

Overview: Mission/Vision Statement and Funding

Martin County Schools (580) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Martin 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 Martin County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Martin County Schools provides gifted education programs for those learners who perform or show the intellectual potential to perform at high levels of academic achievement. Students learn in a nurturing and rigorous environment where opportunities are presented for them to excel, flourish and become self-regulated

learners. Martin County Schools embraces this vision to meet the needs of our identified Academically Intellectually Gifted (AIG) students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 147,510.00	* \$ 0.00	* \$ 3,500.00	* \$ 0.00

Standard 1: Student Identification

Martin County Schools (580) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

Martin County Schools defines giftedness according to NC's definition of giftedness as follows:

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age and experience of environment. Academically or intellectually gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Therefore, Martin County Schools feels very strongly in maintaining a consistent screening and referral system that casts as wide a net as possible to identify those students who could potentially benefit from differentiated services or strategies beyond the regular curriculum.

Screening

Screening is an ongoing process that includes all activities designed to review the general population of students at each grade level to see which students may need further assessment and/or differentiated services. Screening takes place throughout all grade levels, in all schools in the district, and at all times of the school year.

Screening for K-3 Talent Development

Students in grades Kindergarten through third grade will not formally be identified as academically and/or intellectually gifted. However, students who demonstrate the need for a higher level of learning will be offered opportunities for advanced and enriched learning experiences through acceleration, enrichment, and/or extension. For these grades, screening for achievement, aptitude, interest, and motivation may take several forms including but not limited to the following:

- Teacher observations and checklists that focus on the following indicators:
- High level of curiosity
- Advanced academic abilities
- Vivid imagination
- Advanced verbal abilities
- Analytical thinking skills
- Demonstration of leadership abilities
- Problem-solving abilities
- Level of focus on tasks
- Perception

- Abstract thinking skills

- Teachers will make note of students who score in the moderate to strong need in achievement as seen through i-Ready Reading, i-Ready Math, and/or mClass. All three diagnostic assessments monitor student progress on grade level concepts. Students who demonstrate above grade level performance will be noted as needing differentiated services.
- On the i-Ready Reading assessment, students are assigned a scale score range at the beginning of the year, in the middle of the year, and at the end of the year. Students who score in the highest ranges on a majority of the concept strands will be considered for talent development in reading.
- Likewise, on the i-Ready Math assessment, students are assigned a scale score range at the beginning of the year, in the middle of the year, and at the end of the year. Students who score in the highest ranges on a majority of the concept strands will be considered for talent development in math.
- Students who score in the highest ranges on a majority of the concepts on both i-Ready Reading and i-Ready Math will receive differentiation in both reading and math.
- Students who show up highlighted as “blue” in Dibels on the mClass diagnostic assessment will be considered for talent development in reading.
- Teachers will take note of achievement as seen through classwork grades. Students scoring “M” for mastered in reading and/or math will be considered for advanced opportunities.
- Student interest(s) and/or curiosity will be noted through information gained from the following methods: interest inventories, informal interviews, or documentation of a student’s particular passion. Interest may also be demonstrated through a student’s participation in extracurricular activities.
- Teachers will take note of student work samples and/or products produced.
- Teachers will observe student motivation to learn as demonstrated by a student’s commitment to pursue learning experiences. This may be shown in the classroom, at home, and/or in the community.

Early Entry to Kindergarten

Often a child may exhibit content knowledge, ability, and/or interest above that of the peers prior to the 5-year-old birthday cutoff date currently established by the NC Department of Public Instruction. In this case, there does exist an early entry to school option that was established by state law in 1997. This law allows the parents of 4-year-olds to provide evidence of their child's giftedness for early kindergarten entry. Students must demonstrate:

- Standardized score on a nationally normed measure of ability at or above the 98th percentile
- Standardized score on a nationally normed measure of achievement at or above the 98th percentile
- Evidence of social and developmental maturity
- Student performance (work samples) well above age expectations
- Evidence of motivation and interest in learning

Referral for K-3 Talent Development

Any student in Kindergarten through third grade meeting one or more of the above screening indicators should be considered for advanced learning opportunities within the classroom and/or within the school's enrichment block. Classroom teachers and staff should identify those students within their classroom that exhibit any or all of the above indicators. References from parents/guardians as well as those individuals who have significant knowledge of the student should also be taken into consideration.

During the screening process, the teacher will compile a body of evidence (portfolio) concerning the student's abilities, interests, and knowledge. The teacher will use this evidence to determine if a student will benefit from advanced learning opportunities within the classroom setting. Students who score a moderate to strong need for differentiation on four of the six screening indicators will be determined as needing talent development in the area of reading and/or math.

Using the created profile, the teacher will refer the student to the school's Needs Determination Team (NDT). The NDT for a school is comprised of the principal or designee, the AIG Coordinator, the school counselor, a minimum of one regular education teacher, and a minimum of one AIG certified teacher when available, will then decide on the best school and/or district provided service for the student.

Screening for grades 4-12

At the end of third grade, students begin to be formally identified as academically and/or intellectually gifted. Screening indicators and strategies for Martin County Schools will include:

- An annual broad-based sweep of the general population that includes a review of achievement test scores and aptitude scores at or above the 85th percentile. Achievement scores may be obtained through the North Carolina End-of-Grade/End-of-Course tests or any nationally normed achievement test. Aptitude scores may be obtained through the cognitive Abilities Test or any other nationally normed aptitude test. A system-wide aptitude test will be given at the following junctures: Spring semester of third grade and then again in the spring semester of seventh grade.
- Observations and completed checklists that focus on such indicators as critical thinking skills, advanced abilities, abstract thinking skills, high levels of curiosity, problem-solving abilities, and/or leadership qualities.
- Portfolios of student work that exemplify achievement and/or attitude. Portfolios will include grades as indicated by his or her report card as well as authentic assessment strategies.
- Nominations from parents, peers, or others who may have knowledge of the student's learning needs.
- Formal interest inventories/surveys, informal interviews, and observations will serve as documentation of a student's passion or interest.
- Notification of transfer students (especially those who obtained differentiated services in another district) will be sent to the AIF coordinator to ensure rapid attention to student needs.

Referrals for grades 4-12

Students in Martin County Schools may be screened and referred (nominated) for AIG services at any time during the year. However, there is a spring referral process to request nominations and thus information from teachers, parents, peers, or any other individual that may have knowledge of the student's needs. A student may also refer himself or herself. A portfolio comprised of screening indicators for all AIG candidates will be presented to the Needs Determination Team (NDT) at the student's respective school. This NDT is comprised of the AIG coordinator, a school administrator, a school counselor, at least one AIG certified teacher when possible, at least one regular classroom teacher, an Exceptional Children's teacher, and the ELL coordinator as needed. This team will review each candidate's information to determine a need for differentiated services.

The contents of a student's portfolio include all the information that has been gathered from the screening process. These items may include but not be limited to the following: a student profile sheet that includes the recommending individual, the subject area in which the student may need services, the student's achievement scores, the student's aptitude scores, observational checklists, interest surveys, work samples, and report card grades.

While giftedness is the manifestation of the ability to learn well beyond the expected level of one's same age mates, these abilities are often latent or masked in students by unfavorable environmental circumstances and need to be actively sought. Within any indicator, a single criterion may reveal a need for services. However, no single criterion should eliminate a student from consideration.

*** Practice B**

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

Martin County Schools values the importance of multiple criteria indicators to recognize students who need gifted or differentiated services. The district employs a consistent screening, referral, and identification process for grades K-12. Martin County Schools stipulates that teachers actively seek students and collect evidences that may suggest that a student will benefit from differentiated services. During this screening process, the following evidences may include but not be limited to the following:

- Informal or formal checklists based on observations of a student, interviews with a student, or student completed interest surveys.
- Student performance demonstrated through work samples, grades, or other authentic assessment strategies.
- Achievement and/or aptitude scores.

The above information is to be collected in a portfolio.

*Referrals may also come from parents, peers, or any other person with direct knowledge of the student's needs.

*Screening, referrals, and identification is a continuous process throughout the school year, and student identification can take place at any point during an academic year.

Once the information or portfolio is completed, an official referral is made to the school's Needs Determination Team (NDT). (Team members: school administrator, school counselor, AIG coordinator, at least one regular education teacher, an AIG certified teacher when possible, an Exceptional Children's teacher and the ELL coordinator when necessary.) The team examines the student profiles and makes a decision concerning the need for differentiated services. A student who meets the given criteria will...

- (K-3 Talent Development)- receive enrichment, extension, and/or acceleration in his or her recommended subject area. This differentiation may take place within the classroom and/or within a school enrichment block.
- (Grades 4 -12) – will gain one of the following identifications:

Academically Intellectually Gifted (AIG), Academically Gifted in reading and math (AM), Academically Gifted in reading only (AR), Academically Gifted in math and reading (AG), and Intellectually Gifted (IG) or twice exceptional (2e).

K-3 Talent Development

It is not typical for Martin County Schools to officially identify students in grades K-3 as AIG, AG, AR, AM, 2e or IG except under limited circumstances. The following situations may result in a K-3 identification:

- Early Entry to Kindergarten: Early entry to kindergarten allows a student to enter school prior to the 5-year-old birthday cutoff date currently established by the Department of Public Instruction. The early entry option was established by state law in 1997 and allows parents of four year olds to provide evidence of their child's giftedness for early kindergarten entry. Students must demonstrate:
- Standardized score on a measure of intellectual ability at or above the 98th percentile;
- Standardized score on a measure of achievement at or above the 98th percentile;
- Evidence of social and developmental maturity
- Student performance (work samples) well above age expectations;
- Evidence of motivation and interest in learning.
- Grade acceleration: Grade advancement allows students to move ahead one or more years, skipping levels in the normal sequence of promotion. The recommendation (decision) for grade acceleration should evolve from

the Needs Determination Team decision based on a review of the provided student portfolio. Considerations include:

- Aptitude score at the 98th percentile. (It is the responsibility of the parent or guardian to provide any aptitude score information.);
- Standardized achievement testing at or above the 98th percentile;
- Performance equal to the grade of advanced placement as documented by work samples, portfolios, EOG scores etc.
- Teacher recommendation noting social, emotional, and physical maturity.
- Subject acceleration: Subject acceleration allows students to test out or bypass specific subjects or skill levels based on assessment data. Instruction may be at a higher level with another group of students while they remain with their peer group for most of the day. This works best in subjects that have a clearly developed sequence of skills such as math, reading, and foreign language. Students will need:
- A teacher recommendation;
- Demonstrated advanced performance in the subject area in question;
- Demonstrated significant achievement in the subject area (Parents are responsible for any nationally normed test scores that may be needed.);
- Master at or above the 90th percentile on grade level curriculum.

Although official identification pathways are limited at these ages, Martin County Schools recognizes that students learn at different rates and in different ways. Therefore, there are students who will be working on moderate to substantial levels above their peers. For this reason, the district supports K-3 talent development strategies. Teachers continuously seek to determine those students who can and will benefit from differentiated services and strategies. A student may receive talent development in the areas of reading, math, or both based on the assessment of the teacher and/or the school's NDT. At these grade levels, talent development groups are extremely flexible as student needs fluctuate based on the levels of exposure and maturity. For the same reasons, the determination as to whether a student needs differentiated services is continuous throughout the school year. The following criteria are used to

determine students who could benefit from differentiated learning services in the classroom and/or the school's enrichment block.

- High achievement on formal and informal assessments;
- A student scoring in the blue level of mClass will benefit from differentiation in reading;
- A student scoring in the highest range on any or all of the strands in the i-Ready reading diagnostic assessment (early, mid, and/or late) may benefit from differentiated strategies;
- A student scoring in the highest range on any or all of the i-Ready math strands in the i-Ready math diagnostic assessment (early, mid, and/or late) may benefit from differentiated strategies;
- A student scoring in the moderate to strong need on a checklist assessing areas such as keen perception, advanced verbal abilities, imagination, analytical thinking, problem solving ability, leadership qualities, abstract thinking skills, curiosity, and/or a strong passion or interest in a particular area, may need differentiation;
- A student showing mastery in reading and/or math skills demonstrated by work samples and/or grades may benefit from differentiated learning.

Again, this differentiation may take place within the classroom and/or in a school wide enrichment opportunity. No one criterion should exclude a child from differentiated learning. In the event a parent and/or guardian has a concern or disagreement regarding identification, evaluation, eligibility, or services, the district has implemented a process to resolve disagreements. The parent/guardian shall first request a meeting with the student's teacher and administrator. If a resolution is not met, the next level will be to meet with the AIG coordinator and the Superintendent or his/her designee. If a resolution can still not be found, the local school board will review the disagreement. At any point in the discussion, the school system may request mediation.

In the event that the procedure developed under G.S. 115C-150 (b) (7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150 B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115 (C) -150.7 has been implemented appropriately with regard to the child. Following the hearing the administrative law

judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 Chapter 150B of the General Statutes.

Grades 4-12 Identification:

When making decisions concerning the identification of gifted students in grades 4-12, the NDT uses the following criteria:

- Academically Intellectually Gifted –
- Observations of students recorded through both formal (checklists, interviews) and informal means. Observations should reflect a moderate to strong need for differentiation.
- Student performance demonstrated through work samples, grades, or other authentic assessment strategies; Students need to show a moderate to strong need for differentiation.
- Student achievement demonstrated through a standardized test score such as the North Carolina End-of-Grade test or the North Carolina End-of- Course tests. A student demonstrates a strong need for differentiated services by obtaining a score at or above the 90th percentile in both reading and math.
- Student aptitude demonstrated through an individual or group IQ score that measures reasoning, problem solving, or memory. A student demonstrating a strong need for differentiated education service by this criteria will score at or above the 90th percentile in both reading and math.
- Student interest may be indicated through a student's focus area and/or curiosity; Interest may also be demonstrated through a student's participation in extracurricular activities.
- Student motivation to learn is demonstrated by a student's commitment to pursue learning experiences. This may be shown in the classroom, at home, or in the community.

(Students should meet five of the six criteria.)

- Academically Gifted (AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM) Criteria:
- Observations of students recorded through both formal (checklists) and informal means; Observations should reflect a moderate to strong need for differentiation.
- Student performance demonstrated through work samples, portfolios, grades, or other authentic assessment strategies; Students need to show a moderate to strong need for differentiation;
- Student achievement demonstrated through a standardized test score such as the NC End-of-Grade test, the Iowa Test of Basic Skills, or NC End-of-Course Exam. A student demonstrates a strong need for differentiated services by obtaining a score at or above the 90th percentile in one or both areas of consideration. Students who score at or above the 90th percentile in both reading and math will be considered for Academic Giftedness in both reading and math (AG). Students scoring at or above the 90th percentile only in the area of reading will be considered Academic Giftedness in reading (AR). Likewise, a student who scores at or above the 90th percentile in the area of math will be considered for Academic Giftedness in math (AM).
- A high degree of interest may be indicated through a student's focus area and/or curiosity. Interest may also be demonstrated through a student's participation in extracurricular activities.
- Students must be motivated to learn. This motivation is demonstrated by a student's commitment to pursue learning experiences. This may be demonstrated in the classroom, at home, or in the community.

For the identification of AG, AR, or AM a student needs to meet four of the five categories within the strong to very strong range.

- Students who score a level 5 on the NC End-of –Grade or NC End-of- Course test in math will be identified as AM.
- Intellectual Giftedness:

Martin County Schools defines intellectual giftedness as having ability significantly higher than his/her same age peers as denoted by a score of 95% or higher in one or more areas of an aptitude test, but at the same time failing to demonstrate academic achievement either by poor EOG/EOC scores or extremely poor grades.

- Transfer students:

Students transferring into the Martin County School district who have documentation of AIG services in a previous district will be automatically served for a period of one year. After that year, the Needs Determination Team will use Martin County Schools' documented service requirements to review the student's status and service options.

- Twice exceptional:

Martin County uses the same AIG indicators as previously mentioned to identify students who may be twice exceptional. Twice-exceptional students are students who are intellectually gifted but may also have one or more learning disabilities. Twice exceptional (2e students) will be served for both the gifted needs as well as the needs from disabilities.



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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 of the development of this plan, Martin County Schools' demographic information is derived from a total of 2600 students not including Pre-K. Males represent 1325 of the students; while females represent 1275 of the students. Of the 2600 total students 52% identify as Black/African American, 33 % White, 10% Asian, 10% Hispanic, less than 5% American Indian, less than 5% Multi-racial, and less than 5% Hawaiian or Pacific Islander. Seventy percent of the students are considered low social-economic. These students are placed among 5 elementary schools, 2 middle schools, and 2 high schools.

Martin County Schools cast as wide a net as possible to identify all potential AIG students:

- 100% of grade 3 students are tested and screened for AIG identification or talent development opportunities;
- 100% of grade 7 students are tested and screened for AIG identification or talent development opportunities;
- Discrepancies in test results may require the use of additional non-traditional measures;
- All students who passed the screening and referral processes but did not become identified as AIG are monitored for AIG potential throughout the year and throughout subsequent grades. These students may also be placed in classes with clusters of identified gifted students as a means of developing latent abilities;
- Screening, referral, and identification processes take place on a continuous basis throughout the academic school year.
- Information concerning the characteristics of potentially gifted learners is provided to teachers of all grades. Professional development focused on differentiation will include the characteristics of gifted learners.
- Multiple criteria gathered in a portfolio process is used to identify students; thus, providing various ways for a student to demonstrate his/her strengths and needs.
- Needs determination Teams (NDT) at every school meet and review student portfolios. Students who are not identified initially are monitored by this team and possibly further assessed in subsequent years.
- The district AIG coordinator will serve on all school Needs Determination teams to ensure procedures are equitable for all.
- The district AIG coordinator works with the Director of Testing and Accountability to review and analyze sub-group testing data.
- The district AIG coordinator works with the Director of Testing and Accountability to review all student achievement data for grades 3-12 and all aptitude data for grades 3-12 to ensure equitable access to AIG identification.

- The AIG coordinator will act as a member of the District MTSS (Multi-Tiered System of Support) team. Members of the Needs Determination Team at each school will serve on the School MTSS team. At these meetings the AIG representatives will provide insight into strategies that build talent potential, strategies that recognize biases in materials and resources, as well as analyze data that may lead to equitable gifted identification.
- The district will utilize intentional talent development opportunities for all students grade K -8. For example, employ such strategies as Thinking Maps, Think up, SCAMPER. Each of these strategies is an exercise in metacognition (Having students think about the way they think!). These strategies help teachers build the capacity to help students use critical thinking skills.
- Teachers working with second and third grade students will build student capacity for critical thinking skills by using a predetermined set of practice IQ test items with students prior to the official IQ test given at the end of third grade.
- The AIG coordinator works side by side with the district's instructional coaches, the STEM coordinator, the instructional technology facilitator, and the ELL director, and the MTSS director in an effort to coordinate activities that optimize opportunities for students to demonstrate their talents and strengths. (The coordinator attends curriculum meetings, provides professional development, and helps carry out district initiatives.)
- The AIG coordinator will hold parent nights to explain the AIG programming and provide parents with activities and strategies that will help students at home.
- The AIG coordinator works with the Exceptional Children's Director in order to identify students who may be twice exceptional. (Students who are intellectually gifted but also have one or more learning disabilities. Also referred to as 2e students.)
- Teachers of all grades will use interest inventories at the beginning of the year in an effort to know what motivates the students.
- Martin County Schools will begin a series of professional development concerning best practices in interviewing students to determine strengths and providing performance tasks.

*** Practice D**

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

Martin County Schools utilizes Needs Determination Teams to sustain consistency in the process of screening, referral, and identification of AIG students across the district.

- All schools containing grades 3-12 have implemented Needs Determination Teams (NDT). Members of these teams include the principal or designee, the school counselor, AIG certified teachers (when possible), regular classroom teachers, and the district AIG coordinator. The District ELL coordinator and an Exceptional Children's teacher may also attend at times. The AIG coordinator's presence at all meetings throughout the county ensures consistency across the district.
- When identifying students as AIG/AG/AR/AM/IG/2e, all NDTs use the same set of clearly stated procedures and criteria set forth by the local AIG plan.
- During the screening and referral processes, all teachers are provided with the same checklists and forms for documentation.
- The district AIG coordinator will maintain records for all students who are referred for AIG identification, but are not yet officially identified. These students are continually monitored for growth.
- The function of the NDT also includes reviewing AIG student progress and course selections, communicating with parents, watching for new enrollees with AIG potential, and addressing any problems or difficulties AIG students may be experiencing. No student that demonstrates difficulty is ever "de-gifted;" however, a student's services may be adjusted to meet his/her needs.
- Teachers who provide service to AIG identified students will maintain records that include but are not limited to consent forms, identification criteria, and Differentiated Education Plans (DEPs). These records are to be filed in the orange AIG folder that is to be placed in the student's cumulative folder by November 1 of each school year. The AIG coordinator is available to assist in this process as needed.
- The AIG coordinator attends all district curriculum meetings so that relevant and pertinent information can be shared. The screening, referral, and identification process is part of that pertinent information.

*** Practice E**

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

Martin County Schools appreciates the need for all stakeholders to understand the procedures, processes, and services involved in the implementation of an AIG program. The teachers, community members, and the parents and/or guardians need a clear understanding of all program aspects and practices in order to create the best learning environment for students.

- The local AIG plan will be available in written format in all schools. Principals and teachers who directly serve the students for AIG services will have his/her own personal copy, as we. Within the AIG plan the screening, referral, and identification process will be clearly documented.
- The AIG plan will be linked to the AIG webpage located on the district website.
- The AIG coordinator will use Systran, a translation tool, and the help of the ELL director to provide information in various languages. (Both written and oral translations)
- The AIG coordinator provides an opportunity to meet with every parent/guardian of a newly identified student to explain details concerning the student's identification and the AIG program.
- Parents are provided with a quick reference guide for easy access to pertinent information including:
 - The purpose of the program;
 - Martin County School's definition of giftedness;

- Screening, Referral, identification, and placement procedures;
- Service options and descriptions of each;
- Annual review procedures;
- Procedures for transfers from other districts;
- Procedures to resolve disagreements;
- Miscellaneous information such as pertinent books, camps, best practices to help students at home;
- Parent and student rights;
- The teachers who provide AIG services to the students will meet with the parents/guardians of each newly identified AIG student and obtain consent regarding identification and placement. At this time, the teachers will also discuss the student's Differentiation Education Plan (DEP) or Intellectually Gifted Education Plan (IEP) with parents. This plan states how the teacher plans to differentiate the content, process, or product to meet the learner's needs. At this meeting, the parent may discuss his/her opinions and/or suggestions regarding service options and student needs.
- The AIG coordinator will be available to consult or assist with any meetings between parents/guardians and teachers.
- Teachers responsible for the implementation of the student's DEP/IEP will continue to meet with parents to discuss progress and make any adjustments that may be necessary.
- The AIG coordinator reports to the superintendent and district leadership committee and thus, is able to keep district leaders informed on AIG events, policies, and/or changes to the plan or policies.
- Informational sessions will be held at Parent Teacher Association meetings, staff meetings, and professional development opportunities.
- The AIG coordinator will hold parent interest meetings to parents of students at different age ranges to discuss the elements of the AIG plan.

- The AIG coordinator will speak at community functions and community clubs to highlight the AIG program and its elements.
- Important information is provided to stakeholders through the district's call alert system.
- Newsletters will be sent home explaining various procedures associated with the AIG plan.
- The AIG coordinator is a member of the district MTSS team and thereby shares information regarding equitable screening and referral along with how to support the growth of the students and the program as a whole.

*** 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 local AIG Plan documents the district's screening, referral, and identification process. This process is made public in several formats such as the district website, the AIG Plan, and the parent AIG handbook. As information regarding a student is gathered at each stage, it is documented on a student profile sheet that is later placed in the student's portfolio.

■ A student portfolio is compiled on a student during the screening and referral phases of identification and placement. This portfolio contains a student profile sheet with the following information: achievement scores, aptitude scores, recommending teacher, area(s) of recommendation, evidence of interest, motivation in learning, and grades. Also in the portfolio are work samples, anecdotal records, and characteristic checklists. The Needs Determination Team analyzes this information for a decision as to the placement and /or services to be provided. When a decision is made, each member of the team places his/her signature and the date on the student profile sheet. The AIG coordinator reviews this portfolio with the parent(s) and explains the criteria that were met. The parent/guardian then signs the student profile sheet, giving consent, and the entire portfolio is placed in the student's cumulative folder. This portfolio remains in the folder for a period of five years after the student graduates the 12th grade.

■ Teachers who serve AIG identified students will develop a written Differentiated Education Plan/Individual Education Plan that outlines the student's service options. This document is reviewed with the parent/guardian for input, signed by the parent/guardian, and placed in the cumulative folder along with the portfolio.

■ Upon placement in the AIG program, the AIG coordinator and/or the PowerSchool data manager makes a notation of the student's identification in PowerSchool. This notation includes one of the following: AIG, AG, AR, AM, or IG.

*** Ideas for Strengthening the Standard**

Ensure that all policies, protocols, and procedures are in writing to maintain consistency and sustainability. Review and update initial screening instruments . Professional Development to address equitable identification.

Planned Sources of Evidence

- * Add any additional written policies, protocols, and procedures as an addendum to AIG plan.
- * Add any updated screening instruments as an addendum to AIG plan.
- * Agendas, sign-in sheets, and exit surveys from professional development.

Documents

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

Standard 2: Comprehensive Programming within a Total School Community

Martin County Schools (580) 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.

Martin County Schools is committed to the service and development of the “whole” learner. As a result, the district delivers AIG programming that aligns with the student’s identification area, grade span, and/or needs. Program services are comprehensive of the academic, intellectual, social, and emotional needs of all gifted learners. The district is dedicated to maintaining a continuum of services at every grade level with a menu of educational options that are respectful of the various needs of each individual student and mindful of classroom and community resources.

- Martin County Schools maintains an AIG Advisory Board to assist with program development, program implementation, and program revision. This board is comprised of at least one of the following: the AIG coordinator, central office personnel, principal, assistant principal, regular classroom teacher, AIG certified teacher when available, school counselor, LEA board member, parent, and community leader.
- Every school in the Martin County School District maintains a Needs Determination Team (NDT) consisting of the AIG coordinator, a school administrator, the school counselor, at least one regular education teacher, at least one AIG certified teacher when available. An Exceptional Children’s teacher and ELL coordinator may

attend as well. The function of the committee is to consistently implement and oversee the district's clear screening, referral, and identification process. Through this process, individual student profiles are compiled. A student profile may contain but not be limited to the following information: the nominating person, the student's achievement level, the student's aptitude level, interests, characteristic checklist, grades, work samples and/or any other material indicating the student's readiness in the area of reading, math, or both. The profile may also include indications concerning learning styles and multiple-intelligences.

- Currently, the LEA identifies students in the K-3 grade span who will benefit from talent development in reading and/or math as well as in the 21st century learning skills. Students in grades 4-12 who excel in the areas of reading and/or math may be identified as Academically Intellectually Gifted (AIG), Academically Gifted (AG), Academically Gifted in reading (AR), Academically Gifted in math (AM), or Intellectually Gifted as defined by the district. Students may also be identified as twice exceptional (2e).
- Services for any student who is identified as AIG, AG, AR, AM, IG or 2e will be provided through the classroom teacher. These students should be clustered in a class with an AIG certified teacher whenever possible. Teachers who are not certified will work with the AIG coordinator to receive professional development related to best practices and strategies for teaching gifted students.
- The AIG coordinator may provide direct or indirect services to gifted learners through model lessons, co-teaching opportunities, and providing resources. At times, the AIG coordinator will host county wide, grade level enrichment opportunities for AIG students in grades 4-8.
- The AIG coordinator provides teachers with professional development concerning the best instructional practices to use with gifted learners, provides teachers with resources, and provides information on creating the best learning environment for gifted learners.
- The AIG coordinator serves as a member of the district's Multi-tiered Support System (MTSS) in order to maintain clear communication of the needs and progress of AIG identified students. As a member of this team, the AIG coordinator can also make certain that AIG programming is aligned to the goals and processes found within the MTSS framework.
- The two high schools and two middle schools have "flex" periods in which enrichment and extension opportunities are provided for students.

- The services for the students K-3 who will benefit from talent development will also come from the classroom teacher with consultation from the AIG coordinator. Also at the K-3 grade level, each school will offer school wide enrichment opportunities led by staff member(s) designated by the school administrator.
- Individuals providing the differentiated services for talent development and/or AIG identified students may consult with the AIG coordinator, the instructional coaches, the STEM coordinator, the technology facilitator, the ELL coordinator, and/or an Exceptional Children's representative.
- All students K-8 are provided with experiences that encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, and problem solving. Martin County specifically uses:
 - Think Up to teach nine aspects of critical thinking.
 - Thinking Map strategies are employed to build metacognition (Thinking about the way we think.). The strategy provides a visual image for 8 thinking skills.
 - SCAMPER- a creative tool for generating new ideas. (Substitute, combine, adapt, modify, put to another use, eliminate, and rearrange.)
 - Thinking Keys- a range of question starters developed by Tony Ryan to motivate and help students develop divergent thinking.
- Martin County Schools is currently having all classroom teachers K-12, all school administrators, curriculum team members, instructional coaches, and support staff complete an online course with Harvard University entitled Differentiated Instruction Made Practical. The course focuses on differentiation for all students.
- The following is a menu of service options from which a teacher may use when working with gifted students:

Grades K-3: Service options: Early Entry to Kindergarten, single subject acceleration, grade acceleration, cross grade level flexible grouping and regrouping, curriculum compacting based on pre-assessments, talent development lessons and experiences within the classroom or within a pullout situation. (Lessons may be based on extensions, enrichment, and/or acceleration.), Renzulli's Type I and/or Type II experiences, independent studies/contracts, cluster

grouping, flexible grouping, tiered lessons, team teaching with the AIG coordinator, STEM activities, competitions, learning opportunities at the Innovation Campus, and/or extracurricular activities.

Grades 4-5: Service options: Single subject acceleration, grade acceleration, cross grade grouping, cluster grouping within the regular classroom, flexible grouping within the regular classroom and/or a pullout situation, computer-based instruction, curriculum compacting based on pre-assessments, tiered lessons, differentiated lessons or units based on extension, enrichment, and/or acceleration, Renzulli's Type I and Type II experiences, Project Based Learning, team teaching with the AIG coordinator, independent study/contracts, STEM/STEAM activities, extracurricular activities, competitions and contests and/or learning opportunities at the Innovation Campus.

Grades 6-8: Subject acceleration, grade acceleration, team teaching with the AIG coordinator, cluster grouping within the regular classroom, flexible grouping within the regular classroom and/or in a pullout situation, Renzulli's Type I and Type II experiences, opportunity to take approved high school courses (Math I, possibly Math II, Spanish I, Latin, world history, earth and environmental science), special electives (Robotics, STEM, chess, debate, etc.), Project Based Learning, tiered lessons, extracurricular activities, clubs and organizations, certain opportunities for Credit by Demonstrated Mastery, internships mentorships, competitions, and contests and/or learning opportunities at the Innovation Campus.

Grades 9-12: Honors Courses, Advanced Placement Courses, dual enrollment opportunities, distance learning, opportunities for Credit by Demonstrated Mastery, travel abroad experiences, Advanced Career and Technical Education Courses complete with certifications, internships and/or mentorships, competitions, contests, extracurricular activities, independent studies/contracts, clubs and organizations, early graduation, summer opportunities such as Governor's School, and special electives such as band, art, chorus, engineering, learning opportunities at the Innovation Campus, and leadership opportunities.

- The classroom teacher, the AIG coordinator, and the Exceptional Children's representative will collaborate on the appropriate plan and service options to be used with students who are deemed twice - exceptional.
- The teachers providing the direct services for a student will use the information from the student profile to develop one of the following educational plans: K-3 Talent Development Plan (TDP), a K-12 Individual Differentiated Educational Plan (IDEP), or a 4-12 Differentiated Educational Plan (DEP). These plans should reflect the needs, interests, and abilities of the student. The plan will specifically address how the teacher will accelerate, extend, and/or enrich the course of study through the content presented, the process or critical thinking skills taught, and /or the products used for assessment. In addition, the plan will explain how the curriculum and/or instruction will foster the development of 21st Century skills such as collaboration, creative thinking, critical thinking, and communication. During the plan development, the teacher may consult with any or all of the following: the AIG coordinator, the district STEM coordinator, the technology facilitator, the instructional coaches, the ELL coordinator, or an Exceptional Children's staff member.
- The plan for a student who is identified as Intellectually gifted will be developed through a collaboration of the student, his/her parent(s)/guardian(s), the classroom teacher, the school counselor, and the AIG coordinator. The plan will focus on self-advocacy skills that reflect the needs of the learner. The range of these skills may include but are not limited to the following:
 - Organizational skills
 - Time management skills
 - Listening skills
 - Speaking skills
 - Writing skills
 - Critical thinking skills
 - Study skills

- Parents and the students will also have the opportunity for input in the plan during the initial conference at the beginning of the school year.

- Differentiated Educational Plans will be housed in the student's cumulative record for the purposes of collaboration with other staff members and vertical planning for the teacher at subsequent grade levels.

- The Needs Determination Team will conduct annual reviews of a student's profile and progression to determine if the student's educational, social, and/or emotional needs have changed and therefore, services need to be adjusted. Martin County Schools does not support the act of "de-gifting" a student. The student's needs and focus may, however, change.



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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.

Research suggests that social-emotional well-being is fundamental for the healthy development of all students. Often gifted learners experience unique social-emotional challenges related to their giftedness. Therefore, Martin County Schools believes that consistent collaboration between AIG personnel, the Central Office Administration, School Administration, regular classroom teachers, AIG certified teachers, and district support staff is the most effective path to provide the support, resources, and learning environments that bolster the holistic development of advanced learners.

- One of the desired outcomes for the LEA's gifted learners K-12 is the development of personal competence.

- The AIG coordinator alongside the school counselors work with classroom teachers to create a learning environment in which expectations remain high by providing meaningful challenging activities; yet, providing feedback that focuses on effort and mistakes being seen as opportunities.
- Learning environments should encourage self-exploration and risk taking. Teachers can help create this atmosphere by using such resources as interest inventories, choice boards or product menus, independent studies, Renzuli's Type I experiences, and/or mentorships.
- The AIG coordinator, the Curriculum and Instruction staff, Student services, and the STEM coordinator work together to provide opportunities for extracurricular activities. The purpose of these activities is to provide motivation for students and the chance to explore interests. Such activities may include academic competitions, various clubs and organizations, and STEM activities.
- The AIG coordinator, school counselors, and media coordinators will consult with teachers on how to use bibliography as a viable tool for helping gifted learners develop a sense of and appreciation for self. This method is extremely effective with students who are twice exceptional.
- The LEA supports the utilization of instructional strategies and best practices that allow advanced learners K-12 to become socially competent and culturally aware.
- Schools are encouraged to use the best practices of grouping within the classroom and for school wide activities. Cluster grouping within the regular classroom provides gifted learners interaction with peers of the same intellect and/or creative productivity while at the same time allowing for opportunities to work with their chronological-age peers.
- The Student Services department works with its school counselors and social workers, the Exceptional Children's specialist, and the ELL coordinator to provide opportunities to explore and come to appreciate the diversity among and between people. Some of these resources include anti-bullying programs and plays that highlight the positives about different people and cultures.
- Anti-bullying efforts also help cultivate an atmosphere in which discriminating language is unacceptable.
- Martin County Schools' goal for its advanced learners K-12 is to acquire the necessary skills to become effective leaders.

- The AIG coordinator, instructional coaching staff, STEM coordinator, and school counselors collaborate with the classroom teachers to develop resources that cultivate leadership. The resources focus on the characteristics of a good leader, past and present great leaders, participation in problem-solving situations, and the development of good listening skills.
- Martin County Schools sees the need for gifted students to be able to communicate effectively. Teachers who provide the direct services to gifted students will provide instruction that allows for the development of effective oral, written, artistic, and technological communication. In doing so, these teachers may consult with any or all of the following: the AIG coordinator, instructional coaches, the instructional facilitator, the STEM coordinator, and art teacher.
- The district will continually provide parent(s)/guardian(s), teachers, and students access to books and/or materials that address important issues faced by gifted learners. This information may come in different formats. At parent nights, the AIG coordinator will focus on topics such as perfectionism, control issues, unrealistic expectations, friendship, and self-esteem. Articles and power points may be used on the AIG webpage. Books and materials that address these important issues will be housed in the media center in each school.
- The district AIG coordinator will continue to disseminate, to families and students, information regarding opportunities that would be appropriate for gifted students outside of the school setting. For example, camps, classes, workshops, etc.
- The each school Needs Determination Team, which falls under the umbrella of the larger Multi-tiered Support System Team, discusses not only a student's academic progress but collaborates on observations and quantitative data related to the students social emotional well-being. This collaboration often leads to a devised plan of action for the student. The plan is then noted in the student's Differentiated Education Plan or profile folder within the cumulative records.
- In the event that a gifted learner is not achieving at his/her potential in the classroom, the student will receive the identification of Intellectually Gifted. The school counselor, the AIG coordinator, and the classroom teacher will collaborate with parents/guardians to develop an Individual Differentiated Educational Plan. These stakeholders will determine an area of focus and choose strategies from a predetermined set of tools (These tools are discussed further in Standard 3.) that will best help the student return to achieving success.
- As issues arise, a student's social and emotional needs may be indicated in the student's profile folder or on his/her Differentiated Education Plan, which is housed in the learner's cumulative records. This process allows

for easy access to all stakeholders.

- Martin County Schools has employed the Second Step program with students K-8. This program is a program to help students positively develop socially and emotionally. The lessons in the program are presented through the classroom teacher in conjunction with the school counselor.
- Martin County Schools will begin utilizing the program Character Strong at the high schools.
- Martin County Schools also employs the following strategies:
 - See Something, Say Something
 - A place on the county website to report bullying
 - A crisis chat line located on the district website
- Martin County Schools also connects and works with the following mental health professionals.
- Martin-Tyrell-Washington Health
 - Family Wellness
 - Mobile Crisis
 - Trillium
 - Comprehensive

*** Practice C**

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

To be effective, the AIG program cannot operate in isolation from district goals and resources. The AIG coordinator attends and is present on the agenda at meetings with the district and instructional administration. At these meetings

the AIG coordinator ensures that the AIG perspective is heard and that the students' needs are considered in the planning of professional development and the purchase of resources.

- When purchasing programs and curriculum resources, the district gives much thought to weighing the benefits of the material and its use with all students. In these discussions, the AIG coordinator is present to provide the AIG perspective and the allocation needs.
- The district is dedicated to the assurance that all schools have access to the same materials and resources. The AIG coordinator works in collaboration with the Curriculum team to ensure equitable dissemination of material.
- The AIG coordinator works with the Director of Accountability and Testing to analyze the growth and proficiency of AIG learners. (Benchmarks, Check-Ins, EOGs, EOCs, i-Ready reading, i-Ready math, and Dibels (mClass)). This data will become part of PLC meetings at the school level.
- The AIG coordinator partners with the instructional coaches, the STEM coordinator, the instructional technology facilitator, and the ELL coordinator to develop curriculum and professional development.
- The classroom teacher, the Exceptional Children's teacher and/or administrator, and the AIG coordinator will collaborate on the appropriate plan and service options to use with students who are deemed twice exceptional.
- The AIG coordinator and ELL coordinator will work together for translations of material and the developing the potential of the ELL population.
- Martin County Schools maintains an AIG Advisory Board to assist with program development, program implementation, and program revision. This board is comprised of at least one of the following: the AIG coordinator, central office personnel, principal, assistant principal, regular classroom teacher, certified AIG teacher when available, school counselor, LEA board member, parent and community leader.
- The district maintains a board approved AIG plan. The contents of this plan clearly state the important policies deemed necessary for a successful AIG program.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other

students with advanced learning needs.

Martin County Schools encourages the practice of flexible grouping by a student's readiness, interests, and/or abilities in order to best meet the academic and social-emotional needs of the AIG learner.

The district maintains a Multi-tiered System of Support (MTSS) Team that works to collaborate with the school level MTSS teams. One of the functions of these teams is to assess data for the purpose of helping students achieve academic growth. Martin County Schools believes that flexible grouping is one strategy that helps promote both academic and social-emotional growth. Therefore, data collected from informal and formal assessments provides a foundation for intentional and flexible grouping practices.

The AIG coordinator and the Director of Accountability work with both the district MTSS team and the school level MTSS teams to assess both informal and formal data in order to help teachers choose the best research based instructional strategies and learning environments that allow for the growth of advanced learners. The findings from these meetings become the focus of grade level PLCs. The assessments analyzed may include benchmarks, Check-ins, teacher made tests, pretests, i-Ready diagnostic data, mClass diagnostic data, etc.

There has been significant professional development on how to use data to individualize instructions for students. The AIG coordinator, instructional coaches, and county support staff will collaborate with teachers to use one or more of the following strategies.

- It is the practice of Martin County Schools to place clusters of AIG identified students with teachers who have their AIG licensure whenever possible. This is the same policy for those teaching honors and Advanced Placement courses. Students may be clustered in a classroom in which there is no AIG licensed teacher; however, that teacher must work closely with the AIG coordinator and attend county professional development centered on educating the gifted.
- The AIG coordinator and the Director of Accountability and Testing will analyze North Carolina End-of-Grade and North Carolina End-of-Course data to assess the proficiency and/or growth of AIG students and to determine

which teachers seem to have more success with these students.

- Teachers may use flexible grouping within a whole-group/small group instructional strategy.
- Based on data, teachers will use flexible groups within the classroom when employing tiered lessons and compacting the curriculum. (Tiered lessons are assignments at varying levels of complexity but centered on the same topic. Curriculum compacting involves modifying the curriculum for students who have mastered certain skills.)
- The school MTSS team will work with school administration to create grade level enrichment/remediation blocks.
- The LEA maintains policies that assist with grouping that may accelerate a student through curriculum. Examples:
 - Early Entry to Kindergarten: Early entry to kindergarten allows a student to enter school prior to the 5-year-old birthday cutoff date currently established by the Department of Public Instruction. The early entry option was established by state law in 1997 and allows parents of four year olds to provide evidence of their child's giftedness for early kindergarten entry. Students must demonstrate:
 - Standardized score on a measure of intellectual ability at or above the 98th percentile;
 - Standardized score on a measure of achievement at or above the 98th percentile;
 - Evidence of social and developmental maturity
 - Student performance (work samples) well above age expectations;
 - Evidence of motivation and interest in learning.
 - Credit by Demonstrated Mastery (CDM): CDM is 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.
 - Phase I: A standard examination, which shall be the EOC/EOG where applicable or a final exam developed locally

- Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards.
- Grade Acceleration: Grade advancement allows students to move forward one or more years, skipping levels in the normal sequence of promotion. This is one means of acceleration for highly gifted students. The recommendation for grade acceleration should evolve from the Needs Determination Team decision based on student profile reviews. Considerations include:
 - Aptitude at the 98th percentile
 - Standardized achievement testing at or above the 98th percentile
 - Performance equal to the grade of advanced placement as documented by work samples, portfolios, EOG scores, etc.
 - Teacher recommendation noting social, emotional, and physical maturity
 - Subject Acceleration: Subject acceleration allows students to test out or bypass specific subjects or skill levels based on assessment data. Instruction may be at a higher level with another group of students while they remain with their peer group for most of the day. This works best in subjects that have a clearly developed sequence of skills such as math, reading, and foreign language. Students will need to have:
 - Teacher recommendation
 - Advanced performance in subject area
 - Significant achievement in subject area
 - Master at or above the 90th percentile on grade level curriculum
 - Advanced Placement Courses (AP Classes): The Advanced Placement program consists of college-level courses and examinations for high school students. The courses are designed as AP courses and are usually taught by teachers who have received specific training in that subject. Successful completion of the course and a passing grade on the AP exam may allow students to receive college credit or advanced standing upon entering a college. Students may have:

- 75% or above End-of-Course performance
- Grades of A or B
- Completed summer readings when applicable
- Teacher recommendations
- Student interest
- Demonstrated proficiency in a subject area
- Specific course prerequisites

While no student will be automatically denied entry into an advanced placement class, students will be counseled that indicators of potential success in these advanced placement courses will include high achievement test scores and outstanding performance in prerequisite courses. Students are required to sit for the AP exam in May of the academic year.

- Dual Enrollment: This option allows students to be enrolled in two levels of schooling at the same time. Students may remain at one level and attend classes at another level for a specific course or period of time. This option works best with sequential content and is appropriate for high school students who might be enrolled in courses at post-secondary levels while still in high school.
- Teacher and principal recommendation
- Based on student interest and ability to adjust to a college environment
- Acceptance to a institution of higher learning
- Honors Courses: Honors courses are advanced courses that cover traditional content, but also focus on issues, problems, and themes related to topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. Although these courses are not limited

to gifted students, students should meet prerequisite requirements and have a history of strong academic performance to be successful. Students should demonstrate:

- Level 4 on End-of-Course test(s)
- Grades of A or B
- Teacher recommendation
- Student interest
- Specific course prerequisites

- As previously stated, the county has provided a significant amount of training on the analyses of data. Teachers will continue to receive training on how to use this data to form flexible groups within their classrooms, thereby, personalizing the instruction to meet individual needs.

*** Practice E**

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

Martin County Schools strives to maintain clear and consistent dissemination of local and state information concerning the AIG plan, programs, and services to key stakeholders.

- The Martin County AIG coordinator will primarily be responsible for reviewing and disseminating Martin County Schools' AIG plan and programming details.

- A print version of the AIG plan will be given to the Central Office Administration and all school administrators at the opening administrative meeting of a new school year. At this time, the AIG coordinator will review key information such as the screening, referral, and identification process, service delivery options, grievance policies, and important dates. (Example: The date by which teachers must submit student educational service plans.)
- A print version of the AIG plan will be given to all teachers who provide the direct services to gifted learners. The AIG coordinator will review key information, explain changes, and/or clarify legislation or regulations annually at the beginning of a new academic school year.
- A print version of the AIG plan will be placed in each school media center.
- A digital version of the AIG plan will be located on the AIG webpage which is linked to the MCS website. Also on the AIG webpage is a FAQ's section for parents, guardians, and community stakeholders.
- The AIG coordinator will meet with all teachers who provide direct service to gifted learners at the beginning of the school year. This meeting will focus on writing each student's Differentiated Educational Plan (DEP). The coordinator will review the components of the DEP and the possible service options available to teachers. So it is available to stakeholders, a student's DEP will ultimately be placed in the student's cumulative folder.
- The AIG coordinator will develop a digital presentation focused on the key elements of the Martin County Schools AIG plan. This presentation will be shown at parent nights and at community functions.
- A quick reference guide detailing the identification process, service options, parent and student rights, and student opportunities will be given to each parent of a gifted learner.
- The AIG coordinator will hold information nights for parents in grades K-3. The focus will be an overview of the AIG program, highlighting the identification process, as well as providing parents with critical thinking strategies that can be used at home.
- Parents of gifted learners are given bookmarks with sample questions that may be used with teachers to discuss their student's progress.
- The AIG coordinator will provide on-going professional development concerning the characteristics of the gifted, identification of the gifted, and best instructional practices to use with the gifted. School administrators are invited

to all professional development opportunities.

- Groups of key stakeholders (teachers, parents, students, etc.) will be electronically surveyed to gather feedback regarding the delivery of programs and services. This information will be shared with the AIG Advisory Board and used to make decisions when reviewing and revising the AIG plan.
- The AIG coordinator will be placed on the agenda at the district MTSS team meeting to discuss differentiated instruction and to collaborate with other staff about strengths/weaknesses and possible adjustments.

*** Practice F**

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

The AIG coordinator, school counselors, teachers, and school administrators collaborate and communicate within the school and between schools to ensure the effective continuation of AIG services and thus, the continuation of positive growth for the students.

- Each school in the Martin County School district conducts annual reviews in the spring of the year. During this review, the district AIG coordinator, the school's Needs Determination Team members, the classroom teacher who is providing direct services to the gifted learner, the Exceptional Children's teacher, and the ELL coordinator, meet to discuss each student's academic and/or social-emotional progress for that school year. At this time, the committee also makes decisions concerning the identification of new students to the program. Based on the outcome of the meetings, the AIG coordinator makes recommendations to the school administrator about student need and placement. These conversations are especially important at key transitions between schools.
- At the beginning of the year, each principal, assistant principal, school counselor, and teacher(s) are provided with the names of each identified AIG learner and his/her identification area(s). This is followed by a review of service options and best instructional practices. Teachers are then instructed to develop an appropriate Differentiated Educational Plan (DEP) for the current school year.

All DEPs and annual reviews are housed in the student's cumulative folder in order to be available for the teachers to review any previous documentation that will be helpful in developing the student's new plan. A teacher can find the

following information in this profile folder:

- How the students was identified
- Demographic information
- Previous grades
- Interests
- Previous DEPs and services provided
- Pertinent social-emotional information
- The AIG coordinator is a member of each school's Needs Determination Team in order to maintain consistency, equity, and a smooth transition for the student.
- Through the PowerSchool data system, a record of all AIG students and their area(s) of identification will be maintained.
- "Moving Up" nights are held at many schools to inform parents of services and practices to expect in the coming year.
- Grade level Professional Learning Community (PLCs) meetings will involve collaboration concerning the gifted learner's progress.
- Grade group levels will periodically meet together to collaborate about the needs of gifted students.
- Regular classroom teachers who provide direct services to gifted learners will consult at regular intervals with the AIG coordinator and/or AIG certified teachers within the school.
- The AIG coordinator and the teachers who provide the direct service to gifted learners will work with the ELL coordinator and the Exceptional Children's teacher to help make transitions and services between grades and schools seamless and smooth for twice exceptional and non English speaking students.

*** 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.

When a body of evidence indicates the need, Martin County Schools supports the importance of offering a variety of acceleration opportunities.

- Students in K-3 who meet the criteria for talent development and students who are identified as AIG, AG, AR, AM, or twice exceptional may need some form of acceleration. In these cases the district supports two variations of acceleration: grade acceleration and/or subject acceleration. Considerations for acceleration include:
- Aptitude at the 98th percentile or above.
- Standardized achievement test score at or above the 98th percentile. (For grade acceleration, the scores for math and reading should be comparative to each other. For subject acceleration, the scores in one subject area may be higher than other subject areas.)
- Performance equal to the grade of advanced placement as documented by work samples, portfolios, formal and informal assessments.
- Teacher recommendation noting social, emotional, and physical maturity.

*For grade or subject acceleration in grades K-3, it is the responsibility of the parent to provide all testing documentation needed.

* For subject or grade acceleration in grades 4-8, it is the responsibility of the parent to provide any additional testing beyond Martin County Schools' regularly scheduled testing policies and procedures.

- Early Entry to Kindergarten: NC state law allows parents of four year olds to provide evidence of their child's giftedness for early Kindergarten entry. Students must demonstrate:
- Standardized score on a measure of intellectual ability at or above the 98th percentile.
- Standardized score on a measure of achievement at or above the 98th percentile.

- Evidence of social and developmental maturity.
- Student performance (work samples) well above age expectations.
- No large gaps evidenced between verbal and nonverbal ability.
- Evidence in motivation and interest in learning.
- Students who are identified AIG, AG, AR, AM, and IG will be clustered together in classrooms with advanced learners who excel in the same area(s).
- Students who score a level 5 on an EOG or EOC will be provided with advanced math opportunities and/or courses.
- Dual enrollment is an option that allows students to be enrolled in two academic institutions at the same time.
Criteria for consideration:
- Teacher and/or principal recommendation.
- High level of performance as documented by work samples, grades, EOG/EOC scores and/or aptitude scores.
- Student interest and ability to adjust to learning environments.
- Students who are entering high school and are identified gifted in both reading and math are eligible to take courses at the community college.
- Students may take online courses through a partnership with East Carolina University, Elizabeth City State University, UNC- Greensboro, Martin Community College, Beaufort Community College, and the North Carolina School of Science and Math. Students who take courses with these institutions will need to apply and be accepted by the school.
- Credit by Demonstrated Mastery (CDM) is a process by which a uniquely qualified student can earn credit for a high school course by demonstrating a deep understanding of the content. CDM has been implemented in accordance with state guidelines and consists of a multi-phase assessment.

Phase I: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and;

Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. There are two testing windows within a traditional school year: fall and spring. Information regarding CDM is shared with all teachers, students, and parents/families through school announcements, school websites, open house, and high school registration guides. Any student seeking CDM will complete an application form obtained from the school counselor. During the specified testing window the student will take an EOC/EOG, CTE Post-Assessment, NC Final Exam, or a local exam. To receive credit for the course, a student must score the following: MATH I > a scale score of 264; Biology > a scale score of 281; English II > 165; a 90% on any CTE Post-Assessment; a 90% on any local exam. A review panel will determine if the student meets the requirement. If the student does not meet the requirement, then the process ceases. If a student does meet the specified requirements, the student progresses to Phase II. At the end of the artifact development, a review panel determines if the student will earn credit for the course.

- Advanced Placement and Honors courses are available in a wide variety of subject areas for students who excel or show a deep interest in a particular subject.
- Advanced Placement (AP) courses: The Advanced placement program consists of college-level courses and examinations for high school students. Teachers who have received specific training in that subject usually teach the courses. Successful completion of the course and a passing grade on the AP exam may allow students to receive college credit or advanced standing upon entering a college. Criteria to be considered when taking AP classes:
 - 75% or above End-of Course performance
 - Grades of A or B
 - Completed summer readings when applicable
 - Teacher recommendation
 - Student interest in subject matter
 - Demonstrated proficiency in the subject area

- Specific course requirements
- While no student will be automatically denied entry into an advanced placement class, students will be counseled that indicators of potential success in these advanced placement courses will include high achievement test scores and outstanding performance in prerequisite courses. Students are required to sit for the AP exam in May of the academic year.
- Honors Classes: Honors classes are advanced courses that cover traditional content, but also focus on issues, problems, and themes related to topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. Although these courses are not limited to gifted students, students should meet prerequisite requirements and have a history of strong academic performance to be successful. Students should demonstrate:
 - Level 4 on End-of-Course exam(s)
 - Grades of A or B
 - Teacher recommendation
 - Student interest
 - Specific course prerequisites
- Curriculum compacting: Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously taught mastered material, upgrade the challenge level of the curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Teachers may compact a lesson, unit, or a course (For example- American History I and American History II). Students who qualify for curriculum compacting will demonstrate mastery of content and/or skill on a pre-assessment. The teacher will determine the enrichment, extension, or acceleration and how the student will demonstrate growth from those activities.
- Students may also be grouped to utilize the NC Virtual Public School.
- Students who meet the number of credits as defined by North Carolina law are eligible for early graduation from high school.

- Mentorships, internships, and shadowing opportunities are available through the Career and Technical Education program.
- All advanced curriculum options are made public through the AIG plan, Martin County Schools' website, flyers, registration guides, school websites, phone announcements, and/or administrative meetings.
- The AIG coordinator works closely with the Director of Accountability to analyze data, check scores, and help facilitate the best options for students.

Standard 2: H

* 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.

In order to ensure that all populations have the same opportunities and access to service options, Martin County Schools is committed to identifying the academic needs of those who are high functioning as well as those who have the potential to function at a high level.

- The AIG coordinator and the district instructional coaches will continue to provide training and professional development to teachers on the characteristics that identify gifted learners and/or learners with high potential. In these conversations, an effort will be made to dispel myths about gifted learners such as “gifted learners are always motivated to learn and well behaved.”
- Teachers in grades K-8 will be encouraged to use interest inventories as a tool to design lessons and units that motivate students. These inventories should become a part of a student's needs portfolio.

- The AIG coordinator and the instructional coaches will continue to train on the tools taught by the First School Initiative, a research based program to improve the school experience for African Americans, Latinos, and low-income students. It is the intent of this program to help these students become more successful in school, thereby increasing their ability to become identified as high functioning learners.
- In grades K-8 the district employs the strategies and programs to build the capacity for critical thought:
- Thinking Maps- A set of eight visual images that are all connected to a thinking skill. (Brainstorming generating, describing, comparing and contrasting, identifying the parts from the whole, sequencing, cause and effect, relationships, and classifying)
- Think Up! – A program that focuses on nine aspects of critical thinking. (Ex. Adapting, linking, reflecting, etc.)
- Over the next three years, the AIG coordinator will introduce the technique of SCAMPER- tool for innovation.
- The Multi-tiered System of Support team will work with each school to include a talent development block in the school's schedule for students who demonstrate high ability or potential ability as seen through such measures as teacher observation, benchmark assessments, performance tasks, grades, motivation, interest level, mClass diagnostic assessments, i-Ready diagnostic assessments, etc. These talent development programs should emphasize the enhanced use of critical thinking skills.
- Teachers who work with specialized groups of students (ELL, EC, etc.) will be trained on the identification of gifted learners and learners who are twice exceptional. The AIG coordinator will be responsible for reviewing key information such as service options with this group of teachers.
- Martin County Schools will use non-traditional tests to help identify under-represented populations. (Ex. NNAT)
- Students who demonstrate high interest in a particular area will be eligible for such service options as mentorships, shadowing, and interest based opportunities.
- Students who were referred to the Needs Determination Team for identification but did not meet the necessary criteria will be monitored for progress. These students may also be clustered in a classroom with identified learners for the purpose of talent development.

- The AIG coordinator and the Director of Accountability will work with the Multi-tiered System of Support Team (district and school based) to analyze data in an effort to assess the appropriateness of service options and collaborate on how to amend traditional services as needed.
- Many of the students attending Martin County Schools come from low socio-economic standings as seen through our Title I standing and the free and reduced lunch ratio. Therefore, many students come to school with a low exposure and knowledge base about many things. Teachers are encouraged to provide Renzuli Type I experiences to provide this exposure to students and to make learning authentic.
- Testing data indicates that many of the students in Martin County Schools struggle with vocabulary; thus, the AIG coordinator has started and will continue to provide professional development on the best instructional strategies to teach vocabulary. There will be a strong focus on enhancing the oral, listening, speaking and reading vocabulary among K-3 students.
- Martin County Schools has developed a series of critical thinking activities to use with second and third graders prior to the administration of the third grade aptitude test.
- Martin County Schools provide countywide aptitude screening for all third and seventh graders.
- Students will be given the opportunity to participate in extracurricular activities such as book clubs. Battle of the Books, Math Counts, art contests, writing contests, chess clubs, science clubs, etc.

*** Practice I**

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

Martin County Schools maintains extra-curricular opportunities and programming for giftedness. These activities are communicated to parents, students, teachers, and community members through a variety of means including but not limited to the following: district and school websites, flyers, emails, phone calls, school announcements, school Facebook posts, Twitter, opening nights at school, staff meetings, and newspaper announcements. Martin County

Schools has hired a Public Information Officer who will work with stakeholders to publicize opportunities. Below is a compilation of activities or opportunities available.

- Competitions
- MathCounts (middle school and elementary)
- Battle of the Books (middle school and elementary)
- Spelling Bee
- Science Fair (K-8)
- Envirothon (middle school)
- Blue Ribbon Arts Contest
- Robotics
- Health Science Competitions through HOSA
- Competitions held in conjunction with FFA
- Clubs and organizations
- InterAct
- Fellowship of Christian Athletes
- Chess Clubs
- Honor Societies
- Future Farmers of America
- Health Occupations for Students of America

- Future Business Leaders of America
- Future Career and Community Leaders of America
- Junior Reserve Officer Training Corp (JROTC)
- Travel Abroad Opportunities
- North Carolina Governor's School
- Summer Ventures
- Duke Tip
- Band
- Chorus
- Internships, Mentorships, Apprenticeships
- Hugh O'Brian Youth Leadership
- Specialized Courses (Engineering, hydroponics, agriculture, culinary, animal sciences, nursing fundamentals, robotics, medical terminology, etc.)
- Cultural programs sponsored by the Martin County Arts Council
- Countywide grade level enrichment program led by the AIG coordinator.
- Special night activities for parents and students. (Math Night, Science Night, STEM Night, etc.)
- Various sporting teams

*** Ideas for Strengthening the Standard**

Develop a standing monthly meeting for the AIG Advisory Board (to include date, time, and place).from August to May of each year.
Continue to train teachers and staff regarding needs of AIG students.
Implement opportunities for increased engagement for our middle and high school students.

Planned Sources of Evidence

- * Calendar of monthly advisory board meetings.
- * Agendas, sign-in sheets, and exit surveys from professional development sessions.
- * Advertisement flyers of special extracurricular events

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

Standard 3: Differentiated Curriculum and Instruction

Martin County Schools (580) 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.

Martin County Schools realizes that AIG students need standard, grade level curriculum and instructional practices adapted in order to demonstrate academic and social-emotional growth. Teachers use the NC Standard Course of Study as an entry point for curriculum, and based on student need, adapt this core curriculum content appropriately for enrichment, extension, and/or acceleration opportunities.

- When planning curriculum, teachers are encourage to assess student needs by using any or all of the following means: interest inventories, knowledge of multiple learning styles, formal academic test score data, aptitude data, classroom pre-assessments, previously written Differentiated Education Plans, data from teacher observations and interviews, work samples, student input, and parent input.
- When creating differentiated lessons, activities, and units, the teacher is to use this information about the student's interest, ability and readiness to make decisions on how to adapt the following:
- Content- alignment, depth, research based, authenticity, accessibility, rigor, complexity, enrichment, extension, and acceleration.

- Process-how to build a student’s capacity to think critically by teaching higher order thinking skills; the use of best instructional practice for gifted learners.
- Product- how to assess the knowledge learned; rubrics, informal or formal assessments, performance tasks, project development, authenticity, choice and preferences
- Teachers who provide the direct service to gifted students will use the content, process, and product model to develop Differentiated Education Plans (DEP’s) for identified students in grades 4-8. These DEP’s are to be discussed with parents and placed in the student’s cumulative record. A DEP is to be written for each area of identification. The AIG coordinator, instructional coaches, ELL director, and EC specialist are available to consult and collaborate with teachers on the development of these plans.
- At the high school level, teachers are to develop Honors portfolios that explain how the course curriculum will be adapted for the gifted learner. These plans should also reflect how the instructor plans to modify the content, the process, and the product for student growth.
- In grades K- 5, the use of “whole group/small group” instruction is encouraged to help teachers meet all the academic and social-emotional needs of learners. In small group time, a teacher may use one or more of the following instructional practices to enrich, extend, or accelerate the content: Curriculum compacting, tiered lessons, independent studies, SCAMPER, Thinker Keys, RAFT, subject acceleration, interpretive exercises, principles of icons of depth and complexity. The AIG coordinator and instructional coaches will take part in training teachers, modeling lessons and questioning, and co teaching with teachers in an effort to build the teacher’s capacity for using these strategies.
- Teachers use differentiated support materials such as those provided by the North Carolina Department of Public Instruction’s Advanced Learning Department, Thinking Maps, and Think up.
- Teachers have common planning times to communicate, to collaborate, and to develop advanced learning opportunities. The AIG coordinator and instructional coaches attend these meetings whenever possible.
- Instructional coaches, the AIG coordinator, the STEM coordinator, the instructional technology facilitator, the EC department, and the ELL coordinator are all available to provide support, materials, model lessons, co teach, and lead professional development.

- Students who are officially identified as gifted, as well as those students who show potential, are clustered in classrooms or groups together to provide an opportunity to be with peers who have similar needs, abilities, and interests.

- Students who are identified as Intellectually Gifted will receive assistance that encompasses student success skills. The range of these skills may include but are not limited to the following:

- Organizational skills

- Time management skills

- Listening skills

- Speaking skills

- Writing skills

- Self advocacy skills

- Critical thinking skills

- Study skills

The teacher, the AIG coordinator, the parent(s)/guardians(s), the school counselor, and the student will work together to develop an appropriate educational plan.

As previously stated, the teacher providing the direct service to gifted learners will develop a differentiated plan explaining the enrichment, extension, acceleration, and/or instructional practices to be used to adapt the core content. This plan may reflect but not be limited to the following service options and instructional strategies:

Grades K-3: Service options/instructional strategies: Early Entry to Kindergarten, single subject acceleration, grade acceleration, cross grade level flexible grouping and regrouping, curriculum compacting based on pre-assessments,

talent development lessons and experiences within the classroom or within a pullout situation. (Lessons may be based on extensions, enrichment, and/or acceleration.), Renzulli's Type I and/or Type II experiences, independent studies/contracts, cluster grouping, flexible grouping, tiered lessons, co teaching with the AIG coordinator or instructional coaches, STEM activities, competitions, and/or extracurricular activities.

Grades 4-5: Service options: Single subject acceleration, grade acceleration, cross grade grouping, cluster grouping within the regular classroom, flexible grouping within the regular classroom and/or a pullout situation, computer-based instruction, curriculum compacting based on pre-assessments, tiered lessons, differentiated lessons or units based on extension, enrichment, and/or acceleration, Renzulli's Type I and Type II experiences, Project Based Learning, team teaching with the AIG coordinator, independent study/contracts, STEM/STEAM activities, extracurricular activities, competitions and contests.

Grades 6-8: Subject acceleration, grade acceleration, team teaching with the AIG coordinator, cluster grouping within the regular classroom, flexible grouping within the regular classroom and/or in a pullout situation, Renzulli's Type I and Type II experiences, opportunity to take approved high school courses (Math I, possibly Math II, Spanish I, Latin, world history, earth and environmental science), special electives (Robotics, STEM, chess, debate, etc.), Project Based Learning, tiered lessons, extracurricular activities, clubs and organizations, certain opportunities for Credit by Demonstrated Mastery, internships and/or mentorships, competitions, and contests.

Grades 9-12: Honors Courses, Advanced Placement Courses, dual enrollment opportunities, distance learning, opportunities for Credit by Demonstrated Mastery, travel abroad opportunities, Advanced Career and Technical Education Courses complete with certifications, internships and/or mentorships, competitions, contests, extracurricular activities, independent studies/contracts, clubs and organizations, early graduation, summer opportunities such as NC Governor's School, and special electives such as band, art, chorus, engineering, etc., and leadership opportunities.

*** 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.

Martin County teachers currently employ diverse and effective instructional practices that address the range of needs exhibited by AIG students and potentially AIG students. Continuous professional development helps build the teacher's capacity for analyzing data to determine the abilities, readiness, and interests of their students. Teachers will then adapt the curriculum to match these student needs. Teachers select from a menu of research based instructional strategies to adapt the content, process, and/or product in order to reach maximum student academic and social-emotional growth.

The district encourages teachers to use any or all of the following instructional strategies.

- Administration of interest inventories (grades K-8)
- Administration of pre-assessments, formative assessments, summative assessments and/or diagnostic assessments to determine the ability or readiness of a student (all grades)
- Curriculum compacting for acceleration of content within the classroom (all grades)
- Different types of grouping strategies such as flexible grouping, cluster grouping, and/or grouping by interests (all grades)
- Ability grouping may be necessary to delve deeper into content, a concept, an idea, a theme, etc. (all grades)
- Tiered lessons to adapt for rigor and complexity (all grades)
- Choice menus will be used to enrich, extend, and provide rigor (all grades)
- Mentorships, internships, and/or shadowing may be used to develop interests or provide relevance for students (middle grades and high school)

- Provisions for acceleration of content: Early Entry to Kindergarten, early graduation, early graduation, subsection acceleration (all grades), grade acceleration (all grades), dual enrollment (all grades).
- Project based learning (all grades)
- Simulations (all grades)
- SCAMPER- (all grades- Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Rearrange)
- RAFT- (grades 2-12) Role, Audience, Format, Topic
- Online instruction (all grades)
- STEM activities (all grades)
- Dual enrollment (middle grades and high school)
- Competitions (all grades)
- Clubs and organizations (all grades)
- Renzulli's Triad Model (all grades)
- Principal of Icons of Depth and Complexity (all grades)
- Cooperative learning (all grades)
- Learning stations (all grades)
- Thinker Keys (all grades)
- Interpretive Exercises (all grades)
- Open Middle Structure for math (all grades)
- Independent studies/contracts (all grades)

- Socratic Method

*** Practice C**

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

The teachers of the gifted in Martin County make every effort to enhance student achievement by the use of differentiated curricular and evidence-based instructional practices and supplemental materials. These practices and materials are used to differentiate the content, process, and/or product for learners with advanced needs.

A variety of resources are equitably dispersed throughout the district; however, the material's use may depend on individual school or teacher choice. The following are some of the resources used by the Martin County School district:

- Thinking Maps from Thinking Maps, Inc.
- Think up from Mentoring Minds
- Hands on Equations
- Renzulli's Triad Model
- Understanding by Design
- County created STEM Materials
- Instructional Resources Project by NC DPI
- Icons of Depth and Complexity
- i-Ready reading and i-Ready math (A diagnostic program that allows students to move at their own pace. It provides enrichment for those who master a skill.
- Byrdseed TV – a website dedicated to rigorous and challenging lessons and units for all subjects.

- Duke Tip activities – Learning labs
- Write from the Beginning and Beyond which allows for built in differentiation.
- Jacob’s Ladder by the Center for Learning at William and Mary
- Bloom’s Revised Taxonomy
- Project based learning
- Cooperative learning
- Content, Process, and Product as researched by Maker and Gallagher

The district AIG coordinator, the instructional coaches, the STEM coordinator, the Instructional technology facilitator, the ELL coordinator, EC personnel, and classroom teachers continuously work together during common planning times, curriculum meetings, PLCs, and professional development days to develop curriculum, and make choice about materials to use with students. This district wide collaboration ensures the unification of initiatives.

Standard 3: D

*** Practice D**

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

All students in the 21st Century must possess the knowledge, skills, and understanding to live and function in a global community. The Martin County AIG program utilizes many instructional resources, tools, and strategies to assist

students in developing effective skills in communication and collaboration while learning to apply the innovative skills of higher-order thinking, critical reasoning, creative production, problem finding and solving, and decision-making. Many opportunities are provided for students to develop effective information, media, and technology strategies as well. Acquisition of these skills will help learners have the life, career, and self-regulatory ability to be competitive in the existing world. The following list includes but is not limited to the resources, tools, and strategies that are used by Martin County Schools to foster the necessary 21st Century content and skills:

- Opportunities for accelerated content
- Distance Learning
- Partnerships with Institutions of Higher Education
- Career and College Promise/dual enrollment
- STEM activities that provide opportunities to apply learning real life contexts- Examples: the addition of 3D printing technology, experiments with hydroponics, geocaching, coding, robotics,
- Travel abroad opportunities; Opportunities to host foreign students
- Articulation of the 21st Century skills in Honors portfolios
- The addition of the Innovation Campus: a Career and Technical Center in which courses such as engineering will be taught. Elementary and middle school students will have advanced learning opportunities offered on the campus as well.
- Partnerships with community organizations and businesses that provide opportunities for mentoring, internships, and opportunities to shadow.
- An increased number of Honors courses added in the Arts and CTE
- Professional development is provided on how to teach thinking skills embedded within the content.
- Available credentials in CTE:

- Serve Safe/Safe Plates
- OSHA in health sciences, agriculture, and construction
- CPR and first aid
- Pharmacy Technician
- Certified Nursing Assistant
- Soft Skills by Conover
- Everfi
- Certified welders
- Academic competitions
- Competitions in the Arts
- Countywide initiative for Write from the Beginning and Beyond for communication
- Addition of a drama class
- Microsoft Specialist-Word, PowerPoint, Excel, and Access
- Field trips to provide exposure
- Cooperative learning and group work is advocated for collaboration.
- The technique SCAMPER is used to promote creativity and innovation.
- The district promotes off-campus opportunities such as Duke Tip, NC Governor's School, Summer Ventures, and leadership academies.

Martin County Schools finances instructional coaches, A STEM coordinator, an AIG coordinator, and Instructional technology facilitator to help create, plan and implement lessons and units that incorporate 21st century skills. The STEM coordinator facilitates grant writing for teacher resources. The AIG coordinator works closely with the curriculum department to provide the AIG perspective when purchasing resources and materials. The county also supports staff attendance at professional development, locally, regionally, and statewide, focusing on helping teachers to become proficient in utilizing 21st century skills.

*** Practice E**

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

It is the goal of Martin County Schools to meet the individual needs of all students. AIG certified teachers and regular classroom teachers use a variety of researched based assessments to flexibly group and differentiate for student needs across subject areas. Differentiation may be driven by the need for student acceleration, enrichment, extension, or remediation. Pre-assessments, formative assessments, and summative assessments are given and examined in order to drive curricular decisions regarding instruction. Teachers may use but are not limited to the following:

- Formative assessments- benchmarks, writing baselines, progress monitoring Dibels as a part of Reading 3D, i-Ready reading diagnostics, i-Ready math diagnostics, NC Check-Ins
- Summative assessments- NC End-of-Grade, NC End-of-Course, NC Final Exams, WorkKeys, ACT, CogAT
- Classroom instruments and assessments- interest inventories, teacher made tests, performance tasks, observations, interviews, SchoolNet assessments, exit tickets, rubrics for writing assessment, rubrics for product assessment, etc.
- High schools evaluate information gained from the Pre ACT, the ACT, the PSAT, and the SAT
- EVAAS (Education Value-added Assessment System) is discussed with principals and teachers. The Director of Accountability leads most of these discussions.
- Martin County Schools takes responsibility for ensuring that teachers have training in evaluating data and using the data to drive instructional decisions. MCS will continue to push its initiative to ensure that teachers and staff members understand how to correctly interpret data and use the knowledge to differentiate for students by

choosing the appropriate instructional practices, placing students in the correct grouping situations, and choosing the correct resources and materials. The Director of Accountability, the AIG coordinator, and the instructional coaches collaborate with teachers in making these important decisions.

- Teachers are provided common planning times in which they may use data as a point for discussion for adapting curriculum.
- Throughout the district, Professional Learning Communities are in place for teachers to discuss how to use the collected data most effectively.
- Instructional coaches lead countywide, grade level PLC's to discuss data and resources.
- School and district MTSS teams analyze school wide data to measure strengths and weaknesses of over programming, to look for commonalities, assess teacher effectiveness with certain subjects and/or certain populations.
- MTSS teams analyze a school's subgroup data from areas of strengths and weakness. The members assess equity of and access to resources and best instructional practices.
- Once data is interpreted, and teachers and staff have assessed the interests, abilities, and/or readiness or the students, teachers may make the following decisions:
 - To tier lessons so that AIG learners may be exposed to deeper content, more rigorous critical thinking skills and reasoning, while other students either focus on core content or receive remediation/more basic assignment.
 - To compact the curriculum. Students who have already mastered a topic may need to be accelerated to the next level.
 - To place students into grouping configurations so that they may work with students with similar needs.
 - To group students by interests.
 - To cluster students together for instruction in certain subjects. (Subject grouping or subject acceleration)

- To develop opportunities for instructional coaches or the AIG coordinator to participate in co-teaching exercises or modeling lessons.
- To have teachers team-teach content.
- Groups should remain flexible, allowing students to flow in and out of a group as his/her needs or interests change.
- Portfolios created during the screening and referral process for AIG students are examined for information regarding previous instructional tools and practices that have been used, interests, social-emotional information, etc.

*** Practice F**

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

Students with high abilities often have affective needs stemming from their increased capacity to think and perform beyond their years. They often have unique interests, personality traits, and conflicts that differ from those of their same age peers. Therefore, Martin County Schools sees the importance in providing affective curriculum that proactively facilitates positive adjustments. Listed below are many, but not all, of the instructional practices and supports in place for the social and emotional needs of AIG students.

- The use of bibliotherapy so students can identify with the situations, personalities, and or conflicts of characters who resemble themselves.
- The use of interest inventories for the purpose of motivation.
- Allowing for student choice or input in assignments and tasks.
- The AIG coordinator, instructional coaches, teachers, school counselors, school social workers collaborate on the creation of tangible lessons that address such social and emotional needs as introversion, peer pressure, lack of social skills, techniques to manage stress, asynchronous development, and perfectionism.

- The use of various types of grouping: cluster grouping, flexible grouping, ability grouping, and interest-based grouping.
- The maintenance of a selection of library books for parents, students, and teachers that address topics concerning the challenges of AIG learners.
- Period conferencing between the AIG coordinator, school counselors, and students.
- The maintenance of extra curricular activities, clubs, organizations, and sporting opportunities.
- Martin County Schools will begin utilizing the program Character Strong at the high schools.
- Martin County Schools also employs the following support systems on the website:
 - See Something, Say Something
 - Bullying reporting system
 - A crisis chat line located on the district website
- Martin County Schools also connects and works with the following metal health professionals.
 - Martin-Tyrell-Washington Health
 - Family Wellness
 - Mobile Crisis
 - Trillium
 - Comprehensive
- Martin County Schools uses the social emotional program called Second Step in grades K-8.
- The maintenance of PBIS (Positive Behavioral Instructional Support)

- The continuation of the DARE program.
- Maintenance of protocols for reactive attention to issues such as eating disorders, depression, extreme perfectionism, etc.
- At AIG parent nights, the AIG coordinator focuses on topics that are pertinent to the well-being of AIG students: (perfectionism, control, social awareness, collaboration with others, etc.)

*** 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.

Martin County Schools does not formally identify students as AIG until the end of third grade. However, students, especially those who are underrepresented in the AIG program, will benefit from the cultivation of high potential in the grades prior to formal identification. The district uses purposeful and intentional strategies to guide and support the development of high potential so that students will be prepared for increasingly higher levels of challenge as they progress through the grade levels.

- The AIG coordinator and the instructional coaches will continue to provide K-3 teachers with ongoing professional development concerning the characteristics of gifted learners, simultaneously dispelling the many “myths that exist “ about gifted students.
- The AIG coordinator and the instructional coaches will continue to collaborate with teachers to analyze data, thereby identifying the needs of learners and then choose the best instructional strategies for growth (academic and social-emotional).
- All teachers in grades K-3 help build the capacity of learners to think critically by using the Thinking Map strategies, which attach a visual image to eight thinking skills.

- All teachers in grades K-3 are responsible for teaching the nine aspects of critical thought found in the program Think Up produced by Mentoring Minds.
- All second and third grade teachers are charged with using CogAt (Cognitive Abilities Test) practice items to increase a child's opportunity of achieving higher success on the CogAt Aptitude test taken at the end of third grade.
- The AIG coordinator and instructional coaches will continue to follow up with instructional K-3 teachers on how to use curriculum compacting, tiered lessons, independent studies, and embedding critical thinking questions within the instruction of content.
- Each school containing grades K-3 maintains enrichment opportunities such as "Flex periods." Teachers use a multiple criterion system including teacher checklists, Reading 3D information, i-Ready reading/or math performances, student interests, and class performance to determine student need. Instruction during these blocks will resemble the integrated curriculum model with content that is interdisciplinary with math, reading, and other subjects. A focus will be placed on growth in academic achievement and critical thinking skill development. Units and/or lessons will focus on higher order thinking, authentic applications of content, problem solving, and logical reasoning.
- Classroom teachers will use workstations and "whole group/small group" instruction as a means of differentiating the content within the classroom.
- Cluster grouping and flexible grouping will be used in the workstations and in small group development.
- Other service options available to students in grades K-3 include: grade acceleration, subject acceleration, cross grade grouping, and Early Entry into Kindergarten.
- Teachers in K-3 also differentiate for students by using tiered lessons, independent studies/contracts, and compacting curriculum. These methods allow teachers to differentiate based on a student's interest, abilities, and/or readiness.

*** 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.

Collaboration among the AIG coordinator, AIG certified teachers, regular classroom teachers, Exceptional Children's teachers, school counselors, instructional coaches, school administrators, ELL staff, the STEM coordinator, and the instructional technology facilitator is essential for the development and implementation of differentiated curriculum and instructional best practices.

- The AIG coordinator, school administrators, and school counselors collaborate to determine the best placements for AIG students.
- Ongoing professional development is provided for teachers, especially those teachers working with students in K-3. Topics of interest for professional development will center on the characteristics of gifted learners and the best instructional strategies for teaching these advanced learners. Recognizing potential for talent development in young children is essential especially for the development of underrepresented populations. The following are some examples of professional development and how it can be used:
- The AIG coordinator will work with teachers on the basics of Icons of Depth and Complexity in their lessons in order to provide challenge and rigor.
- The AIG coordinator will work with the teachers on the principals of SCAMPER in order to build capacity for critical thinking.
- The AIG coordinator and instructional coaches will work with teachers on the use of i-Ready reading and i-Ready math to help students work at their own pace thereby accelerating the content when necessary. Also there will be collaboration on how to use the diagnostic information to drive the teacher's instructions.
- The AIG coordinator and the instructional coaches will work with teachers on how to apply the advanced strategies component of Write from the Beginning and Beyond to help students who will benefit from accelerated instruction in the area of writing.
- The AIG coordinator, the STEM coordinator, the instructional coaches, and the instructional technology facilitator will collaborate on the development of countywide units focusing on the 21st century learning skills for use with grades 3 -8.

- The AIG coordinator, the STEM coordinator, and the instructional coaches will collaborate on the development of center activities that allow advanced students to think critically, problem solve, or dig deeper into the content.
- The AIG coordinator, the instructional coaches, and the classroom teachers will work together to create materials that offer students choices. The collaboration will center on developing choice menus, independent studies, and interest centers. The instructional technology facilitator will work with teachers on making digital choice boards.
- The collaboration needed for the development of appropriate AIG materials and resources may happen in various forms. Material and resource development may take place during common planning times, PLC's, professional development days, meetings after school, and countywide grade level meetings.
- Teachers who provide the direct services for the AIG students will meet on a regular basis during Professional Learning Communities (PLCs) to assess the progress of gifted learners and adapt curriculum, materials, and resources as needed. County staff members are available for consultation during these meetings. District support staff will guide lesson development by prompting teachers with questions about how the AIG students fit into the lessons being discussed.
- The district will provide a minimum of two times a year for teachers to come together countywide to discuss progress and materials.
- The District maintains a menu of service options available to teachers to use with gifted learners. These service options are listed in the AIG Plan.
- The regular classroom teachers, AIG certified teachers, school counselors, the AIG coordinator, and parents will work together to choose the best service strategies for those students labeled Intellectually Gifted. During this collaboration it will be determined which of the options from the county's preselected menu of self-advocacy skills will best help the student.
- The AIG coordinator, the classroom teacher, and the Exceptional Children's teacher will collaborate to develop a menu of service options allowing for the modification and accommodations that will provide the best support for the growth of 2e students.
- The AIG coordinator, teachers, school administrators, instructional coaches and central office personnel will work together to ensure equity in the provision of materials, resources, and professional development.

*** 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.

- Martin County Schools requires that every student in grade K-3 who demonstrates ability in reading and math that is well above his/her same age peers be considered for talent development within the classroom as well as the school's enrichment block. Criteria used to determine a child's need for talent development includes:

High achievement on formal and informal assessments;

- A student scoring in the blue level of mClass will benefit from differentiation in reading;
- A student scoring in the highest range on any or all of the strands in the i-Ready reading diagnostic assessment (early, mid, and/or late) may benefit from differentiated strategies;
- A student scoring in the highest range on any or all of the i-Ready math strands in the i-Ready math diagnostic assessment (early, mid, and/or late) may benefit from differentiated strategies;
- A student scoring in the moderate to strong need on a checklist assessing areas such as keen perception, advanced verbal abilities, imagination, analytical thinking, problem solving ability, leadership qualities, abstract thinking skills, curiosity, and/or a strong passion or interest in a particular area, may need differentiation;
- A student showing mastery in reading and/or math skills demonstrated by work samples and/or grades may benefit from differentiated learning.
- Data from teacher observations and interviews.
- The teachers who provide the direct services to students who need talent development will complete a Talent Development Plan (TDP) and begin a student portfolio of advanced learning. The TDP will document the

differentiated curriculum and instructional practices that will be used to further improve the student's potential of higher-level thinking and academic ability.

- The teacher of record and the school's administrator will keep the TDPs.
- Martin County Schools requires that every AIG identified student in grades 4-12 have a Differentiated Education Plan (DEP) that clearly states how the curriculum will be accelerated, enriched, and/or extended through the content, process, and/or product. It will detail the content to be adapted, the instructional practices to be used, and the critical thinking skills that will be the primary focus. The plan will also detail the various ways in which a teacher will assess a student's understanding of the content. A DEP will need to be written for each area in which a student is identified as gifted. For example, if a student is gifted in math and reading, then the student will receive a DEP for math and a separate DEP for reading.
- The teacher providing the direct services for the student's area of identification will develop the student's DEP. The AIG coordinator, instructional coaches, ELL teacher, and/or EC teacher will be available for consult and collaboration. The plans should reflect the area of the student's giftedness.
- The teacher providing the direct differentiated services to the AIG student is responsible for discussing the DEP with the parents/guardians and the student. At this time, parents/guardians and/or students may provide feedback or input.
- These DEPs are signed by the parents/guardians and then placed in the orange folder, which will be housed in the student's cumulative folder.
- Reminder of criteria for identification 4-12
- Academically Intellectually Gifted –
- Observations of students recorded through both formal (checklists, interviews) and informal means. Observations should reflect a moderate to strong need for differentiation.
- Student performance demonstrated through work samples, grades, or other authentic assessment strategies; Students need to show a moderate to strong need for differentiation.

- Student achievement demonstrated through a standardized test score such as the North Carolina End-of-Grade test or the North Carolina End-of-Course tests. A student demonstrates a strong need for differentiated services by obtaining a score at or above the 90th percentile in both reading and math.
- Student aptitude demonstrated through an individual or group IQ score that measures reasoning, problem solving, or memory. A student demonstrating a strong need for differentiated education service by this criteria will score at or above the 90th percentile in both reading and math.
- Student interest may be indicated through a student's focus area and/or curiosity; Interest may also be demonstrated through a student's participation in extracurricular activities.
- Student motivation to learn is demonstrated by a student's commitment to pursue learning experiences. This may be shown in the classroom, at home, or in the community.

(Students should meet five of the six criteria.)

- Academically Gifted (AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM) Criteria:
- Observations of students recorded through both formal (checklists) and informal means; Observations should reflect a moderate to strong need for differentiation.
- Student performance demonstrated through work samples, portfolios, grades, or other authentic assessment strategies; Students need to show a moderate to strong need for differentiation;
- Student achievement demonstrated through a standardized test score such as the NC End-of-Grade test, the Iowa Test of Basic Skills, or NC End-of-Course Exam. A student demonstrates a strong need for differentiated services by obtaining a score at or above the 90th percentile in one or both areas of consideration. Students who score at or above the 90th percentile in both reading and math will be considered for Academic Giftedness in both reading and math (AG). Students scoring at or above the 90th percentile only in the area of reading will be considered Academic Giftedness in reading (AR). Likewise, a student who scores at or above the 90th percentile in the area of math will be considered for Academic Giftedness in math (AM).
- A high degree of interest may be indicated through a student's focus area and/or curiosity. Interest may also be demonstrated through a student's participation in extracurricular activities.

- Students must be motivated to learn. This motivation is demonstrated by a student's commitment to pursue learning experiences. This may be demonstrated in the classroom, at home, or in the community.

For the identification of AG, AR, or AM a student needs to meet four of the five categories within the strong to very strong range.

- Students who score a level 5 on the NC End-of-Grade or NC End-of-Course test in math will be identified as AM.
- The teacher providing direct services, the AIG coordinator, the school counselor, the parent/guardian, and the student will collaborate to write an Individualized Differentiated Education Plan (IDEP) for any student who is identified as Intellectually Gifted. An intellectually gifted student is a student who demonstrates a high aptitude; however, he/she is performing poorly academically. The IDEP will reflect the self-advocacy skills that the student needs to grow in order to become successful academically. The IDEP will also be placed in an orange folder and housed within the student's cumulative record.
- Students who are twice exceptional will be given a DEP. The teacher will collaborate with the Exceptional Children's teacher about the best way to adapt the curriculum to meet his/her needs.
- The AIG coordinator meets with all parent(s)/guardian(s) of students who are newly identified. At this time, the coordinator informs the stakeholders of programming details and of what to expect during the course of the student's tenure with Martin County Schools. The AIG coordinator provides the parent(s)/guardian(s) with a quick reference guide and a list of question stems to start conversations with the student's teachers.
- At the end of each school year, the school's Needs Determination Team will review the student's DEP and his/her academic and/or social-emotional progress. At this time recommendations are noted for the following year. New plans will be written with these recommendations and evidence of progress in mind.
- The AIG coordinator, along with school counselors, maintain a DEP or high school students course selections, extra-curricular activities, internships, etc. This evidence is filed in the orange folder that is housed in the student's cumulative record.

*** Ideas for Strengthening the Standard**

Professional development for differentiation, characteristics of gifted learners, interest inventories, and learning styles. Individual teacher coaching for differentiation, characteristics of gifted learners, interest inventories, and learning styles.
Provide modifications of resources to meet the academic and social emotional needs.
Individual assistance for teachers to modify resources to meet the academic and social emotional needs.

Planned Sources of Evidence

- * Agendas, sign-in sheets, and exit surveys
- * Samples of modified resources
- * Samples of coaching session notes

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 MCS AIG Glossary of Terms

Standard 4: Personnel and Professional Development

Martin County Schools (580) 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.

Martin County Schools employs an AIG licensed coordinator to oversee and support the AIG program, its teachers, and its students. The AIG coordinator:

- Monitors the continuous review, development, and overall implementation of the district's AIG Plan;
- Chairs the AIG Advisory Board;
- Oversees the screening, referral, and identification processes for the district. (Is a member of every school's Needs Determination Team);
- Monitors the development and implementation of student education plans (DEPS, IDEPs, and/or TDPs);
- Oversees and/or assists with the record keeping related to state requirements for gifted students including student profiles, DEPs, IDEPs, TDPs, Honors portfolios, yearly reviews and PowerSchool information;
- Monitors the demographic information of the AIG population;
- Oversees the accuracy of Fall and Spring Headcount that is reported to the North Carolina Department of Public instruction;

- Ensures that records transfer between feeder schools;
- Facilitates the Needs Determination Team meetings at each school by collecting and providing information such as recommendations, aptitude and/or achievement scores, class performance data, and teacher checklists. This ensures that the decision making is equitable and consistent across the county;
- Manages the selection of Governor's School Candidates;
- Provides a coordinated set of staff development activities related to Martin County's professional development needs for implementing this plan and for continuous growth of the teachers.
- Provides end of the year information that includes performance outcomes for AIG learners and staff development activities;
- Develops and maintains relationships with key stakeholders such as Central Office personnel, school personnel, business and community leaders, community and civic organizations, institutions of higher learning, parents and families, etc.;
- Attends local, regional, and state AIG meetings or professional development that will support the AIG program goals;
- Serves on district leadership teams such as MTSS in order to effectively represent, provide information about, and advocate for the AIG Program;
- Works with or coordinates possible travel abroad experiences such as the German Exchange Program;
- Coordinates and facilitates various extra-curricular activities and competitions;
- Provides resources and materials to teachers who directly serve the AIG students;
- Models lessons and/or co-teaches with classroom teachers.
- Participate in PLCs at the school level.
- Facilitate AIG PLC meetings at the district level.

- Participate in instructional rounds involving the teachers who directly serve gifted learners.

*** Practice B**

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

At this time, Martin County Schools currently employs one AIG specialist. This individual also serves as the district AIG coordinator. Not only does the individual oversee the implementation of the AIG plan and fidelity of the program as stated in Practice 4A, the individual is very involved in tasks that address both the academic and affective needs of AIG students at the elementary, middle, and high school levels. The AIG specialist/coordinator:

- Collaborates with professional staff to develop appropriate educational plans that reflect rigorous and relevant curriculum and best instructional practices (All grades K-12);
- Provides resources and materials to the teachers who provide the direct service to gifted students. These resources and materials should reflect depth, complexity, and rigor. (ALL grades K-12);
- Provide resources that focus on developing critical thinking skills in young students in an effort to increase the potential of underrepresented populations (Grades K-3);
- Is available to provide model lessons for educators to enhance curriculum (Grades K-8);
- Is available to co-teach with classroom teachers or other professional staff (All grades K-12);
- Collaborates with other district support staff to provide opportunities for identified students (Examples include: career exploration, field trips, STEM activities, critical thinking activities, countywide grade group enrichment, etc.);
- Coordinates county competitions and/or opportunities such as MathCounts, Battle of the Books, the Blue Ribbon Arts Luncheon, NC Governor's School, book clubs, travel abroad, etc. (All grade levels K-12);
- Facilitates activities that promote the social and emotional well-being of students including but not limited to: developing interest inventories, developing explicit curriculum based activities, assisting in the maintenance of a

library of books discussing issues of concern for gifted learners and that these books are appropriate for students; parents, and professional staff;

- Attends professional development opportunities to enhance his/her own professional knowledge and skills as well as provide appropriate staff development for teachers;
- Reports to the superintendent and school administrators at district level meetings on the progress and status of current AIG program aspects and events;
- Assists in the development of honors portfolios (Grades 9-12);
- Communicates and collaborates with institutions of higher learning in dual enrollment situations (Grades 9-12);
- Serve on the district MTSS team in order to effectively represent, provide information about, and advocate for AIG learners. (All grades K-12).

*** 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.

In order for continuous success and growth of AIG students, it is critical that all personnel involved in the AIG program and services remain current on information surrounding gifted learners. This would include: the best instructional strategies to use for student growth, effective and researched based resources, as well as topics and/or issues of

concern for AIG students. Martin County professional development requirements for stakeholders who work with gifted learners are as follows:

- Currently, Martin County Schools has provided a scholarship to five staff members (4 classroom teachers and 1 instructional coach) to obtain their AIG Add-on licensure through a college.
- By 2025, Martin County Schools certified staff will have completed the Harvard course entitled Differentiated Instruction Made Practical.
- At the beginning of the school year, the AIG coordinator will provide resources and tools for all stakeholders involved in providing academic and social-emotional support to gifted learners.
 - Review all, if any, changes to the AIG plan;
 - Assist in the facilitation of paperwork (making certain that teachers have an opportunity to review previous service options and noted needs from the preceding year.);
 - Review the current menu of service options available for teachers to use;
 - Review the best instructional practices and resources to use with gifted learners;
 - Review the content, process, product model for the development of new Differentiated Education Plans (As well as IDEPs and TDPs);
 - Assist in the development of various educational plans and goals for advanced learners.
- The AIG coordinator will develop and facilitate professional development that is specific to the following groups of stakeholders (Professional development may be face to face or virtual depending upon the situation.).
 - Classroom teachers: Characteristics and Behaviors of Gifted Learners, the Process of Identification, and the Effective Differentiation and Instructional Practices. There will be mini professional development sessions on the social and emotional well being of gifted learners. (Continuous)
 - School counselors: Characteristics and Behaviors of Gifted Learners, the Process of Identification, and the Social and Emotional Needs of Gifted Learners.

- ELL staff: Characteristics and Behaviors of the Gifted Learner, Process of Identification, Effective Differentiation and Instructional Strategies for Gifted Learners (Beginning of the year and end of the year)
- Exceptional Children's teachers: Characteristics and Behaviors of the Gifted Learner, Process of Identification, Effective Differentiation and Instructional Strategies for Gifted Learners (Beginning and end of the year).
- Administrators: Characteristics and Behaviors of Gifted Learners, the Process of Identification, and the Effective Differentiation and Instructional Practices. There will be mini professional development sessions on the social and emotional well being of gifted learners. (Continuous)
- Instructional coaches and MTSS team members will be a part of all professional development in an effort to learn information for the purpose of advocating for gifted learners.
- The AIG coordinator will work with the instructional coaches on how to embed critical thinking skills into teaching the content and how to help teachers integrate differentiation into the curriculum.
- Certified district staff and principals will be surveyed for possible in-service training and topics of need. Professional development will be aligned to any identified needs. All personnel who work with students who need differentiation must earn professional development credit(s) in areas related to AIG instruction within a renewal cycle. Professional development may include but not be limited to the following:

Brain-Based research, student learning styles, Depth of Knowledge, Bloom's Revised Taxonomy, technology tools, creative thinking skills, critical thinking skills, Icons of Depth and Complexity, Projected Based Learning, effective learning strategies, the social and emotional well being of gifted learners.

- Professional development topics and focus will also evolve from collected data results such as formative and summative assessments.
- The AIG coordinator, the instructional coaches, the classroom teachers, and other support staff will collaborate teachers on the best instructional strategies to use. The AIG coordinator and the instructional coaches will be available to model the use of these strategies within the classroom. Collaboration may occur during teacher planning time, PLCs, after school, and/or district meetings.

- The AIG coordinator, along with MTSS teams, will ensure that professional development is equitable to all staff members across the district.

*** Practice D**

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

Martin County Schools is committed to placing AIG students in the setting most suited for their growth.

- 100% of identified AIG students in grades 4-8 are clustered into classes that are taught by AIG licensed teachers or teachers who have met the LEA's professional development requirements for that position. A cluster group consists of 4-10 highly advanced students assigned to a regular heterogeneous classroom. The regular teacher in this class works closely with the AIG coordinator to design appropriate differentiated curriculum for this group and participates in staff development training that will enhance the instructional opportunities for these students.

To be considered for cluster grouping a student must be identified as Academically Intellectually Gifted, Academically Gifted, Academically Gifted in Reading, Academically Gifted in Math, Intellectually Gifted, or Twice Exceptional.

- Honors classes and Advanced Placement classes at the high schools are taught by AIG licensed teachers or teachers who have met the LEA's professional development requirements for that position.
- The AIG coordinator works with the Needs Determination Teams at every school to maintain records of all identified gifted learners. These records are given to and discussed with the administrators for the purpose of class placement. Class rosters and differentiated education plans are used as evidence of correct placement.
- Often a student(s) who has not been identified as gifted, but who does show advanced potential, will also be placed in the classrooms with clusters of AIG students. The purpose of such a decision would be for talent development.
- The AIG coordinator works with the district's Licensure Specialist-HR Administrative Assistant to maintain accurate records of teachers who have AIG add-on licensure or who have met the LEA's professional

development requirements. These records are reported to district administrators, principals, and the local board of education.

- The AIG coordinator will work with the Human Resources Department along with the professional development staff to develop a set of professional development requirements for teachers providing the direct services to gifted learners.
- Martin County Schools has currently provided 5 scholarships for teachers to use toward obtaining their AIG add-on license. Upon completion of their goal, these individuals will be recognized at the local board meeting during the Spotlight portion of the agenda. Martin County Schools will begin a second cohort by the year 2025.
- The AIG coordinator will work with the Director of Accountability to analyze EVAAS data in search of teachers who show progress with AIG students.

*** Practice E**

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

Martin County Schools is dedicated to strengthening its recruitment and retention of AIG-licensed professionals.

- Martin County Schools has begun a process of providing scholarships for teachers to obtain their AIG add-on license from an institution of higher learning. (There is an application and selection process.) Currently the district has a cohort of 5 teachers working toward this goal.
- The AIG coordinator will work with the Human Resources Department to support hiring practices focused on the recruitment of teachers with his/her AIG licensure.
- MCS will partner/network with institutions of higher learning that offer AIG add-on licensure in an effort to recruit those professionals who pass the coursework.
- Special notation will be made on applicants who have AIG licensure.

- Questions concerning best instructional practices for gifted learners will be embedded into interviews for teaching positions.

- The AIG coordinator and instructional coaches will help to retain hired AIG teachers by supporting the teacher’s classroom needs such as behavioral concerns, needed materials and resources, procedural concerns, instructional support, etc.

- The district will help to retain AIG licensed teachers by making every effort of matching the teacher to the “right fit” for them. For example, the right school, the right grade level, etc.

*** Practice F**

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

Martin County Schools is committed to the promotion of both equity and excellence within the district’s AIG programming. The district will strive to increase access and opportunity for all students and, thereby, increase the achievement and growth for all. Martin County Schools will work to assure that demographic information will not decrease a student’s likelihood of access and successful participation in AIG programming.

Martin County Schools will take the following steps to promote equity and excellence in AIG programming:

- The district will use a multiple criteria system of identification for gifted learners.
- As stated in the AIG plan, 100% of students in the third grade and in the seventh grade will receive an aptitude test.

- In addition to test scores, students have the opportunity to demonstrate their strengths through performance tasks and work samples.
- MCS will provide professional development on the Characteristics of Gifted Learners. This PD will be provided to all stakeholders; however, particular focus will be placed on K-2 teachers, EC teachers, and ELL staff. The PD will also focus on dispelling common behavioral “myths” associated with gifted learners.

*** Practice G**

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

Martin County Schools continues to align professional development opportunities with local AIG program goals, district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Martin County Schools will utilize the following steps to align professional development opportunities:

- The district will continue to offer paid training for interested and eligible teachers wanting to complete their AIG certification.
- The district will continue to provide training through the Harvard Graduate School of Education course Differentiated Instruction Made Practical, but not limited to.
- All staff members will have access to modules on SimpleK12 online training that address AIG program goals, district initiatives, and best practices in gifted education.
- MCS will provide professional development on the Characteristics of Gifted Learners. This PD will be provided to all stakeholders; however, particular focus will be placed on K-2 teachers, EC teachers, and ELL staff. The PD will also focus on dispelling common behavioral “myths” associated with gifted learners.
- MCS will provide professional development to expand understanding of giftedness and address misperceptions about various sub-groups.
- MCS will provide professional development for all teachers of high school honors courses in order to ensure the validity of honors curriculum and instruction; to include differentiated content, instruction, materials, and

assessment.

- MCS will provide professional development for all school level committees/teams on screening, referral, and identification procedures to ensure consistent implementation across the district.

*** Ideas for Strengthening the Standard**

Hire a new AIG lead coordinator to begin August 1, 2022.

Continue the AIG Licensure scholarship program for 2022-23 and 2023-24.

Provide professional development in the following areas: Understanding Giftedness, Equity in Identification, Social Emotional Needs of Gifted Learners, Rigorous and Differentiated Curriculum and Instruction.

Planned Sources of Evidence

* Purchase Orders and Invoices of payments for our AIG licensure candidates. Copy of the AIG application form.

* Agendas, sign-in sheets, and exit surveys from professional development.

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Documents

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

Martin County Schools (580) 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.

Like any learner, AIG students flourish best when the schools, parents/families, and the community work together to support their needs. To promote the academic, intellectual, and social-emotional growth of the AIG learner, Martin County Schools makes every effort to increase communication and collaboration with family and community stakeholders in the following areas: AIG program goals, AIG events, AIG program achievements, as well as services and options for students.

- Teachers who provide the direct service to AIG students will conference with parents/families to discuss and develop DEPs and IDEPs. These meetings occur in the fall of the school year allowing the parents to provide input at all levels of the student's learning.
- The AIG coordinator meets with the parents/families of all newly identified students. At this time, the coordinator provides an overview of the program and informs parents about what to expect at each grade level. Parents are also given a handbook detailing key AIG programming information such as service delivery options and regulations concerning parent and student rights. They are also provided with information as to how to ascertain

the AIG Plan through the district website and/or the printed version at the schools. The AIG coordinator also takes the time to address several social and emotional issues possibly encountered by gifted students. The parents are provided with the location of resources that may help with these issues if necessary. Parents are also provided time to ask questions, express their expectations and desires, and provide input that they feel is pertinent to their child's learning.

- At other times, the AIG coordinator promotes the AIG program and its pertinent information through Parent Teacher Association meetings at school sites, the AIG page on the district website, emails, and/or fliers.
- Parents and community leaders will be involved in the development, revisions, and/or monitoring of the AIG program and plan. This group of representatives shall reflect the diversity of the student body.
- Martin County Schools works with community leaders and businesses to maintain opportunities for AIG students to participate in mentorships, internships, apprenticeships, and/or shadowing.
- Parents/families and community stakeholders are asked to participate in AIG events such as Battle of the Books, MathCounts, science fairs, STEM nights, etc.
- Many of the high school and middle school clubs work on service projects with local organizations. For example, the Interact Club at the high schools work very closely with the local Rotary Club, and the Martin County 4H division is very involved with district STEM activities.
- AIG student and program achievements are highlighted through the following means: the local paper, fliers, emails, district website, County Commissioner meetings, the Board of Education meetings, the Committee of 100 (A group of business organizations) meetings, and the Chamber of Commerce.
- The ELL teacher employed by the county assists in the communication to stakeholders by providing translations via written documentation or conferences.
- Martin County Schools will develop and maintain a community group called Martin AIG Partners (MAP). The AIG coordinator will be responsible for facilitating the group until such time as community members are established enough to form their own board. The focus of the group will be to plan activities outside the school environment that will not only enhance the academic and intellectual growth of the gifted learner but will address issues concerning their social and emotional well-being. Activities may include but not be limited to guest speakers,

book talks, field trips, and/or exposure to topics of interest. The parents will have important input concerning the activities chosen.

- Parents, students, and teachers will be surveyed for input on the AIG program. This may include perspectives on various processes such as screening, referral, and/or identification, perspectives on the effectiveness of service options, and analysis of program goal achievements.
- The Student Exchange Program exists because of the collaboration and dedication of community members and local businesses. (Financial assistance, volunteerism, hosting, and/or services provided)

*** 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.

In an effort to promote the AIG program, Martin County Schools will strengthen its partnerships with local and regional stakeholders.

- Partnerships have been formed with the following institutions of higher learning for the purposes of dual enrollment, resources, and special STEM projects: Martin Community College, East Carolina University, Elizabeth City State University, UNC-Greensboro, and NC State University.
- A partnership with the North Carolina School of Math and Science is maintained so that students may participate in online classes.
- Martin County Schools maintains and builds relationships with local businesses, industry, civic clubs, and churches that support AIG learners. The businesses not only provide financial support for certain material resources but they provide opportunities for internships, mentorships, career fairs, and shadowing.
- Volunteers from local businesses and churches help with certain competitions and club activities by volunteering their time.

- Martin County Schools maintains a partnership with the local 4-H organization. The organization provides resources, co-teaching opportunities, demonstrations, and guest speakers.
- The Martin County Arts Council partners with Martin County Schools to provide an art contest for grades K-12. The council also helps to bring to the county certain opportunities such as plays, the NC Symphony, and professional storytellers.
- The Rotary Club and the Red Cross partner with our Interact Club for support, funding and special projects.

*** 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.

In order to best strengthen, promote, and maintain an effective AIG program, Martin County Schools maintains an AIG Advisory Board that is reflective of the diversity of all stakeholders including the community at large.

- Martin County Schools will sustain an AIG Advisory Board that reflects the diversity of the gifted population and community. This committee will be responsible for monitoring, developing, implementing, and/or revising AIG program goals and the AIG plan.
 - The committee should be comprised of the AIG coordinator, AIG teachers, regular classroom teachers, at least one school counselor, at least one administrator, parents/ families, community leaders, business leaders, and at least one school board member.

- The committee will analyze surveys that have been periodically completed by administrators, staff, students, and/or parents. The surveys will reflect the progress of the AIG program as perceived by the participants.
- The committee will analyze growth data of gifted learners.
- The committee will share information with the community and school board via the AIG coordinator.
- The committee will monitor student records and service options.
- Martin County Schools will develop partnerships with community groups that reflect the diversity of our student population. (Civic organizations, churches, businesses, community clubs, etc.)

*** 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.

Martin County Schools will make every effort to disseminate information concerning opportunities that are available to gifted learners through a variety of means:

- The AIG program maintains a web page on the Martin County Schools website. Opportunities for enrichment, competitions, the AIG plan, resources for students and parents are all items that are housed on this page.
- The AIG program utilizes the district ELL staff to secure their availability during conferences and to make certain that translations of documents are accurate and meaningful.

- The AIG program maintains a parent handbook that educates parents on various aspects of the gifted program and highlights student opportunities and resources.
- The county utilizes an automated call system complete with texting capabilities. The AIG program disseminates information through emails, fliers, and newspaper articles.
- Martin AIG Partners (MAP), a group of parents who support gifted education, promotes and sponsors various activities.
- Communication concerning the AIG program and goals takes place through Parent/Teacher conferences and Parent Teacher Association meetings.
- Opportunities about enrichment, extracurricular activities, clubs, and organizations are posted on each school's website.
- The CTE department holds an annual event entitled "Chat and Chew" in which business leaders are invited to dine while students share the significance of their internships, shadowing experiences, and mentorships.
- The high school registration guides provide a good way to promote opportunities. School counselors disseminate information during individual conferences.
- The local board of education holds a "Board Spotlight" time at the beginning of the monthly meetings to recognize students who have excelled at various opportunities.

*** Ideas for Strengthening the Standard**

Increase parent and community involvement through communication and collaboration.

Planned Sources of Evidence

* Samples from parent and community communications, Sign-in sheets from collaboration events.

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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

Martin County Schools (580) 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.

In compliance with the most recent state policy and legislation, Martin County Schools has developed and maintained a documented AIG plan to ensure that the needs of AIG learners are met. This plan was developed and is currently monitored by a local district AIG Advisory Board. The tasks of this committee regarding the plan include the following:

- Developing and analyzing surveys from stakeholders such as teachers, students, and families.
- Analyzing student achievement data: benchmarks, End-of-Grade tests, NC Checkins, NCFEs, mClass scores, i-Ready scores, etc.
- Monitoring the following: diversity of the student population, implementation of service options, and program successes and/or weaknesses
- Reviewing all data available to complete a program self-assessment
- Using the self-assessment to revise the plan as needed. (Plan revisions will be guided by the NCDPI's unpacking document for the AIG Standards.)

The revised plan in its entirety is formally submitted to the Local Board of Education every three years for approval. Pending local LEA adoption, the plan is then sent to the SBE/DPI for review and made public.

*** 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.

In the Martin County School district the implementation of the local AIG plan in accordance with the current legislation and state policies is monitored by the district AIG coordinator, the district AIG Advisory Board, and each school based Needs Determination Team.

- The AIG coordinator is a member of the district level instructional team and is therefore aware of and monitors instructional programming, services, and opportunities at all levels-elementary, middle, and high. The coordinator also works with the Director of Accountability and Testing to gain needed testing data.
- The AIG coordinator is a member of each school's Needs Determination Team. The NDT at each school ensures the fidelity of the identification process, monitors educational plans, voices concerns about any existing issues at the school level and monitors student progress.
- The AIG coordinator gathers data (test scores both formal and informal, headcount information, stakeholder survey results, service options, concerns from NDT meetings, etc.) and acts as liaison to the AIG Advisory Board. The AIG Advisory Board reviews this information periodically to identify areas of program improvement and/or strengths.
- Based on collected information and self-assessments, the AIG coordinator will complete interim reports to the AIG state director stating the district's progress toward program implementation and effectiveness.

*** 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 AIG coordinator will work with the Martin County Schools Finance Officer and Superintendent to ensure that state AIG funds are being used to support the district AIG program goals.

- The primary goal during budget planning is to make certain that funding is aligned to program goals. The effectiveness of staff, resources, and professional development will be evaluated through previously collected data to make decisions about funding allocations and expenditures.
- Martin County Schools also dedicates a portion of its local budget to be used for AIG funding including but not limited to personnel, professional development, instructional materials and resources, as well as educational activities and enrichment opportunities.
- Martin County Schools often partners with local businesses to support AIG initiatives such as the Student Exchange Program.
- Martin County Schools has dedicated a portion of Title IV monies to help with AIG countywide enrichment for certain grade levels.
- The AIG coordinator works with the STEM coordinator to use funds efficiently in order to meet the needs of all groups of students.

*** 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.

The needs of the AIG program and of the students involved in this program are ongoing; therefore, it is essential for student progress to be continuously monitored by school personnel in conjunction with the AIG specialist.

- The AIG coordinator along with instructional coaches and the Accountability Director will collect achievement data specific to AG/IG students. This data may include but not be limited to the following: results from End-of-Grade tests, End-of-Course tests, North Carolina Final Exams, the PSAT, the SAT, the Pre ACT, The ACT, mClass, i-Ready, and/or benchmarks. Achievement data is viewed throughout the school year, especially at times of diagnostic testing for growth in reading and math. There is also a focus on data at the end of the year and the beginning of the year. Data is used to determine how students will be grouped, how students will be placed in appropriate learning environments, and which instructional strategies will be best to use with students. Qualitative data about students will also be gathered. This may include but not be limited to internships, mentorships, college acceptances, awards, scholarships, the number of college credits received while attending high school, the number of students who are accelerated by subject or grade, the number of students participation in internships and mentorships, and the number of students participating in dual enrollment. This growth and achievement data will be analyzed by district and school stakeholders during school and district PLCs. Areas of strengths and weakness in student performance will be identified. Using EVAAS data, the AIG coordinator and administrators will identify teachers who demonstrate growth with the gifted population.
- The AIG specialist will work with the Director of Student Services and the Director of High School Education to maintain student drop-out data. When a student is considered at risk for dropping out of school, the administrator, the school counselor, student, and parents meet often to devise strategies that may help the student achieve success.
- Students who are identified AIG but are not demonstrating success in the classroom may have an IDEP and work with the teacher, AIG specialist or school counselor on the necessary skills for improvement.
- The high schools hold activities and lessons during flex periods to help ninth graders transition into high school.
- The district will continue to use the Needs Determination Teams to track underserved populations and disproportionality issues.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including

other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Martin County Schools is dedicated to helping every student achieve his/her maximum growth. Therefore, it is necessary to continuously examine the representation and retention of under-represented populations in the local AIG program. Data concerning under-represented populations will be used to assess the needs of, services options for, and continuous participation in the gifted education program. Martin County Schools' demographic information is derived from a total of 2548 students not including Pre-K. This includes less than 1% Asian, approximately 52% Black/African American, less than 10% Hispanic, less than 1% American Indian/Alaskan Native, less than 5% who identify as two or more races, less than 1% Native Hawaiian/Pacific Islander, and approximately 33% White. Males represent approximately 51% of the students; while females represent the other 49% of the students. Approximately 63% percent of the students are considered low socio-economic. The students are placed among 5 elementary schools, 2 middle schools, and 2 high schools.

Of the 2548 Martin County students less than 10% are currently identified as either AG, AR, AM. Of these students, approximately 49% are males and approximately 51% are females. The AIG male population consists of 5% Asian, 72% Caucasian, 13% Black or African American, approximately 6% Hispanic, and less than 5% who identify as two or more or American Indian/Alaska Native. The female population consists of less than 5% Asian, 64% Caucasian, 23% Black or African American, less than 10% Hispanic, and less than 5% who identify as two or more or Native Hawaiian/Pacific Islander.

- As the AIG coordinator, administrators, teachers, and district directors analyze student achievement data, the AIG subgroup performance should be analyzed and evaluated.
- The Needs Determination Teams at the schools should maintain records reflecting subgroup representation among referrals, identified students, and served students. The team will also examine disproportionality issues between grades and determine if professional development on the characteristics of the gifted or instructional strategies for developing the potential of students is warranted. The AIG coordinator will look for disproportionality issues across the district.

- Martin County maintains a K-3 Talent Development program to enhance the potential of young learners and expose at-risk students to critical thinking skills at an early age.
- Teachers at the K-3 level use the principles of the First School program, which is an educational program, geared to helping African American and Latino children find more success in the classroom. It also focuses on the experiences of young males.
- The Needs Determination Team at each school uses data and staff feedback to examine how various services options have impacted student growth.
- The AIG coordinator communicates with district staff such as Exceptional Children's teachers, ELL specialists and the Title I Director to seek avenues to cultivate potential and recognize giftedness among these under-represented populations.
- A master list of identified students is kept in PowerSchool, and the AIG coordinator keeps a master list of students by grade, gender, and ethnicity. All the district's elementary and middle schools are considered Title I schools and therefore, considered to be of low socio-economic status. All students in the Martin County School district receive free lunch. By keeping these records along with achievement data, AIG coordinator and AIG Advisory Board can analyze trends in representation and achievement. Throughout the examination of all data, there will be careful attention to follow FERPA laws.



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*** Practice F**

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

The most effective educational instructional and socio-emotional support for AIG students is provided by teachers who are certified or at the least very well versed in gifted education. It is imperative to maintain current data regarding the credentials of personnel serving the gifted population.

- The AIG coordinator will work with the district Human Resources Department to keep accurate records of teachers who are AIG certified. School administrators will be kept up to date as well.
- The district will encourage teachers to obtain AIG licensure and/or attend AIG professional development opportunities to remain current on curriculum and instructional strategy.
- AIG students will be placed with AIG certified teachers when possible in order to ensure effective learning environments are established. Teachers providing AIG services who do not have his/her certified licensure will work closely with the AIG coordinator and/or other AIG certified staff.
- The AIG coordinator will be responsible for providing professional development in areas that are seen as a need. Needs will be determined through teacher surveys, EVAAS data, and/or concerns provided by the NDT teams at the school level.

*** Practice G**

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

To ensure that Martin County Schools maintains a high quality and effective AIG program, regular feedback from key stakeholders will be very beneficial. The maintenance of an AIG Advisory Board will serve as a much needed avenue of advocacy.

- The AIG Advisory Board will create and distribute a periodic survey to key stakeholders (teachers, students, parents, IHE representatives, community members, business leaders, etc.) for collection and review concerning the quality and effectiveness of the local AIG program.
- The AIG coordinator will present information to the AIG Steering Committee regarding AIG subgroup testing information, drop-out rates, headcount information, the number of high school students taking honors classes, etc.
- Parents will also be given the opportunity to provide input during meetings with teachers about DEPs and progress.
- Teachers will also reflect on the effectiveness of instructional strategies and service options during PLCs.
- Needs Determination Team meetings at each school site will also allow for the opportunity to assess student and program needs.
- The AIG coordinator will gather feedback concerning AIG programs and goals during regularly scheduled principal meetings.

The AIG coordinator in conjunction with the AIG Advisory Board will use all data to monitor accountability, effectiveness, and strengths of the AIG program and make revisions as necessary.

*** 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 AIG Advisory Board will use multiple sources of data to evaluate the effectiveness of the local AIG plan and program. The AIG coordinator is imperative to the process of collecting the significant data. The coordinator is the common link between discussions at the teacher level through PLCs and at the school Needs Determination Team meetings. The AIG coordinator gathers the information from district level meetings as well. This information is brought to the AIG Advisory Board prior to and during plan development periods. The following pieces of data may be used to analyze and review program effectiveness:

- Surveys from key stakeholders
- Recommendations and/or commendations derived from the Needs Determination Teams
- Recommendations and/or commendations derived from the principal meetings
- Recommendations and/or commendations from the Department of Public Instructions previous review of the local plan.
- AIG subgroup testing proficiency and growth data
- Headcount data
- Number of students taking honors classes, AP classes, dual enrollment, etc.
- Drop-out information
- Number of students accepted to college and universities
- Number of scholarships and awards achieved
- Memberships in extra-curricular activities
- Scores on The ACT, Pre ACT, SAT, PSAT
- Examination of student portfolios.

- Number of students being accelerated by subject or grade level

- mClass scores

- NC Check-in scores

- Aptitude scores

The AIG coordinator and the AIG Advisory Board continuously monitor the plan and how this plan aligns with the district's vision, mission, policies, and practices. This group completes an Interim Report designed by the NCDPI. The report is completed mid cycle of the three year plan development and revision process and allows the team to determine the changes, if any, that may need to be made to the program.

*** Practice I**

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

In order to garner continued support and to increase the quality of the AIG program, transparency and communication between stakeholders is a must. Therefore, data from the evaluation of the local AIG program will be made public through a variety of methods.

These methods may include but not be limited to the following:

- District website
- Principal meetings
- Needs Determination Team meetings
- Parent Teacher Association meetings
- Community and civic group presentations

- A print version will be available at all school locations

*** 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.

Martin County Schools has both a legal and ethical obligation to protect the rights of all AIG students through policies, procedures, and practices.

- Martin County Schools maintains a written plan available to all stakeholders and specifically lists the steps and procedures for identification, placement, testing, acceptance of transfers between LEAs and service options. The plan also outlines the procedures for resolving disagreements.

- The screening, referral, identification, and placement procedures are detailed in Standard 1. However, the following is a brief synopsis: For K-3 Talent Development and 4-12 Identification, teachers gather a body of evidence including aptitude scores, achievements scores, grades, teacher observations, extra-curricular involvement, etc. This body of evidence is presented to the school's Needs Determination Team who then looks over the evidence to see if it meets the criteria to become identified as AG, AR, AM, and/or IG. If the student meets the criteria, the student is placed in the appropriate class for his/her needs.
- The AIG coordinator meets with the parents of every newly identified student. During this meeting, the AIG coordinator obtains parent signatures allowing the student to participate in the program. The program is explained to the parents, each parent is given a handbook detailing such items as screening, referral, identification, placement, service options, procedures for resolving disagreements, and resources available for parents.
- Parents have the opportunity to provide input during the development of the educational service plan, and during the progress monitoring conferences with the teacher and/or AIG specialist. o Students transferring into the Martin County School district who have documentation of AIG services and/or

identification in a previous district will be automatically served for a period of one year. After that year, the Needs Determination Team will use Martin County Schools' documented service requirements to review the student's status and service options.

- The Needs Determination Team for each school reviews the AIG student's performance and growth at the end of each school year to determine the best course of action or service options for the future.
- Martin County Schools maintains a clear procedure for resolving disagreements regarding identification, evaluation, eligibility, or services. The parent shall first request a meeting with the school's principal, AIG coordinator, and the teacher of record. If the disagreement cannot be resolved, an administrative team meeting consisting of the AIG coordinator and the Superintendent or designee can be requested. If a resolution does not occur at this level, the local 71 school board will review the disagreement. At any point in the discussion, the school system may request mediation. In the event that the procedure developed under G.S. 115C-150(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115(C)- 150.7 has been implemented appropriately with regard to the child. Following the hearing the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 Chapter 150B of the General Statutes.



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* Ideas for Strengthening the Standard

Professional development focused on the equity of identification.
Reviewing with staff and the AIG Advisory Board the procedures, practices, and materials used for identification.

Planned Sources of Evidence

* Agenda, sign-in sheet, and exit surveys from professional development sessions.

* Agenda of AIG Advisory Board

* Samples of identification resources.

Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

Martin County Schools (580) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 06/28/2022

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>MCS 2022-25 AIG Plan Approval</u>

AIG Related Documents

Martin County Schools (580) 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	 MCS 2022-25 AIG Plan Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 MCS AIG Glossary of Terms
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	 MCS AIG Glossary of Terms
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Martin County Schools (580) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 MCS AIG Glossary of Terms