identification is consistent in all schools of the district and will include the following:

1. 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.
2. All relevant data collected which supports identification.
3. A review of the AIG Identification Matrix to ensure that criteria for identification has been met.
4. 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).

Once agreement on services to be provided and responsibility for each has been established, TIM meeting participants will sign the DEP, parental review and consent will be sought, and the district coordinator of gifted services and/or AIG Lead Teacher will enter relevant data into PowerSchool on the Current Status, Program Services, and Identification Evidence tabs.

Identification areas within AIG will include the following:

Academically Gifted in Math (AM), Academically Gifted in Reading (AR), Academically Gifted in Math and Reading (AG), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AI), which can be AM and IG, AR and IG, or AG and IG.

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 sources of giftedness evidence have been demonstrated.

Listed below are the criteria used for identification in each area.

1. Academically Gifted in Math (AM)- Composite Score of 97% or higher on an accepted aptitude or IQ test* and achievement scores of 97% or higher on a complete Math battery of an accepted achievement test.*
2. 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.*
3. 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*.
4. Intellectually Gifted (IG)- Composite score of 97% or higher on an accepted full battery nonverbal reasoning ability test*.
5. 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*.

During the three year plan cycle, the use of the CogAT battery for second grade will be evaluated for possible Universal Screener use and implementation depending upon data evaluation and the ability to support administration and follow-up steps.

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. A selection of artifacts 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 the 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 backgrounds within the school.

Pathway 4- Portfolio

Appeal of decision to the District AIG Review Team using a portfolio of evidence (work samples and data points gathered through the years).

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 as one of the two required scores.
2. A selection of artifacts 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 backgrounds within the school.

Pathway 4- Portfolio

Appeal of decision to the District AIG Review Team using a portfolio of evidence (work samples and data points gathered through the years).

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. A selection of artifacts substantiating intellectual giftedness as measured by anecdotes/work samples of advanced reasoning and problem-solving abilities.

There is no Pathway 3 for IG since that pathway relies on subject EOG data.

Pathway 4- Portfolio

Appeal of decision to the District AIG Review Team using a portfolio of evidence (work samples and data points gathered through the years).

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 (AM, AR, or AG--math, reading, or both).

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 evidence which is 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 district coordinator of gifted services, the AIG Lead Teacher and 1-2 AIG Specialists who are unfamiliar with the student, will use a checklist (Pathway 4 Documentation Form) to evaluate the portfolio and share results with the AIG Specialist requesting the appeal.

In the event that an appeal is requested by the district coordinator of gifted services on behalf of a student served, the District AIG Review Team will be composed of the Lead AIG Teacher and at least two AIG Specialists unfamiliar with the student.

Grades 9-12

Academically Gifted in Math (AM)

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

1. Performance of 95% or higher on Math 1 or Math 3 End of Course exam.
2. Final grade of 95% or higher in the most recently completed Honors Math course.
3. Final grade of 90% in an AP math course and a score of 3 or higher on the AP exam.
4. Letter of Recommendation/Portfolio of work samples from most recent math teacher indicating high performance in mathematics.
5. ACT Mathematics score of 28 or higher.
6. SAT Mathematics score of 700 or higher.

Academically Gifted in Reading (AR)

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

1. Score of 95% or higher on English II End of Course exam.
2. Grade of 95% or higher in the most recently completed Honors English
3. Grade of 90% in an AP English course and a score of 3 or higher on the AP exam.
4. Letter of Recommendation/Portfolio of work samples from the most recent English teacher.
5. ACT Reading and Writing score of 28 or higher.
6. 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.

Intellectually Gifted (IG):-

1. Score of 90-99% on a nonverbal battery of an accepted aptitude or ability test* and
2. A selection of artifacts substantiating intellectual giftedness as measured by anecdotes/work samples of advanced reasoning and problem-solving abilities.

Academically and Intellectually Gifted (AI):-

Must meet criteria for identification as either Academically Gifted in Math or Academically Gifted in Reading or both as well as the criteria for identification as Intellectually Gifted.

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, Craven County Schools AIG team, in partnership with the school data managers and counselors, will review any records which indicate participation in gifted programming to determine if sufficient criteria have been met to warrant continued identification in this district and how to best meet learning needs. Target review will be 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 the PowerSchool student reporting system will continue to be identified as gifted; services which reflect learning needs will be determined by the Talent Identification Match team at each school.

***Accepted Tests/Assessments:**

- Cognitive Abilities Test (CogAT)
- Otis-Lennon School Ability Test (OLSAT-8)
- Comprehensive Test of Nonverbal Intelligence 2 (CTONI-2)
- Differential Ability Scales II (DAS-II)
- Kaufman Brief Intelligence Test II (KBIT-II)
- Naglieri Nonverbal Ability Assessment 3- (NNAT3)
- Reynolds Intellectual Assessment Scales 2 (RIAS-2)
- Stanford-Binet 5 (SB-5)
- Wechsler Intelligence Scale for Children-IV (WISC-IV)

- Wechsler Intelligence Scale for Children-V (WISC-V)
- Woodcock-Johnson Tests Of Cognitive Ability III (WJ-III Cog)
- Woodcock Johnson Test of Cognitive Ability IV (WJ-IV Cog)
- Wechsler Abbreviated Scale of Intelligence-II (WASI-II)
- Wechsler Nonverbal Scale of Ability (WNV)
- Kaufman Assessment Battery for Children II (KABC-II)
- Iowa Test of Basic Skills (ITBS)
- Terra Nova Stanford Achievement Test 10
- Woodcock-Johnson Tests Of Achievement III (WJ-III Ach)
- Woodcock Johnson Test of Achievement IV (WJ-IV Ach)
- Kaufman Test of Educational Achievement-2 (KTEA-2)
- Kaufman Test of Educational Achievement-3 (KTEA-3)
- Wechsler Individual Achievement Test-III (WIAT-III)
- Wechsler Individual Achievement Test-IV (WIAT-IV)
- End of Course tests in English or Mathematics
- NC Final Exams in English or Mathematics
- ACT
- SAT

■ Advanced Placement Exams

Artifact Criteria:

The following artifacts may be submitted for review during the referral and/or identification process.

1. 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).
2. Cumulative assessment data for academic areas (2 or more consecutive NC Check-in or benchmark assessments or EOGs above 90th percentile) supported by other evidence that demonstrates thinking beyond grade level standards.
3. Student work evidence that demonstrates thinking beyond grade level standards. Examples could include work based on Kinggore Observations, PETS, Byrdseed, Van Gemert ELA, Junior Great Books.
4. Student anecdotal evidence or student interview by the AIG Specialist revealing high potential in an academic area(s) or high intellectual capacity.



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*** Practice C**

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

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, though information gathered during the 2019-2022 plan cycle showed the negative effect that the pandemic had on both referrals and identification numbers.

To continue addressing variances in referral and identification rates among schools, processes will be further developed for implementation during the 2022-2025 plan cycle to ensure that screening, referral, and identification practices at all CCS schools eliminate underrepresentation in any form.

Process 1: Continued Use of Alternate Pathways in Identification

The addition of Pathways 3 and 4 during the 2019-2022 AIG plan will continue to be used by the AIG team to address schools with low percentages of identified students. This will include reviewing data of students referred for gifted services but not meeting criteria for identification to determine potential barriers in the process and to continue addressing those that are identified.

Process 2: Subgroup Data Monitoring

The AIG team will participate in scheduled data reviews regarding screening, referral, and identification trends pertaining to student subgroups. Targeted use of school norm data will be considered in these discussions.

Data will be considered across the district, but also looking at trends within schools. As a part of the review on students screened, referred, and served, Talent Development Groups will be compared to noted data trends with the goal of continual alignment to the demographics of the school. AIG Specialists will be 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 will be shared with the district coordinator of gifted services, in partnership with the AIG Lead Teacher, three times per year (by September 30th, November 30th, and April 30th) who maintain a record of all screening, referral, and identification of students. When students transfer within the district, information will be shared 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 work to expand services initiated in the 2019-2022 AIG Plan in grades K-2 with instruction in thinking skills using Primary Education Thinking Skills materials, and 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 or any AIG support personnel at each school will be responsible for initiating AIG screening and referrals for all students. During this 2022-2025 AIG plan period, the automatic referral for any student scoring a Level 5 on Math or Reading EOGs will continue. AIG Specialists will also screen students who are performing at least one 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 a Talent Development Folder by grade level and reviewed during annual records audit, and shared with the district coordinator of gifted services and the AIG Lead Teacher.

*** Practice D**

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

The following steps will be taken to monitor the screening, referral, and identification processes in all schools.

1. All AIG Specialists will be trained in screening, referral, and identification processes by the district coordinator of gifted services and the AIG Lead Teacher at the initial AIG staff meetings of the school year.
2. Each AIG Specialist will review the Local AIG Plan, 2022-2025 Standard 1, which outlines the process for the screening, referral, and identification processes for Craven County Schools. Additionally, components will be shared in a Specialist Handbook which will contain detailed information about these processes.
3. The Screening/Referral/Identification Flowchart will be revised and shared with all AIG staff.
4. The initial AIG presentation presented to certified staff at the start of the school year will highlight key components of the screening, referral, and identification process. AIG Specialists will follow up with teachers in the schools they serve as needed to clarify questions in these processes.
5. Dates for screening will be scheduled throughout the year as outlined in 1a with completion monitored through a

screening/referral spreadsheet updated by all AIG Specialists as well as annual records audits by the district coordinator of gifted services.

6. 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.

7. Records of all students screened and referred, as well as their identification status, will be maintained by the district coordinator of gifted services, in conjunction with the AIG Lead Teacher and AIG team, and updated during AIG Headcount periods (Nov 15-30 and April 15-30) each year.

8. Referral packets, including all artifacts collected, artifacts reviewed, and testing conducted will be maintained in the Talent Development folder for each grade level. These records will transition with students from elementary to middle school and from middle to high school.

9. To assure consistency in identification, the district coordinator of gifted services, in conjunction with the AIG Lead Teacher, will review all documentation prior to identification, will monitor the process of Talent Identification Match meetings, and will review the Differentiated Education Plan for each student identified as AIG as entered into the PowerSchool AIG Program Services tab.

10. All AIG entries into the PowerSchool Data Management System will be completed by the district coordinator of gifted services in conjunction with the AIG Lead Teacher, ensuring that all students identified as gifted have met the district's established criteria and procedures for identification.

11. The district coordinator of gifted services, in conjunction with the AIG Lead Teacher, will enter all sources of evidence 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

Information regarding the screening, referral and identification processes will be shared with the following stakeholders at various times throughout the year:

School personnel:

1. At the start of the school year, certified Craven County Schools staff will review an AIG overview presentation that will include relevant information regarding AIG screening, referral, and identification processes.
2. AIG Specialists assigned to each school will continually reinforce understanding of these processes through informal professional development during planning or meetings with classroom teachers and other school staff.
3. Additionally, the district coordinator of gifted services will share information regarding AIG screening, referral, and identification processes with district and school administrators to maintain understanding and support for the AIG program.

Parents/Guardians and Families:

1. An overview document outlining the process will be updated annually and linked on the district website. Additionally, the information will be available in the office of all CCS schools and physically shared as needed.
2. AIG Specialists will share screening, referral, and identification information as needed at various school-wide parent events such as Open House, parent nights, etc.
3. Information pertaining to the screening, referral, and identification of AIG students will also be shared or referenced in the scheduled newsletters that will be released periodically (at least three to four times a year) by the AIG team.
4. When the CogAT is administered as the universal screener in fourth grade, information will be shared with fourth grade parents/guardians regarding its use as a part of the screening process.

Community at Large:

1. Information regarding screening, referral, and identification processes will be available to the community at large on the district website.
2. When solicited by specific members of the community, the district coordinator of gifted services will share the

requested information in a printed document or through an oral interview.

3. Information related to an overview of AIG screening, referral and identification may be obtained at the individual schools.

*** Practice F**

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

The identification process will begin with the Initial Screening and Referral Form which documents data collected and considered in determining gifted identification (see Standard 1a). Using the AIG Identification Matrix, evidence will be gathered according to one of the four pathways. Evidence throughout the referral process will be noted and monitored in a spreadsheet housed in the AIG shared drive. When sufficient evidence in one of the identification pathways has been met, the AIG Identification Matrix will be completed for the student. Following consent for placement, this information will be recorded in PowerSchool and an AIG folder initiated to house copies of the Differentiated Education Plans, signed Consent for Identification, test score reports, anecdotal evidence, work samples, and other evidence of giftedness amassed during the identification process.

All AIG records will be maintained by AIG Specialists within the schools served and monitored by the AIG lead teacher and the district coordinator for gifted services.

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

Parents will be invited to an Initial Placement Conference for the review of documentation 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. If parents are unable to attend, virtual accommodations may be made or the review of information in a phone conference will also be acceptable.

Information from following forms used to document all gifted identification decisions will be reviewed with parents during the Initial Placement Conference, and will be 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.
- 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 hear an explanation of the process used in making the identification decision.

The district coordinator for gifted services will continue to maintain an electronic file for each identified AIG student using the Current Status, Program Services, and Identification Evidence tabs in PowerSchool.

*** Ideas for Strengthening the Standard**

Expand communication options for sharing pertinent screening, referral, and identification processes with stakeholders; Provide consistency in gifted evidence considered for identification, including the sharing of information with EC, ELL, and Title I staff; Consider multiple places to share characteristics of giftedness, as well as the screening, referral, and identification process, at meetings.

Planned Sources of Evidence

* AIG folders/PowerSchool records
* Minutes from monthly AIG Professional Learning Community meetings
* Data reviews including Headcount
* District-wide presentation shared with certified staff
* AIG website

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

A variety of learning environments will be 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 district coaches and classroom teachers with input by AIG Specialists delivered within the regular classroom via face-to-face and/or blended platforms based on the Craven County Schools pacing guides created around the North Carolina Standards Course of Study.
2. Resource groups which may be pulled periodically to work directly with the AIG Specialist to meet academic and/or intellectual needs depending on staffing availability. This could include students participating in Talent Development and/or are identified students.

3. Whole class lessons conducted by an 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 personalized learning/enrichment projects or input on learning contracts based on collaborative conversations with the classroom teachers.
5. Supporting resources from the AIG team to enrich and extend core curriculum shared collaboratively with teachers, media coordinators, and district/school coaches. This could be in the form of designed lessons, supplemental programs such as The PBL Project, or materials needed for implementation.
6. Classroom settings that are structured for advanced material, compacted curriculum, and accelerated pacing (will be piloted for grades 6-8 in ELA and Math during the plan cycle). These classes could be taught by teachers who have performance evidence to support successful teaching of gifted students, an interest in teaching gifted students, a local endorsement for AIG or are state certified. Students identified in math and/or reading, as well as students who meet other criteria, may participate in these classes.
7. Opportunities for cluster grouping in classrooms where like identified students make up a group of 4-10 students integrated into a mixed-ability classroom to allow for more purposeful differentiation. Flexible grouping should also be considered in the classroom to assist in varying instruction.
8. Partnerships with Media Coordinators to support academic enrichment opportunities.

Grades 9-12

1. Differentiated curriculum via advanced learning courses including Honors, AP, dual enrollment college, NCSSM (North Carolina School of Science and Math) online courses, and NCVPS (North Carolina Virtual Public School) 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 shared in collaboration with high school/early college counseling services, dual enrollment advising support, teacher input, and AIG team guidance.
3. Seminars/presentations/communications 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. in partnership with school counseling services.



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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

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

AIG Specialists will

1. Work with classroom teachers through consultative sessions to share resources that aid in the development of positive social and emotional well-being and address individual student concerns.
2. Communicate with school counselors, school administrators, and families when critical issues are observed and specialized services are needed.
3. Invite a counselor to Talent Identification Match (TIM) meetings as Differentiated Educational Plans (DEPs) are developed and specific learner needs are addressed.
4. Conduct "What Does Gifted Mean?" sessions with newly identified gifted students to address social and emotional issues common in gifted learners.

Classroom Teachers will

1. Communicate and collaborate with counselors, support staff, and administrators regarding specific social or

emotional issues observed with students.

2. Implement instructional strategies developed during collaborative planning to aid with healthy social and emotional development. This includes implementing any social emotional curriculum that has been provided by the district to help support all learners, including gifted ones.
3. Use resources provided by the district to support the social/emotional needs of all learners, including gifted students. This includes purchased screening measures implemented by Craven County Schools to help further identify support needs.

School Counselors will

1. Become familiar with and update content knowledge of social and emotional needs of gifted students.
2. Conduct whole class and small group lessons or create virtual lessons which address issues common to gifted learners.
3. Communicate and collaborate with parents, AIG Specialists, classroom teachers, and school administrators when social and emotional concerns are observed or reported.
4. Refer to/use resources and books provided by the AIG team to help support the social/emotional needs of gifted learners.

District Coordinator of Gifted Services will

1. Ensure access for all elementary school counselors to picture books and other resources that 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 reminders of available resources shared with them by the AIG team including *The Gifted Teens Survival Guide* and *The Social and Emotional Gifted Teens Series*. All schools will have access to a copy of Handbook for Counselors Serving Students with Gifts and Talents and information related to its use with students.
2. Provide or coordinate professional development for school counselors as needed on materials shared and how they can assist in supporting the social and emotional needs of gifted learners.

3. Plan, conduct, or arrange for ongoing professional development for AIG Specialists to address social and emotional needs of gifted learners.
4. Keep abreast of new research and materials to support social and emotional needs of gifted learners.
5. 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.
6. Share lists of identified students with school administrators, including the breakdown of identification areas for them to share with teachers. Teachers would receive a follow up by the AIG Specialists or AIG support personnel working at the school site.

*** Practice C**

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

AIG services will be connected with the district's instructional program in the following ways:

1. The 2022-2025 AIG Plan was aligned with the district's strategic vision and plan during its development process.
2. The district coordinator of gifted services will attend divisional meetings, serve on district goal teams, participate in professional development, and stay informed of new and future instructional initiatives of the district.
3. AIG Specialists will attend training for initiatives new to the district or receive highlighted, relevant summary training to understand basic implementation; AIG staff will collaborate with classroom teachers to create extension and enrichment resources for use in all schools aligned with district adopted curriculum.
4. During the 2022-2025 plan period, the AIG program will partner with the Student Services division and school counselors to provide support in targeting social and emotional needs of gifted learners. Lessons will be deployed by counselors when student groups are scheduled. AIG will continue to maintain or provide resources to school counselors for use with these lessons.

5. AIG Specialists will 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 will communicate throughout the year with ESL staff to elicit names of students for whom evidence of high aptitude is observed.
7. The AIG team will collaborate 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 team will partner with the district's Media Coordinator Team to highlight opportunities for AIG students in activities that promote reading advancement or research skills.
9. The AIG team will work with high school principals and central services directors to monitor and increase the number of Advanced Placement courses offered.

*** Practice D**

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

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 unless the class is designated as an advanced course. 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 or are identified in certain areas be grouped together.

The district coordinator of gifted services will share expectations for clustering with principals and provide support as needed to ensure clusters meet district expectations. Principals, in cooperation with members of the AIG team, are

encouraged to review annual growth and performance data of AIG students when determining assignment of gifted clusters for the upcoming school year.

CCS encourages the use of multiple data sources to determine intentional, flexible grouping within classrooms. This involves varying student groups based on needs, skills, or interests. The AIG team will support teacher efforts to use the data collected by different state, local, and classroom assessments to help group students based on skill or standard needs, including for those who need enrichment. This support could include input shared during collaborative meetings with classroom teachers, resources shared to inform about strategic grouping practices, and partnership with the district coaches who support the planning in professional learning communities.

*** Practice E**

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

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 certified staff will be required to view and verify they have viewed this presentation. Principals will collect and submit respective documentation to Human Resources which maintains a file of verification forms.

Content included in this presentation will include:

1. Article 9B
2. Craven County Schools' AIG website containing a link to the 2022-2025 AIG Plan
3. Highlights from the 2022-2025 AIG Plan, including CCS AIG Identification criteria
4. Responsibilities of classroom teachers and support staff in the delivery of differentiated curriculum
5. Various services provided by CCS AIG
6. Processes for sharing feedback on AIG programming and services.

7. Information related to Differentiated Education Plans, including the following:

- Teachers, school administrators, and support staff may access student DEPs via the AIG Specialist serving the school.
- The AIG Specialist or AIG support personnel 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.

At the start of each school year, the AIG team will communicate with the schools and classroom teachers regarding the identified students at the school and the areas in which they are identified. Knowing how to find information regarding the AIG students will also be shared.

The AIG Specialists Handbook will be revised annually and shared with AIG Specialists prior to the beginning of school each year. This handbook will contain detailed information about AIG processes and procedures as well as important information about the AIG Plan and services in the district. In addition, the local 2022-2025 AIG Plan will be reviewed by the AIG Team at the start of each year.

AIG Specialists will continue to consult with classroom teachers assigned gifted clusters to identify ways to provide further support. These sessions can include student data analysis, curricular resources development or sharing for students both individually and as a group.

In addition, the AIG team will partner with district or school coaches to further align differentiated support to classroom teachers through pacing guide resources and professional learning community planning.

*** Practice F**

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

Detailed student records will be maintained for all gifted and potentially gifted learners which include performance data, any collected learner evidence, 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 will 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 or AIG support personnel will have the opportunity to review the information of 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. These records will be kept as both hard copies in the student AIG folder as well as electronically, both in a shared drive and recorded in PowerSchool.

Information pertaining to students not identified as AIG but participating in talent development programming will also be shared at transition times to assure any recommended steps for potential identification.

Student data from elementary schools will be recorded on a spreadsheet and shared for use in middle school AIG support.

AIG Specialists or AIG support personnel for middle school will share DEPs and relevant information with classroom teachers, school administrators, and support staff 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, members of the AIG team will meet with counseling services to share information regarding rising AIG students and any other students with high academic or intellectual potential.

The high school counseling team, with support from the AIG team, will communicate with students, including all identified AIG students about course options, other available opportunities for gifted learners in grades 9-12, and how to develop an academic framework. This framework will inform the high school DEP. In addition, the AIG team will

communicate with the Military Liaison Counselor regarding AIG military student needs. During the plan cycle, the AIG team will explore ways to further communicate with high school students about options related to their academic plan. The development of an electronic academic blueprint document which could be used for reference by counselors and advisors working with the student, along with the AIG team, will be explored for use during this plan cycle.

When annual group parent meetings or open houses are conducted at each middle school and high school by school staff, including middle school and high school counselors, parents will be informed of course options and opportunities for gifted learners in grades 9-12. The AIG Team will work with the counseling team to align the information needed for the families of gifted learners.

*** Practice G**

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

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. 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.

As a pilot during this three year period, plans are in progress to establish advanced learning courses for mathematics and English Language Arts in middle school ("Plus" courses). The curriculum content for these courses would include compacting district adopted curricula with acceleration and/or enrichment options. District requirements for course placement will be followed to determine student readiness for the rigor of the coursework. High School Math 1 will still be available as an accelerated model for eighth grade students who meet criteria.

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 on a student by student basis to determine if subject or grade acceleration is warranted.

Steps in this process are as follows:

1. Teacher or parent requests a review for requested acceleration to the principal (via email or letter).
2. Principal forms a committee to collect and review data to be considered during the decision-making process.
3. The AIG team will provide the Iowa Acceleration Scale (IAS) upon request to guide teams in collecting and analyzing data when acceleration decisions are under consideration.
4. 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.

Dual Enrollment:

CCS has established a partnership with Craven Community College to provide dual enrollment opportunities for learners in the district. The Career and College Promise program allows juniors and seniors who meet school criteria (GPA of at least 2.8 or qualifying ACT/SAT scores) to dual enroll into college classes while still taking other courses at their respective high schools. These college classes may be taken on the community college campus, virtually, or in a seated course located on the high school campus but taught by a community college instructor. Students are encouraged to follow pathways in academic framework planning. Opportunities exist for advanced learners to achieve their two-year associate's degree while simultaneously earning their high school diploma. In addition, two of the high schools in CCS follow the Early College model and allow for gifted students who are enrolled to graduate in five years with a high school diploma and a two-year associate's degree from Craven Community College.

During this plan cycle, Craven Community College, in partnership with Craven County Schools, will evaluate the possibility of including dual enrollment opportunities for students in rising tenth grade at traditional high schools who meet certain criteria, including being identified as AIG in both math and reading.

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:

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

Performance:

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

Observable Student Behavior/Student Interest:

1. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day.
2. The child shall be capable of following verbal instructions and functioning independently within a group.
3. 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.
4. 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.
5. 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.
6. All testing shall be administered after the April 16th that follows the child's fourth birthday.
7. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information.
8. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated plan for the child.

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery is the process by which Craven County Schools awards 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. Craven County Schools has a policy in place pertaining to the use of Credit by

Demonstrated Mastery.

1. Students have one opportunity per course to obtain credit through the CDM process.
2. Students must complete the appropriate application and meet course prerequisites.
3. Students shall demonstrate mastery through a multi-phase assessment, consisting of:
 - a. a standard examination, which shall be the EOC/EOG or CTE Post Assessment where applicable, or a final exam developed locally, and
 - b. 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.

The following courses are excluded from Credit by Demonstrated Mastery:

- a. Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- b. CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals
- c. CTE Advanced Studies courses
- d. English Language Learner (ELL) courses
- e. Healthful Living required courses
- f. AP/IB Courses

A District CDM Review Panel will be called to recommend whether or not the student earns credit through the CDM process. This team could include a teacher of the subject from another school, counselor, a representative from AIG, the Secondary Director, and the Student Services Director. In the event that credit is not awarded, a family may appeal the decision to a district appeals committee.

- a. Students and their parents should submit appeals within ten calendar days of receiving notification that an attempt was not successful.
- b. The appeal must be in writing.
- c. Final recommendations will be made within ten calendar days of Appeals Review.

*** Practice H**

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

During the 2011-12 school year, the AIG Program studied results from Cognitive Abilities Test (CogAT) 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 the first step in implementing strategies to broaden the access to gifted programming and services during the implementation of the Local 2019-2022 AIG Plan previously in service.

In subsequent years, students initially identified and served through IG programming participated in talent development opportunities in academic fields, with approximately one third meeting current criteria for identification in academic areas as well. To further ensure all students have equitable access to advanced learning opportunities, the following strategies will be implemented during the 2022-2025 AIG Plan.

1. Semi-annual data regarding participation of students from underrepresented populations in talent development programming will be collected and analyzed for patterns and trends. This data will inform possible adjustment in

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 extended through the 2022-2025 AIG Plan cycle. It is important to note that there was a limit to the availability of data during the school closures and remote learning that occurred in the 2019-2022 plan cycle that impacted certain tracked trends. Due to this, the AIG team will consider reviewing/expanding the Pathway 4 portfolio process. This pathway provides an opportunity to remove barriers placed by the highest priority use of testing data. In addition, the AIG team will review the talent identification numbers as compared to the balance of school enrollment. This will include looking at the breakdown data of students participating in talent development.

2. During the 2019-2022 AIG Plan cycle, the use of school-based norms began to 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 was identified as AIG. Continuing this formal identification during the 2022-2025 AIG Plan cycle will further broaden access to advanced learning opportunities for underrepresented populations.

3. At the elementary level, AIG Specialists will serve a combination of economically diverse schools to better understand and maintain the work expectations across various subgroups to identify giftedness and gifted potential.

*** Practice I**

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

AIG enhances and further develops the needs, talents, and interests of AIG students by encouraging and supporting extra-curricular programming options. Information about these opportunities is shared with students and families via newsletters, school webpages, and sometimes social media platforms. AIG staff may co-sponsor these clubs, but do not bear primary responsibility for them. Different schools may offer activities based on interest, parent support, and staffing at their schools.

District Supported Events:

1. Book Trailer Contests (Media Coordinators)

2. Battle of the Books (Media Coordinators with support from District Learning Systems Coaches and AIG Specialists)

3. Governor's School (Marketing and communication for nominees at each high school)

4. All County Chorus (elementary/middle/high)

5. All County Band (middle/high)

6. When AIG students competing on a school team earn an opportunity to represent the district in a national competition, monetary support will be considered.

External events through partnerships:

1. Young Authors (writing contest sponsored by the Twin Rivers Council of the North Carolina Reading Association)

2. Community Partner contests (such as water conservation posters, writing competitions)

Extracurricular activities that may be offered at the elementary levels:

1. Art Club

2. Chess Club

3. Drama/Improv Club/Theater Club

4. First Tee

5. Girls on the Run

6. Math/Crazy Eights Club

7. Odyssey of the Mind

8. Science Olympiad

9. STEM Club

10. Student Council

Extracurricular activities that may be offered at the middle school levels:

1. Additional Interest Clubs (such as skateboarding, jump-roping, card tricks, mind games, Mathletes, yoga, crafts, etc)
2. Art, Dance, and/or Drama Clubs
3. Book Clubs
4. Chess Club
5. Coding
6. Music Clubs
7. National Junior Honor Society
8. Odyssey of the Mind
9. Robotics Club
10. Science Clubs
11. Science Olympiad
12. Student Council
13. Technology Student Associations
14. Writing Clubs (fiction, podcasts, screenplays, poetry, research)

There are numerous clubs at each high school/early college from which students may select or be invited to participate including many of the the following:

1. Art, Dance, and/or Drama Clubs
2. BETA (promotes academic achievement, character, leadership and service)
3. DECA (Distributive Education Clubs of America)
4. FBLA (Future Business Leaders of America)
5. FFA (Future Farmers of America)
6. FTA (Future Teachers of America)
7. Green Team
8. Interact (affiliated with the Rotary organization)
9. Jazz or Pep Band
10. Junior Civitans (affiliated with the Civitans organization)
11. National Honor Society
12. National Technical Honor Society
13. Poetry Out Loud
14. Science Olympiad
15. Student Council/Student Government Association
16. Student Technology Association
17. Talent Show

18. Vocal groups

19. Winter Guard/Color Guard

20. Yearbook

*** Ideas for Strengthening the Standard**

Continue to work with parent groups, staff, and community stakeholders to understand student-focused services and the variety of settings in which they occur; Clarification and support of the specific roles and responsibilities of classroom teachers and AIG Specialists when providing services for gifted learners during the 2022-2025 AIG Plan cycle; Strengthen collaboration with counseling services to monitor the implementation and effectiveness of social and emotional curriculum.

Planned Sources of Evidence

* District AIG presentation shared with certified staff

* Agendas and sign-in sheets from meetings or trainings with various stakeholder groups

* AIG overview for various stakeholders

* AIG overview for various stakeholder groups

* Data on students participating in talent development opportunities

* K-12 Records of social and emotional resources provided at each school

* AIG Specialist Handbook

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

Standard 3: Differentiated Curriculum and Instruction

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The North Carolina Standard Course of Study (NCSCOS) 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 the *EL Education* Language Arts curriculum to be used in all K-5 classrooms. Currently this curriculum will be used until replaced in conjunction with the standards based resources provided by the North Carolina Department of Public Instruction (NCDPI). This curriculum includes suggested activities and resources for gifted learners as provided by the publisher. In addition, the standards vertical progression provided by NCDPI is an addition in each CCS English Language Arts pacing guide used by classroom teachers and supported by AIG specialists; this vertical progression includes the extension of the standard to further assist the teaching of gifted learners. In addition, CCS uses the Lexia CORE 5 program for student foundational development in reading; this program allows self-paced acceleration opportunities for gifted students. During this plan cycle, both AIG Specialists and district coaches will collaborate with classroom teachers in providing further extension and enrichment ideas and resources that can be used with gifted learners in the area of reading.

Formal or informal data regarding learner profiles, abilities, and interests will be shared with classroom teachers. It will also be used when planning enrichment, extension, and acceleration activities.

AIG Specialists will deliver or model instruction for differentiated tasks when working with students in either a pull out or push in model. They may provide extensions in support of classroom instruction. Extensions and enrichment activities will focus on the standards being addressed in the classroom driven by the Craven County Schools Pacing Guide for Reading in each respective grade level. The classroom teacher and AIG Specialist will share responsibility for developing, implementing, monitoring, and evaluating extension and/or enrichment tasks. Additionally, project-based learning enrichment activities will be available for teacher use in the classroom as needed. These enrichment activities will provide students opportunities to explore interests related to the content in ways meaningful to each individual student.

K-5 Math:

During the 2022-2025 school year, CCS adopted *HMH Into Math* as the core math curriculum intended for use during this plan cycle. This curriculum was aligned to the North Carolina Standard Course of Study and outlined in a pacing guide created by district coaches. Using this pacing guide, AIG Specialists will work with classroom teachers to analyze formative assessment data that can be used to determine possible adjustment of instructional pacing needed for gifted and potentially gifted learners served.

When mastery of grade level content has been demonstrated, activities, assignments, projects, etc., that 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:

The NC Essential Standards in Science and the NC Standard Course of Study for Digital Learning standards present Intellectually Gifted (IG) students with a STEM (Science, Technology, Engineering, Math) focused curriculum to further develop problem solving and reasoning skills. These skills were used to identify students as IG. Instruction supporting these standards will include units of study in coding, tasks exploring various fields of engineering, earth and life sciences. Problem-solving and inquiry based learning will also be a part of the standard exploration and learning. Resources and training related to differentiation of instruction will be offered for use by teachers in varying capacities throughout the plan cycle.

Grades 6-8 Reading/ELA (English Language Arts):

During the 2022-2025 school year, Craven County Schools adopted *Springboard* as the grades 6-8 core curriculum for ELA intended for this plan cycle. Included with this curriculum are opportunities for differentiation for advanced learners. In addition, the AIG Team will partner with district coaches to develop an advanced offering of this curriculum for students, including those identified as gifted in reading, to work at a more accelerated pace. The “Plus” ELA courses in 6, 7, and 8th grade will center on the *Springboard* curriculum compacted with additional enrichment components included. Additionally, the AIG team will collaborate as needed with middle school ELA teachers to support those serving classes or 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 NCSOS as the entry point for differentiation. Opportunities for personalized learning projects involving research, higher order thinking, community service, and leadership may be shared with students identified as AG in Reading (AG/AR/AI) or participating in AG talent development services in reading.

Grades 6-7 Math:

Beginning in the 2018-19 school year, Craven County Schools adopted the *Open Up 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. Using this curriculum as the core base, a compacted curriculum for middle school math will be developed and offered for gifted learners in math during the plan cycle. This “Plus” course will serve sixth and seventh grade students; teachers of these courses will be supported by district coaches and AIG staff. In addition, evidence-based print or digital resources designed for use with gifted learners along with enrichment projects developed by the curriculum publisher and modified for our learners' needs may be used to extend, enrich, and accelerate curriculum.

Grade 8 Math:

AG Math (AG/AM/AI) students will continue to be offered two options for math: acceleration through Math I or 8th grade math. In either setting, AIG staff and district coaches will collaborate with math teachers to extend, enrich, and accelerate the NCSOS 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.

Grades 9-12:

In 8th grade, AIG students will begin developing 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, dual enrollment and NCSSM or NCVPS on-line courses. Additionally, the AIG team will provide any needed professional development for teachers in the differentiation strategies that gifted learners require, communicate with the counseling department regarding the promotion of scholarship opportunities, 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.

In order to address a range of learning needs at each grade span, CCS will continue to implement a variety of instructional practices based on abilities, achievement, readiness, and student interests.

During the course of each year, classroom teachers will be encouraged to survey students about their interests and learning preferences to help inform instruction. Resources for collecting this information will be shared with classroom teachers for their planning. AIG Specialists will also incorporate surveys to learn more about the learner profile of their students.

AIG staff will 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 support classroom teachers and district coaches to develop, administer, and evaluate results to personalize learning for gifted students.

Differentiated assignments may include the following:

1. Extending, enriching, and/or accelerating the North Carolina Standard Course of Study

2. Curriculum compacting
3. Tiered assignments
4. Socratic seminars/Inquiry-based instructional strategies
5. Project and Problem Based Learning
6. Individualized learning contracts

When a sufficient body of evidence supports acceleration (consistent outstanding performance on differentiated assignments designed at the highest levels of depth of knowledge or other named criteria), academic acceleration options may be considered by the school administration. This could include placement in advanced math or reading classes at the middle school level (upon intended creation during this plan cycle) or considerations for subject or grade acceleration. If needed, 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.

During the 2022-2025 plan cycle AIG Specialists will have access to a plethora of evidence-based supplemental resources to augment reading and mathematics instruction including the following:

1. Jacob's Ladder Grades K-8
2. Center for Gifted Education English Language Arts and Math units (William and Mary units)
3. Junior Great Books
4. The PBL Project Resource (Middle School)

5. Michael Clay Thompson vocabulary curriculum (Caesar's English, The Word Within the Word, etc.)

6. BreakoutEDU

7. Byrdseed TV

8. Gizmos

9. Discovery Education

These resources will be available for use during instruction in AIG groups, enrichment blocks, and regular education classes at elementary and middle schools. During the 2022-2025 AIG Plan Cycle, AIG Specialists will update curriculum maps for differentiation in grades 1-8 using available resources aligned with district adopted curriculum and pacing guides. These maps and resources will be made available to all teachers.

The following are available for Intellectually Gifted groups:

1. Engineering Is Elementary units for K-5

2. Engineering Everywhere grades 6-8

3. Spatial Reasoning, Moving Through Dimensions units from Center for Gifted Education at William and Mary

4. Cue Robotics for middle schools

5. Dash and Dot robotics for elementary/middle schools

6. Bloxels for all elementary schools

7. Breakout EDU

8. The PBL Project Resource (middle school)

9. 3D Problem Solving with Ominifix Cubes

Participation in regional and state gifted meetings and conferences will keep AIG staff abreast of research-based curriculum and resources to support gifted learners. These resources will continue to be shared among AIG staff as they become available. AIG staff will use time in their weekly schedules to locate and prepare materials for use with gifted learners. During monthly PLCs, time will be provided for AIG staff to collaborate in the development or sharing of lessons for gifted learners. Information from NCDPI (Departments of Advanced Learners and Gifted Education, ELA, and Math) will inform AIG Specialists about instructional resources for gifted learners.

*** Practice D**

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

All lessons developed and used by AIG Specialists will require students to think critically and creatively to solve problems extending the North Carolina Standard Course of Study (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 will be required to think critically, creatively, and develop curiosity. They will collaborate with peers to solve complex real-world problems requiring research, and communicate their findings to an audience. The AIG team will continue to support these efforts through resources and joint planning.

AIG Specialists will share best practices when using these structures in cluster classrooms with peers and classroom teachers. There are many secondary and one elementary AVID schools in the CCS district which promote instructional strategies that incorporate collaboration, critical thinking, creativity, and inquiry into the fabric of the school culture. Examples of common strategies include Socratic Seminars and Philosophical Chairs which require students to think critically and creatively about a selected text and communicate with peers in responding to focus questions. CCS schools have had select staff attend Marzano strategies training to promote higher level thinking; these strategies are also woven into the daily lesson plans of CCS classrooms. The continuous improvement training and coaching received by CCS certified staff will support efforts of regular classroom teachers to help develop future-ready skills with their students, including those identified or being developed as gifted. Students will be taught to identify impactful strategies they need for learning as well as reflect upon their effectiveness. Collaboration among students is an expectation of CCS as a part of best instructional practice and will be implemented during the 2022-2025 AIG Plan Cycle.

*** Practice E**

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

Classroom teachers, in collaboration with AIG Specialists, will use multiple data points throughout the year to inform flexible grouping for instructional purposes. Sources of both district and classroom data may include formative assessments, pre-assessments, benchmark assessments, weekly common assessments, and anecdotal observations by the teacher. Results of these assessments may be used with or by 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 the whole group instruction and be 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 differentiated 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 will be reported in the monthly meeting as well as housed in shared electronic drives for review and use in other schools.

*** Practice F**

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

Newly identified gifted students will participate in a unit designed to better understand giftedness and issues often associated with giftedness using materials such as *The Gifted Kids Survival Guide*, "The 8 Great Gripses of Gifted Children", and "The Gifted Children's Bill of Rights". This unit will be conducted at least once each year in all elementary schools. The AIG program has supplied each school with affective materials and resources to support the social and emotional needs of gifted students. AIG Staff also use *Affective Jacob's Ladder* materials for support in elementary instruction.

Communication will occur between the counseling department and the AIG team leadership regarding the resources that have previously been shared for the purpose of supporting gifted learners. This can include information in the counseling newsletter, presentations at the counselor monthly meetings, and individual consultative sessions. These resources include bibliotherapy lessons that may be used with all K-2 classrooms, 3-5 classrooms, as well as resources targeting behaviors more commonly arising in adolescence such as underachievement and depression (grades 6-12).

Craven County Schools (CCS) has adopted several curricula for the purpose of addressing the social and emotional needs of all learners, including AIG students. At the initial implementation of this plan, Panorama will be the current screening tool used to pinpoint the need for targeted interventions in social and emotional learning for grades K-12; it will be administered multiple times during the year, with results reviewed for trends and support needs. Grades K-8 students will complete Second Step lessons, or any selected curriculum that follows it, as a holistic approach for all student support, including that needed by gifted learners. Zones of Regulation and Think Social will be two curricula that may be used for intervention purposes. Some schools will implement other supporting resources to address social/emotional needs of students such as Leader in Me in elementary school or Restorative Justice in high school. A majority of the high schools and middle schools are AVID schools; career and college readiness is incorporated into the school culture in many ways at these sites. The counseling departments at the high school level also offer affective support through career and college readiness activities in Canvas, presentations, and small group support. While the CCS counseling department will play a large role in supporting these curricula and instructional practices, the classroom teachers will implement many of the lessons with their students and the AIG Specialists will reinforce the learnings.

The AIG team purchased affective materials for meeting the social and emotional needs of gifted learners in a variety of grade bands. These titles were given to the guidance department of each school based on appropriate developmental level. Titles included:

1. *Coasting Casey*
2. *Penelope Perfect*
3. *When Gifted Kids Don't have All the Answers*
4. *Accept and Value Each Person*
5. *Reach Out and Give*
6. *The Survival Guide for Gifted Kids*
7. *The Gifted Teens Survival Guide*
8. *The Power of Self-Advocacy*
9. *Doing Poorly on Purpose*
10. *Weird!*
11. *Dream On!*
12. *Stress Can Really Get on Your Nerves!*
13. *Get Organized Without Losing It*
14. *See You Later, Procrastinator*
15. *Tessie Tames*
16. *Her Tongue*
17. *Letting Go of Perfect*
18. *Emotional Intensity in Gifted Learners*

The AIG Team will seek feedback from the counseling department regarding these materials and future use and needs.

*** Practice G**

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

During the 2022-2025 AIG Plan cycle, CCS will continue to use Primary Education Thinking Skills (PETS) to develop the potential of students in K-3 through early intervention and talent development opportunities. 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 team will further support the understanding of classroom teachers on how to recognize the potential of their students in order to help develop student strengths.

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 resources in each elementary school that may be used in meeting the academic and intellectual needs of gifted and potentially gifted learners.

Resources include:

1. *Junior Great Books* will continue to be used in supporting high level reasoning and text analysis with K-3 students
2. *Jacob's Ladder* may be used to promote reading comprehension through inquiry and critical text analysis.
3. Bloxels may be used to develop problem solving skills
4. Dash and Dot Robotics may be used for coding instruction.
5. The AIG library has the following resources to support STEM in primary grades: EIE units and William and Mary science units for grades K-3

* Practice H

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

The district coordinator for gifted services will review implementation of differentiated curriculum in K-12 classrooms with the Curriculum and Instruction Division leads to ensure support and expectations of all instructional staff. Recognizing that collaborative planning between AIG Specialists, district coaches, and classroom teachers is key to implementing differentiated curriculum designed for personalized learning, multiple goals have been established for this plan cycle:

1. Differentiation Training support will be provided as needed to district coaches as well as math and reading classroom teachers from grades 4-8.
2. Quarterly planning between AIG Specialists and classroom teachers will be scheduled to confirm needs and supports for gifted learners along with more frequent, informal check-ins.
3. Resources to differentiate curriculum will be developed to support classroom teachers serving gifted learners for use with extending curriculum for high performing students.

AIG Specialists and district coaches will support teachers in understanding how to develop and interpret 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.

All teachers of gifted students will be provided with guiding questions to use when planning and reflecting on instructional practices. These 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?

CCS recognizes that supporting the academic and intellectual needs of gifted learners is a collaborative effort and partnership with multiple personnel. Each personnel group below will apply certain responsibilities with regards to serving gifted learners.

Classroom Teachers serving gifted learners will:

1. Communicate with the AIG Specialist regarding awareness of identified students or those for talent development in their classroom.
2. Schedule time during each quarter to review plans and current pacing for alignment with the AIG Specialist along with alerting to particular needs.
3. Provide the AIG Specialist with feedback on differentiated lessons and assignments that are shared.
4. Allow students class time to complete differentiated assignments.
5. Participate in school and district professional development to better serve gifted learners.
6. Work with district and school coaches in PLC planning to identify and create opportunities for instructional differentiation that meets the needs of gifted learners in their classroom.

AIG Specialists serving gifted learners will:

1. Use classroom planning and pacing resources to align instruction and support with current standards and topics.
2. Co-plan pre-assessment of skills/units of instruction and assist with interpretation data.
3. Share resources appropriate for each student or groups of students with similar learning needs and assist with selections of materials.
4. Share reports of collaborative planning during monthly check-ins.
5. Participate in grade level PLCs and extended planning when feasible. If not present, review notes or hear updates.

Support Staff (Title I, EC, ESL) serving gifted learners will:

1. Notify the AIG Specialist when evidence of giftedness has been observed.
2. Collaborate with the AIG Specialist and classroom teacher to deploy instructional strategies which best meet student needs.

District Coordinator of Gifted Services will:

1. Provide resources and coordinate training support for differentiation.
2. Participate in regular meetings of district-level curriculum and instructional teams, including the district MTSS team.
3. Collaborate with the AIG team to guide the integration of basic differentiation strategies across the district for use with gifted learners.

*** Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Gifted identification and initial service decisions at all schools will be made during Talent Identification Match meetings (TIM). This team will be 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), and the school counselor. The information will be reviewed by the district coordinator for gifted services and/or the AIG Lead Teacher. After review of all data, the team will determine identification and will recommend services to be delivered. All services provided through the AIG Program will be outlined in a Differentiated Education Plan (DEP). The district coordinator for AIG

services and/or the AIG Lead Teacher will enter all student information into PowerSchool including information under the Current Status tab, Program Services tab and Identification Evidences tab after parental review and consent has been given. During the plan cycle, printed information entered into program services will gradually replace a separate DEP. During this transition period, any paper DEP will follow the format of the program services outlined included in PowerSchool.

Parents will be 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 as outlined in the DEP. The process to resolve disagreements will also be shared along with this information. If parents are unable to attend the Initial Identification conference, a phone or virtual conference may be requested with the DEP and corresponding information sent home for review and signature, either electronically or by United States mail.

DEPs will be 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 years following initial or amended placement, parents will be offered the opportunity to review services planned for the upcoming year through scheduled group or individual times at schools. If parents are unable to attend a scheduled review, DEPs will be sent home for signatures and returned to the AIG Specialist or AIG support personnel at the school.

As students transition from elementary to middle school, AIG Specialists serving elementary schools will communicate with AIG Specialists or AIG Support Personnel at the middle school level regarding individual students and their specific learning needs. The AIG team will partner with the middle school and high school counseling departments to promote understanding of course options for 8th grade students so they may begin developing a four year plan for high school. During this plan cycle, the AIG team will explore implementing an academic blueprint to record this information. This plan may serve as their high school DEP and may transition in form as it is developed over time. This process could include the use of a 4-6 year academic and post-secondary planning instrument purchased by CCS for middle and high school students including gifted students. The district coordinator for gifted services will discuss information related to advanced course options that will be shared at the various open house events provided 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, areas of identification for these students, and services outlines in their DEPs or academic blueprints for review during course selection periods each year. The DEP can be updated annually based on student interests, learning needs, and additional coursework and opportunities provided.

*** Ideas for Strengthening the Standard**

Highlight opportunities for students in a resource website designed for AIG students; Share ideas with schools for enrichment purposes through extracurricular or school scheduled times; Explore opportunities for summer bridge or summer camp opportunities for select groups of students; Consider those transitioning to other grade bands (elementary to middle; middle to high); Continue to improve and refine differentiated curriculum practices in all subjects K-12.

Planned Sources of Evidence

- * Creation of curriculum maps with associated resources and lesson plans
- * Roster of books and resources shared with the counseling department for the support and development of social and emotional needs of gifted learners
- * Shared folders containing opportunities for differentiating assignments connected to grade level standards in reading/math
- * Supporting professional development as noted in the agendas of counselor meetings
- * Folders and PowerSchool documentation of AIG records, including DEPs

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Craven County Schools will employ a licensed AIG Specialist to serve as the AIG Lead Teacher as well as assign a licensed district coordinator of gifted services to oversee the AIG program. Responsibilities of the district coordinator of gifted services, working in tandem with the AIG Lead Teacher, will include, but will not be limited to:

1. Overseeing the development, monitoring, evaluation, and revision of the local AIG plan and services by participating in AIG Coordinators' Institutes, webinars, etc. and, using knowledge gained, to guide plan development with input from internal and external stakeholders.
2. Continuously monitoring the implementation of the plan via site visits and while attending AIG Specialists monthly meetings.
3. Leading evaluation of the plan through formal and informal feedback received (surveys, etc.) annually, as well as on any evaluation rubric completed.
4. Managing screening, referral, and identification processes for all schools within the district.
5. Monitoring the implementation of program services through shared lesson planning, participation in the development and annual review of DEPs (Differentiated Education Plans) for all students, reviewing of AIG Specialists' schedules, and conducting site visits to observe services provided.

6. Providing ongoing professional development and resources to engage AIG Specialists in continued learning regarding gifted and advanced students during monthly AIG PLC meetings and other scheduled professional learning times.
7. Maintaining documentation of student identification and services provided; entering all data into PowerSchool for all students identified as AIG.
8. Tracking and approving AIG Headcount including representation of all reporting groups in PowerSchool during the screening, referral, and identification processes.
9. Participating in professional development opportunities, including regional and statewide training to support gifted programs.
10. Developing partnerships with and communication strategies for families and the community to support the AIG program.
11. Coordinating professional learning support and resources for the regular classroom teacher as identified by need.

*** Practice B**

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

Elementary Grades

AIG Specialists will collaborate and/or reference CCS curriculum pacing documents to develop and provide lessons and content differentiation for reading and math designed to identify potential giftedness and to meet the academic, intellectual, social, and emotional needs of gifted learners. Differentiation support will be provided through resources, training, and consultations with classroom teachers. Services will be provided through whole class and small group lessons. The AIG team will support the understanding of giftedness through formal (online and face-to-face course offerings) and informal (discussions during planning, articles to read and discuss, etc.) professional development. Efforts to increase the number of staff with local AIG endorsement, as well as NC AIG certification, will continue as a part of the current AIG staff development plan. CCS will encourage these teachers to have gifted clusters by meeting

with administration to review the positive benefits of this kind of grouping. Flexible grouping within the classroom setting will also be encouraged to better meet the needs of gifted learners.

AIG Specialists will address the academic, intellectual, social, and emotional needs of IG students through STEM focused curriculum provided during resource groups. Units of study as well as available resources are outlined in Standard 3.

Middle School

During the plan cycle, CCS will continue to develop staffing options for middle school AIG support. The addition of AIG support personnel for middle school to assist with various gifted student needs will be pursued, offering stipends to a licensed, locally endorsed, or effective teacher of AIG students at each middle school. These staff members or contracted support personnel can provide indirect services such as professional development, resources, information regarding the nature and needs of gifted learners, differentiation strategies, and lessons aligned to district curriculum and NCSCOS objectives. They may also review school data, assist with the referral/identification process, support the social/emotional needs of the gifted learners and help with parent communication.

In addition, training will be provided by the AIG team to reading and math core content teachers regarding meeting the differentiated needs of advanced learners in their classrooms. Efforts to increase the number of middle school staff with local AIG endorsements, as well as NC certification, will continue as a part of the current AIG staff development plan. CCS will encourage these teachers to have gifted clusters or teach accelerated classes when offered in middle school. Plans for offering Plus classes for advanced learners in middle school reading and math are in process for initial implementation in the 2022-2023 school year. These courses will include compacted curriculum, accelerated pace, and enrichment opportunities embedded in the pacing.

At the middle school level, an AIG Specialist will be employed to better target the needs of Intellectually Gifted (IG) learners and the teachers who serve them. This AIG Specialist will primarily serve IG students in pull-out groups and will work to extend and enrich student proficiency in STEM through engineering and technology-based units of study. This Specialist will partner with other district and community groups (district technology facilitators, media coordinators, FRC East FabLab, etc.) to plan units of study which engage and extend the North Carolina Standard Course of Study (NCSCOS) in these fields. In addition, the AIG Specialist for IG will work with counselors and classroom teachers to identify factors which impede student's achievement in matching their identified intellectual ability.

High School Grades

AIG Specialists or support personnel (such as school counselors, instructional coaches, or contracted teachers) can provide support in the following ways:

1. Advising students on course selection to build an academic blueprint geared toward post-high school goals.
 2. Maintaining AIG records of students, scheduling and facilitating Talent Identification Meetings for initial identification, conducting an Initial Placement Conference with parents.
 3. Scanning 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 evaluating using the AIG Identification Matrix.
 4. Assisting students with locating scholarships, determining requirements, and completing applications as needed.
 5. Informing, encouraging, and tracking 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 areas of interest.
 6. Assisting students with developing a portfolio of extra-curricular activities for college admission.
 7. Partnering with internal and external stakeholders to develop a list of potential mentors and internship opportunities in the community.
 8. Conducting training at each high school on gifted programming, services, and identification processes for high school students.
 9. Inform, encourage, and track dual enrollment participation and completion rates.
 10. Collaborating with teachers, upon request, with adding depth and complexity to assignments/tasks
- In addition, the district coordinator of gifted services will partner with the district coordinator of counseling services to align these services for AIG students.

*** Practice C**

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

During the 2022-2025 AIG Plan cycle, Craven County Schools (CCS) will offer opportunities for certified teaching staff at all levels to receive training in gifted programming and services required for gifted learners.

All certified teaching staff will be required to view a digital 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. 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

Local AIG Endorsement/NC Certification Cohort Trainings for classroom teachers and instructional specialists: completion of seven modules and two face to face sessions leading to local endorsement and an opportunity to take the Gifted Education Praxis exam for North Carolina add-on licensure with reimbursement (as funding allows). Additional follow-up support and offerings for cohort members will be provided upon completion to further assist implementation of the concepts discussed and learned.

Training topics tailored to specific groups could include the following:

Regular Education Classroom teachers: recognizing giftedness, differentiation strategies, social and emotional needs of gifted learners.

Teachers of Resource/Elective courses: recognizing gifted characteristics and supporting social and emotional needs of gifted learners.

School Counselors/Student Services personnel: recognizing gifted characteristics and supporting social and emotional needs.

Special Education teachers: recognizing gifted characteristics among twice exceptional students, supporting social and emotional needs, and the 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 the process to share data with an AIG Specialist.

Instructional Specialists (district/Title 1 school level): recognizing high intellectual ability in students reading below grade level; differentiating for advanced learners

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 multiple measures including EVAAS.

The district coordinator of gifted services will maintain documentation of staff participating in various professional development offerings presented or sponsored by the AIG staff. Surveys of certified staff will be conducted as needed 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.

During the 2022-2025 AIG Plan cycle, the AIG division will continue offering cohorts of in-house professional development which meets the district's expectations for serving gifted learners. This seven module virtual training with two face to face sessions is designed to prepare classroom teachers for understanding and meeting the academic, intellectual, social, and emotional needs of identified gifted learners, as well as identifying students who show the potential to perform at high levels in math, reading, and/or in general intellectual ability. Preparation for the Gifted Education Praxis is embedded into course instruction to assist interested participants in add-on AIG Licensure through North Carolina Department of Public Instruction. Depending on funding, participants with successful passing of the Gifted Education Praxis will be reimbursed. In a partnership with the CCS Human Resources division, reimbursement for successful NCDPI licensure add-on in Gifted Education will be given while funding is available. Teachers successfully completing this coursework will be recognized with a certificate and information shared with the CCS Cabinet and Board of Education members.

The district coordinator of gifted services will work with the Human Resources Division to maintain a list of teachers who have obtained AIG licensure or who have completed local professional development requirements. This list will be shared with school principals for consideration when assigning gifted students or clusters to classrooms.

CCS strongly encourages cluster grouping of 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 or will receive information to assist with intentional placement of gifted students.

The district coordinator of gifted services will provide further guidance and assist principals with processing behind forming cluster groups based on their school's needs. AIG recommends cluster groups be paired with classroom teachers who have a local endorsement, who have AIG certification or 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.

*** Practice E**

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

In response to the important need for the recruitment and retention of AIG-licensed professionals in Craven County Schools, including those of diverse backgrounds, the following strategies will be utilized:

1. Marketing of AIG locally endorsed cohorts with incentives (as budget allows) to establish more locally endorsed and state certified teachers to support the needs of gifted learners
2. Inviting teachers who show strengths in working with advanced learners to consider participating in the co-horts
3. Posting open positions in TeacherMatch and sharing with stakeholders about them

4. Looking ahead, determine a deployment plan for having the local AIG endorsement be a part of onboarding or set goals for completion groups
5. Providing opportunities for staff to increase their ability and comfort in working with gifted students
6. Recognizing efforts of staff members through meetings, communications, and conversations
7. Maintaining records of AIG-licensed professionals to monitor numbers and support needed, as well as future needs
8. Providing support to current AIG Specialists by monitoring needs and feedback during monthly PLCs, check-in sessions, and through surveys. Use this information to assist with resources, training, and social-emotional support.

*** Practice F**

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

Craven County Schools will continue to invite staff members to participate in local endorsement cohorts in gifted education. This results in an increased number of locally trained staff who have a better understanding of gifted education in Craven County Schools and in North Carolina. In addition, as funding allows, these participants may be reimbursed for passing the Gifted Education Praxis and adding this certification area to their North Carolina license.

The AIG team will begin this current plan period updating materials for an AIG overview presentation (Gifted Education in Craven County Schools) to share with all staff members of Craven County Schools at the beginning of each school. This overview will be recorded and delivered virtually and will feature elements from the CCS AIG plan, as well as information about the NC AIG program standards and policies. Follow-up contact will be provided by the AIG team.

Based on classroom needs, professional learning in the area of differentiation has been developed and will continue to be shared during the 2022-2025 plan duration with regular classroom teachers and district/school coaches to help demonstrate how learning can be more personalized and adjusted based on student needs. In addition, the AIG team will share opportunities for staff to learn more about AIG topics using resources such as Byrdseed TV, The Gifted Guru, and the Booster Shot Series provided by the North Carolina Department of Public Instruction's Department of Advanced Learning and Gifted Education.

During the plan cycle, the AIG team will explore ways to share professional learning opportunities with parents/guardians. Guidance from staff feedback, as well as input from the AIG Advisory Group and parents, will help inform needs and interests. The addition of being able to provide information virtually will positively impact availability of access.

*** Practice G**

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

The AIG team will have time for collaboration and planning scheduled during their AIG Professional Learning Community meetings (PLC). During this time, teachers will work individually or in groups of similar interest to develop lessons and resources for use with gifted students in grade bands and subject areas served. These lessons will be uploaded to a shared folder in Google Drive, arranged by grade and subject area to be available for use when planning or sharing with classroom teachers. Also during PLCs, AIG Specialists will 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 will participate in staff meetings at their base schools, including professional learning aligned with district initiatives. They may also share information related to the support of gifted students with staff members in a formal session or informally during consultative meetings. Additional planning with ECP staff will be scheduled as needed to discuss support for identified twice exceptional learners. AIG Specialists are encouraged to participate in annual long range planning with grade levels in schools they serve as schedules permit.

The primary goals of the AIG Program during the 2022-2025 AIG Plan cycle are the following:

1. Ensure equitable access to advanced learning opportunities for gifted and potentially gifted learners to meet their learning needs
2. Support instructional staff in the development and delivery of advanced learning opportunities by providing appropriate professional development
3. Create and implement a variety of communication methods with stakeholders supporting advanced learners.

To attain these goals, multiple options for professional development will be offered. Staff will participate in the *Gifted Education in Craven County Schools* training. The AIG Plan and services will be shared. Article 9B will be examined and implications of language used in the law will be defined.

*** Ideas for Strengthening the Standard**

Provide professional development for administrators in best practices for serving gifted learners; Continue to support school/teacher efforts in building capacity with differentiated support for advanced learners; Extend learning of local endorsement/AIG certification cohorts by holding follow-up sessions to provide coaching and support; Survey staff annually to determine effectiveness of professional development and further needs related to serving gifted learners.

Planned Sources of Evidence

- * Agendas and sign-in sheets from various professional development sessions offered
- * Schedules and records of district coordinator of gifted services schedule
- * Results of professional development surveys
- * Records and survey data from local AIG co-horts
- * Agendas and sign-in sheets from AIG Specialists' PLC meetings

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

CCS will develop intentional, two-way partnerships with parents/guardians to support the needs of AIG students in the following ways:

1. Surveys will be given during the plan cycle to parents/guardians for reflection on AIG services. This feedback will help inform modifications to programming, communication, and services. Feedback will be used to identify trends for improvement or possible adjustments in AIG services or programming.
2. Communication channels such as conferences, emails, phone calls, or meetings will provide parents/guardians opportunities to partner with AIG staff to discuss academic, intellectual, and social and emotional needs of AIG students.
3. The annual Developmental Education Plan (DEP) review will allow parents/guardians the opportunity to examine relevant services and, if needed, to ask questions and discuss possible adjustments. Communication regarding clarification of the DEP's purpose will also be shared via email or paper sent home for those who cannot attend.

4. The AIG Advisory Group, who will meet to monitor the implementation, evaluation, and revision of the AIG Plan, will generate ideas, and/or develop plans to support the academic, intellectual, social, and emotional needs of AIG students such as informational sessions, summer opportunities, competitions, etc.
5. Parents/guardians of AIG students may communicate with the school or AIG staff to serve as guest speakers within classrooms and at events such as Career Days, supporting the social-emotional efforts of AIG specialists and classroom teachers.
6. During the 2022-2025 AIG Plan, the AIG team will develop resources, such as a calendar or informational FAQ document, to help parents understand ways to support their AIG student. Information addressed will be developed from parent feedback through survey information gathered, focus group comments, and Advisory Group input.
7. The AIG team will create opportunities for parents to attend, via virtual delivery or at a school, informational sessions pertaining to CCS gifted services. These may focus on grade band transitions (elementary to middle, middle to high), an AIG overview, Differentiated Education Plans, or to assist families new to the school system.

*** Practice B**

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

Numerous community partnerships exist to directly and indirectly impact gifted learners in all grades. For the 2022-2025 AIG Plan cycle, these will include the following:

1. Craven County 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 will be open to all teachers in the district and impact gifted learners in all schools.
2. CCS will partner with Craven Community College in providing accelerated course options for gifted learners at the district's two early college high schools. In addition, the Career & College Promise program will allow students attending the three traditional high schools and who meet criteria to participate in dual enrollment classes during their junior and senior years. Future enrollment for AIG identified students in reading and math who meet other

qualifications during their freshman and sophomore years will be explored by the college and district during the plan cycle.

3. CCS Guidance counselors will continue to share information and opportunities with students about the partnerships for advanced coursework through NCSSM (North Carolina School of Science and Mathematics) and NCVPS (North Carolina Virtual Public School).
4. When allowable by guidelines, Fleet Readiness Center East FabLab will visit CCS middle school IG groups, 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, and laptops with design software. FabLab provides students the opportunity to take their school engineering projects to the next level, inspiring them to think about and construct prototypes.
5. Through the district Families in the Know Newsletter, opportunities for gifted students to participate in community partner activities will be shared with families, such as events at Craven Community College, Summer Engineering Camps, and STEM days.
6. Craven County Schools AIG staff will partner with other districts in Region 2 (Southeast District) in the development and implementation of professional development coursework designed to prepare classroom teachers in serving gifted and potentially gifted learners.
7. The Craven County Schools CTE (Career and Technical Education) program will hold a CTE Expo for eighth grade students featuring career and technical pathways for students in high school and through dual enrollment. Community members will participate in this Expo. CTE will also hold a fifth grade COW Fair (Careers on Wheels) that introduces fifth grade students, including those identified as gifted, to careers involving transportation on wheels.
8. Craven County Schools AIG staff, in partnership with the CCS counseling department, will inform gifted students of scholarship opportunities and summer learning experiences, including Governor's School, at higher learning institutions for possible consideration. This will be done through newsletters, school websites, and, at times, email/phone calls to families.
9. Craven County Schools will partner with members of the AIG Advisory Group to explore other potential partnerships in the community that will help enhance and support local AIG programs and services.

*** Practice C**

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

Parents/guardians and community members from various regions of the district who represent the diversity of the student population and grade spans were recruited to participate in the AIG Advisory Group to serve during the transition years between the end of the 2019-2022 plan cycle and the start of the 2022-2025 plan cycle. Administrators representing different grade spans, as well as teacher and coach representatives, will continue to participate in the AIG Advisory Group as well. During the duration of the 2022-2025 plan, a schedule of Advisory Group meetings will be created and shared with members. In addition, members of this group will change over the years to ensure continued representation from a variety of stakeholders. District staff serving on the AIG Advisory Group will include AIG Specialists, coaches, and the coordinator for gifted services with leadership from the Curriculum and Instruction division attending as time allows.

Current representatives reviewed the proposed 2022-2025 AIG Plan, providing input into the development of the plan. Over the three year Plan duration, rotating members will assist in monitoring the implementation and effectiveness of the AIG services, including any plan revisions. Meetings will be held biannually with the district coordinator of AIG services to share status of plan implementation as well as results/input opportunities for a selected rubric for the evaluation of service effectiveness. Feedback from stakeholders during these sessions will be documented.

To ensure a continuous flow of new ideas while maintaining consistency of purpose of the advisory group, members participating in the update of the 2022-2025 AIG Plan will be asked to serve 2 year terms when possible. Parent/guardian and CCS Staff interest in serving will be polled during the next plan transition survey period. Additionally, nominations for members may be taken during this window or if a member cannot continue to serve.

*** Practice D**

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

- Local AIG Plan
- Local AIG program services

- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

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

Information regarding AIG program services, the current AIG Plan, and policies related to advanced learning and gifted education will be available in a number of locations accessible to families and the community at large. The Craven County Schools (CCS) AIG website will contain links to the current AIG Plan, Article 9B, as well as service options K-12.

An AIG parent overview will be provided to all parents during the Initial Placement Conference when students are initially identified as gifted. This overview will provide information about gifted services 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 consistency.

Presentations and all materials concerning the AIG Plan and services will be shared with the district Military Liaison Counselor to ensure a seamless transition for military connected families.

The AIG team will continue to partner with Craven County Schools Public Relations department to publicize information regarding AIG services and the AIG Plan via social media, group emails, and the district's weekly newsletter to staff, administrators, and/or families. Information about AIG services, the AIG Plan, and policies related to gifted education will be shared with all staff at the beginning of the school year. Within the 2022-2025 plan window, the AIG team will develop an onboarding and back to school overview of AIG to share with staff in a virtual course offering.

CCS is diverse in language and culture, with students from many countries enrolled, speaking more than 28 languages. As our language needs continuously change, the CCS AIG team will seek 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 or relatives often serve as interpreters for the family. The AIG team will also partner with the CCS ESOL team to have documents translated and arrange for interpreters if needed.

In addition, staff and volunteers from the local community organization, Interfaith Refugee Ministry assist many relocated families with interpretation of school communications. For parent conferences, a translator sponsored by a Refugee School Impact Grant or CCS Title III services can be made available to parents who are unable to understand

discussions in English. During Open House and AIG events, parents will be encouraged to provide an email address for use in communicating upcoming events and opportunities for gifted learners.

Parents will also be surveyed by the district for best contact methods and preferred language(s) in which information will be received in addition to English.

AIG Staff will communicate with the data managers and/or counselors at each school regarding the enrollment information completed by parents that may address transfer students who had identification in other states or districts. AIG Specialists may then follow up with parents regarding this student information and next steps.

AIG Specialists will communicate opportunities available to AIG students through the use of district newsletters, scheduled AIG newsletters (3-4 times a year), flyers, emails, and online. Reminders of locations to reference this information will be shared periodically as well.

At the high school level, each school will share a weekly update communicated on the school website, in a phone call, or by email with opportunities of interest for students. Communication will be sent home to parents and information regarding the enrollment process for Career and College Promise Dual Enrollment, AP courses, and enrichment offerings. Middle and high school counselors also will share registration information and will discuss course options and career pathways with gifted students.

*** Ideas for Strengthening the Standard**

Partner with ESOL department to publicize events of interest to gifted learners in languages of our students; Expand use of basic AIG identification forms that are translated into languages of the district; Encourage awareness of extra-curricular learning opportunities and collaborate with schools and parent organizations for possible implementation; Continue to expand opportunities for sharing information with parents in various formats; Partner regularly with the district Public Relations department to inform parents, families, and the community of opportunities to partner with the AIG Program in support of gifted learners, particularly through the use of the Families in the Know newsletter.

Planned Sources of Evidence

- * AIG Newsletters
- * AIG documents which have been translated into Spanish and/or other languages
- * Families in the Know Newsletters
- * Agendas and sign-in sheets from AIG Advisory Group meetings
- * AIG parent overview information

Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

The 2022-25 AIG Plan was developed gradually based on input from internal and external stakeholders with an interest in gifted programming and services. Each standard underwent a review and analysis being informed by feedback from many stakeholder groups as reflected in surveys, self-assessment processes, and focus groups. A rough draft of the plan was developed by AIG district staff based on this feedback reflecting on current plan tenure and the self-assessment completed in the fall of 2021 and reviewed by the AIG team and other district leaders. An Advisory Group of parents/guardians, 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 a final draft of the plan which was reviewed by a writing team before formal completion. The 2022-2025 AIG Plan 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 May 2022 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.

All AIG Specialists, school administrators, classroom teachers, and support staff are entrusted with supporting the implementation of the 2022-25 AIG Plan. The district coordinator for gifted services and the AIG Lead Teacher will lead the monitoring and 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 Specialists will:

1. Provide check-in reports to the district coordinator during monthly PLC (Professional Learning Community) meetings.
2. Share document screening and referral searches at defined points,
3. Provide planning ideas to teachers as well as lead formal and informal professional development to teachers and staff,
4. Make contact with support staff in support of gifted and potentially gifted students (ECP, ESL, counselors, Title I),
5. Work with small groups providing resource lessons, conduct whole class lessons in classrooms, differentiate assignments, and develop personalized enrichment projects as options for use.
6. Keep records in the Google AIG shared drive and shared AIG folders.
7. Perform application of curriculum services as outlined in the AIG Plan and provide feedback as to implementation.
8. Support monitoring efforts by participating in focus group and/or Advisory Group sessions.

District Coordinator of Gifted Services will:

1. Maintain a shared Google drive or folders to review teacher documentation such as schedules, referral evidence, meeting logs, lessons shared, and other items.

2. Conduct coaching sessions/visits with AIG specialists.

3. Hold focus group meetings and Advisory Group sessions for stakeholder feedback as needed to review plan implementation.

4. Address any stakeholder concerns received.

5. Work with AIG specialists to submit suggestions to administration regarding cluster grouping and possible class scheduling options for AIG students.

6. Work with the AIG team to extend a plan related to the professional growth of classroom teachers working with AIG students, particularly in the elementary and middle school grade bands.

7. Review annual growth data of gifted students.

AIG Staff will:

1. Conduct surveys of staff, students, and parents at points throughout the plan period to monitor the implementation and effectiveness of programming and services.

2. Gather feedback from AIG Advisory Group.

3. Compile feedback results and share overview with relevant stakeholders to assist with possible change. Information may be shared at subsequent Advisory Group meetings, through newsletters, or on the AIG website.

*** Practice C**

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

The district coordinator of gifted services will oversee the development and monitoring of the AIG program budget according to state policy at the district level. The state of North Carolina provides funding for AIG according to a figure

given each year multiplied by 4% of ADM (Average Daily Membership) of the district. No local funds will be allocated for AIG programming at the inception of the 2022-2025 plan cycle. Expenditures will be based on the goals of the program to include the following: Approximately 90% of allocated state funds will be designated annually for salaries and benefits to employ AIG Specialists. 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 PowerSchool, or are listed as participating in a talent development group.

Any balance of funds not used for staff salaries and benefits will revert to the professional development, software, and supplies and materials budget codes within the AIG master budget for that fiscal year. There is no carryover of these budget funds to the next year.

The remaining 10% of allocated state funds will be used for the following:

1. Professional development in gifted education for classroom teachers and AIG Specialists
2. Tuition fees for Governor's School/registration support for AIG students attending national or world competitions
3. Travel reimbursement for personnel (for training/workshops or for itinerant personnel who change school locations within the workday)
4. Materials and resources to meet instructional goals of AIG services, including computer software and technology
5. 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)

AIG Specialists may choose to apply for grants to assist with supplies or programming needs for their students or schools. If obtained, these funds will be managed at the school level.

*** Practice D**

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

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

Craven County Schools (CCS) AIG Specialists will review and analyze many different sources of student achievement and growth data.

During the November and April Headcount periods, AIG Specialists serving elementary and middle schools will analyze AIG student identification numbers. When the North Carolina EVAAS (Education Value-Added Assessment System) data is released from the state, the AIG Specialists will use their monthly meeting time to analyze the achievement and growth data shared in these charted reports. Data will be analyzed for each school by grade level and subject area to determine effectiveness of instruction. Throughout the year, various other sources of data will be reviewed such as benchmarks, NC Check-in results, and/or scores from state or district screeners or diagnostic tests for reading and math. 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. AIG Specialists, along with the coordinator of gifted services and school administrators, will review this data to help inform grouping suggestions and support of AIG students. 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.

An AIG Specialist or support personnel (such as the student's counselor or a contracted teacher) will review high school data from EOCs, NC Final Exams, SAT, ACT, AP exams, etc., with regards to AIG performance as well as the performance of identified groups of underrepresented populations. Other historical data may be reviewed as well such as grade trends in accelerated or advanced courses. The district coordinator of gifted services, working with the AIG Lead Teacher, will generate an annual report of drop-out data (related to AIG identified students who dropout of school). All AIG achievement, growth and drop-out reports will be shared with leaders in the Curriculum and Instruction department and a determination of information to be shared with internal and external stakeholders will be made by the Superintendent's Cabinet.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

All AIG specialists will maintain and submit to the district coordinator of gifted services and the AIG Lead Teacher a list of students who have been screened, referred, and served in talent development by scheduled reporting groups as listed in PowerSchool to ensure that access to gifted services is equitable for all students in every school. Information regarding subgroups of students served through programs such as English Language Learners, Exceptional Children, as well as students identified as highly gifted and suspected economically disadvantaged, will also be noted in these lists which will be shared with the district coordinator of gifted services and the AIG Lead Teacher during AIG Headcount Approval periods in November and April. Following each data collection period, the AIG team will analyze the percentages of representational groups to help monitor that referral, identification, and services are informing program improvement efforts with regards to under-represented groups.

Screening and diagnostic testing data, benchmarks, teacher input, historical grade trends and observations will be 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 teachers, counselors, coaches, or administrators.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	9.93%	<5%	5.60%	---	7.54%	---	15.11%
Male	13.38%	<5%	6.93%	---	9.77%	---	13.59%
Total	11.73%	<5%	6.29%	---	8.62%	---	14.33%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

All AIG staff paid with state funds currently hold full or provisional AIG licensure. When opportunities for employment with the AIG Program arise, interested candidates will be notified that AIG licensure is an expectation in the job description. 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, along with certified staff having a local AIG endorsement. Staff with a provisional license will be required to complete full AIG licensure within 2 years. AIG support personnel, if contracted for stipend, will have a North Carolina AIG license, be locally endorsed, or will have evidence of AIG teaching effectiveness.

The district coordinator of gifted services will work with the Human Resources division to identify teachers possessing AIG licensure and will share this information with principals for possible use in assigning AIG students to regular education classes. Following each school term, the district coordinator of gifted services will share a list of participants who have completed local AIG endorsement professional development requirements with the Human Resources division, Associate Superintendents, and all school principals. In addition, the names of participants who follow the local endorsement with state certification will be shared. This information may be used for student assignments to regular education classrooms. In the event that schools do not have any certified staff with AIG licensure or local endorsement, principals should consider teacher effectiveness and interest in working with gifted learners when placing cluster groups or assigning classes. It will be recommended that these teachers participate in a local endorsement cohort to further support their efforts in the classroom. Upon review of current teachers possessing AIG licensure each year, determinations regarding the number of offerings of local AIG endorsement/state certification cohorts will be made.

*** Practice G**

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

The AIG Staff will collect data from numerous formal and informal sources to evaluate the implementation and effectiveness of the AIG program.

Examples will include:

1. Surveys (parent, student, school personnel), conducted through online forms and shared via email or printed as needed
2. Interviews (formal or informal)
3. Formal and informal feedback gathered at parent conferences, Advisory Group sessions, and school-wide events
4. Staff interactions and evaluations at professional development offerings

During the 2022-25 AIG Plan cycle, additional opportunities for feedback will be offered.

1. Feedback may be given via email to the district coordinator of gifted services and/or the AIG Lead Teacher; contact information will be found on the district AIG webpage.
2. Focus groups of staff and students will be interviewed during school visits.
3. AIG Advisory Group sessions will be scheduled during the plan cycle.

*** Practice H**

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

The local AIG services and plan will be evaluated based on the perspective of multiple stakeholders using an array of data points.

Sources of data will include, but are not limited to, the following:

1. Survey results of parents, students, teachers, AIG Specialists, school and district staff will be compiled and analyzed for trends and needs.

2. Site visits to schools to observe programming and services provided for gifted learners will inform alignment across the district and highlight opportunities to provide needed support.

3. Feedback from stakeholders via formal and informal sources (parent conferences, AIG focus groups, etc.) will be discussed during AIG Professional Learning Community monthly meetings to discern issues, questions, and possible actions needed to adjust the current plan.

4. Performance of gifted learners on state and national assessments will be reviewed and compared as district to state results and those among the schools in the district.

5. Attainment of service goals established during plan development will be evaluated by the AIG staff based on measurable results and feedback trends.

The district coordinator of gifted services and the AIG Specialist team will develop a rubric to be used when evaluating the effectiveness of AIG services after the first and second year of the 2022-2025 plan implementation. This rubric will be reviewed or 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 and/or review the evaluation of the services 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 will be made using services and plan evaluation data, suggestions for improvements provided by AIG focus groups and the AIG Advisory Group, information 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. Once input is gathered, drafts of the revised plan will be made, reviewed by stakeholder groups, and revised again from feedback. Following these iterations, the Craven County Schools Cabinet will review and offer feedback. Once adjusted if needed, the AIG Plan will then be presented to the Board of Education for review and approval.

*** Practice I**

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

The district coordinator for gifted services, along with the AIG team, will work to meet AIG program goals during the 2022-2025 AIG Plan cycle as well as develop a timeline for completing these goals. These goals will be shared with stakeholders in various formats including the AIG website, parent information, presentations, and with the AIG Advisory Group. Developed newsletters will be linked to the AIG website for stakeholder review as well as being shared in other formats such as email. Progress toward completion of goals and other service data will be used to help evaluate the effectiveness of the AIG services and plan, in addition to the evaluative rubric used by the AIG team. This unpacked data will be shared with district personnel; summary data will be shared with school, family and community stakeholder groups.

Data to be shared will include:

1. 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)
2. Highlights and challenges based on survey results of staff, students, and parents/families
3. Completion towards annual program goals

Additional information regarding services 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/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Craven County Schools (CCS) will safeguard the rights of AIG students and families through written policies, procedures, and practices.

Informed Consent:

CCS will inform and obtains consent from parents at all stages of the AIG identification process and delivery of services.

Assessments

Universal Screening- Parents/guardians will be informed through multiple communication channels prior to administration of the Cognitive Abilities Test (CogAT), our selected universal screener, of the purpose and possible outcomes of this assessment. This communication will also inform parents of students who have had previous ability or IQ testing that they may decline this opportunity in writing to the school test coordinator prior to administration.

Assessments Outside Universal Screening

During the referral process, various data points and artifacts will be collected which may indicate a need for further testing beyond the universal screener. The AIG Specialists will communicate this need with the parent/guardian and will obtain a signed permission to test. During this plan cycle, the AIG team will explore adding to this form that the signature both reflects permission to conduct the assessment(s) as well as identify their student as gifted in their area(s) being tested if scores on the assessment(s) meet the criteria for identification.

Identification

When it has been determined that a student has met the criteria for identification as gifted in one or more areas using one of CCS' four pathways for identification, the AIG Specialist will inform parents/guardians and will obtain written consent for identification.

Placement in AIG Services

Upon return of the signed Consent for Identification form, a team of school personnel will convene to review and determine how to best meet the advanced learning needs of the student which will then be documented in a Differentiated Education Plan (DEP). Parents will be invited to an initial placement conference for the review and consent of this plan. If a parent or guardian is unable to attend the initial placement conference in person, the conference may be conducted by phone or virtually with the forms sent for signature. This process will be evaluated

during the plan cycle to incorporate allowance of the DEP to be generated using PowerSchool for review and signature.

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 district coordinator of gifted services and the AIG Lead Teacher to assure artifacts strongly demonstrate giftedness. Due to the limited number of tests available for AIG use, achievement testing, such as the Iowa Test of Basic Skills, will be conducted when needed only once per year per student in grades 3-8. The Naglieri Nonverbal Abilities Test, 3rd Edition (NNAT3), may only be given once per span (5th/6th, 7th/8th, 9th/10th) if not given in third or fourth grade.

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. Target review will be 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 CCS 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. Information regarding this process will be shared via the AIG webpage or to the parents/guardians after data managers or counselors refer student information to the AIG team and it has been reviewed.

Parents/guardians receive notice of access to a copy of Due Process/Procedures to Resolve Disagreements when DEPs are reviewed each year. The process is as follows:

AIG Due Process /Procedures to Resolve Disagreements

Step 1: Talent Identification Match Team (TIM)

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 decisions 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 TALENT IDENTIFICATION MEETING 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 if the principal was not a part of the TIM conference.

B. Principal reviews the recommendation with the TIM chairperson.

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

Step 3: Appeal to district coordinator of AIG services

A. Parent/guardian may appeal the principal's decision in writing to the district coordinator of AIG services within 5 school days of receiving a response.

B. District coordinator of AIG services reviews the grievance within 5 school days of receipt of appeal.

C. District coordinator of AIG services 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 district coordinator of AIG services 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, district coordinator of AIG services, 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, the district coordinator of AIG services, 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.



[Click here to remove the table and use only the narrative field.](#)

*** Ideas for Strengthening the Standard**

Extend involvement with AIG Advisory Group; Partner with other departments to fund or assist needs of gifted learners; Expand opportunities for all stakeholders to provide program feedback; Consider indicators of student performance such as dual enrollment participation, college acceptance information, scholarship information, number of AP courses offered by school and success rates for each course; Explore impact of AIG services through use of a program evaluation instrument

Planned Sources of Evidence

- * AIG Budget
- * AIG Advisory Board agendas and minutes
- * AIG Website
- * List of teachers with AIG add-on licensure and/or Local Endorsement
- * AIG Plan and comments from NCDPI
- * Reports of AIG student performance results and AIG Drop-out Data
- * AIG Headcount reports

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

Local Board of Education Approval

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/17/2022 

Original Application Submission Date: 05/18/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Local AIG Plan Board Approval (CCS)</u>

AIG Related Documents

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local AIG Plan Board Approval (CCS)
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Craven County Schools (250) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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 identification areas	the AIG designation includes different identification areas including AR (academically gifted in reading), AM (academically gifted in math), AG (academically gifted in math and reading), IG (intellectually gifted), and AI (which can be math/IG, reading/IG, both/IG)
AIG Review Team	a review team that meets during the referral/identification process comprised of the district coordinator of gifted services, the AIG Lead Teacher and 1-2 AIG Specialists who are unfamiliar with the student.
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 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.
PowerSchool	the authoritative data source for North Carolina public schools where student records are housed electronically.
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.
talent development	providing opportunities to observe student potential giftedness using high level learning experiences; these students are not identified as AIG in the talent development area during this period.
Talent Identification Match (TIM) Meeting	the meeting that occurs when sufficient evidence for identification has been collected and reviewed; usually includes an AIG Specialist, classroom teacher, counselor, and administrator or designee. Purpose is to match student talent and abilities to areas of service. A Differentiated Education Plan is developed at this meeting.
twice-exceptional	also referred to as 2E, twice (or dual) exceptional learners are students who meet criteria for identification and services through the Exceptional Children's Program and AIG.
<input checked="" type="checkbox"/> <input type="checkbox"/> The Local AIG Plan glossary is provided in an uploaded document.	