Martin County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

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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). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

Martin County Schools Vision for local AIG program: 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-directed learners. Martin County embraces this vision to meet the needs of our identified Academically Intellectually Gifted (AIG) students.

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

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Standard 1: Student Identification
The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: 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 on-going 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 and in all schools in the district.

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 methods including but not limited to the following:

• Teacher observations and checklists that focus on the following indicators:
  • High level of curiosity
  • Advanced abilities
  • Imagination
  • Advanced verbal abilities
  • Analytical thinking skills
  • Demonstration of leadership abilities
  • Problem solving abilities
  • Level of focus
  • Perception
• Abstract thinking skills
  Teachers will make note of students who score in the moderate to strong need.
• Achievement as seen through i-Ready Reading, i-Ready Math, and/or mClass. All three programs monitor student progress on grade level concepts. Students who demonstrate above grade level performance will be noted as needing differentiated services. Each program indicates above grade level performance. Students who show up as blue in Dibels and/or in the Test of Reading Comprehension (TRC) portions of mClass are working above grade level in the area of reading. In the i-Ready programs, students are assigned a scale score range for beginning of the year, middle of the year, and late year. Students who score in the highest ranges on a majority of the concept strands will be considered for talent development.
• Achievement as seen through grades. Students scoring "M" for mastered in reading and/or math should be considered for advanced opportunities.
• Student interest indicated through a student's focus area and/or curiosity. Information may be obtained through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation in extracurricular activities.
• 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 K through third grade meeting one or more of the above 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 (profile) 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 three of the four screening indicators will be determined as needing talent development in the area of reading and/or math. The teacher will then refer the student and the student's corresponding profile to the school's Needs Determination Team (NDT). The NDT comprised of the principal or designee, AIG coordinator, 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 wide 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 test or any nationally normed achievement test. Aptitude scores may be obtained through the Cognitive Abilities Test or any other nationally normed aptitude test
• Observations and completed checklists that focus on such indicators as critical thinking skills, advanced abilities, abstract thinking skills, high level of curiosity, problem solving abilities, and/or leadership qualities
• Teachers who nominate students will also gather and compose a portfolio of student work that exemplifies achievement and/or aptitude. 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 AIG coordinator to ensure rapid attention to student needs.

Referrals for grades 4-12
Students in Martin County may be nominated for AIG identification and services at any time during the school 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 portfolio comprised of screening indicators for all AIG candidates will be presented to the Needs Determination Team (NDT). A NDT, comprised of the AIG coordinator, a school administrator, AIG certified teachers, regular classroom teachers, and the school counselor, will review all the information to establish the need for differentiated services.
The information in the portfolio includes all information that has been gathered from the screening strategies. These items may include but not be limited to the following: a student profile sheet that includes the recommending individual, the subject or 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 ability to learn well beyond the expected level of one's age mates, these abilities are sometimes muted 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.

District Response: 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. As stated in Practice A, Martin County 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 or interviews with the student.
• 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.

Once the information or portfolio is completed, an official referral is made to the school's Needs Determination Team (NDT). This team examines the student profiles and makes a decision concerning the need for differentiated services. A student who meets the given criteria will be identified as Academically Gifted for both reading and math (AG), Intellectually Gifted (IG), Academically Gifted in Reading (AR), or Academically Gifted in Math (AM) When making decisions regarding differentiated services, the NDT uses the following criteria:
• Academically Gifted
• Observation of students recorded through both formal (checklists) and informal means; Observations should reflect a moderate to strong need for differentiation;
• Student performances 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 the NC End -of -Course exams; 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 for Academic Giftedness in Reading (AR). Likewise, students who score at or above the 90th percentile in the area of math will be considered for Academic Giftedness in Math (AM);
• 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 one or more areas of the aptitude test. As with the achievement scores cited above, a student will be considered for AG, AR, or AM based on the scores in the correlating areas;
• 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, and/or in the community;
- For identification of AG, AR, or AM a student needs to meet at least four of the five categories within the strong to very strong range.

**Intellectually Gifted**

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.

**Transfers**

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.

- Although a student may not formally be identified AG or AM, if the student scores a level 5 on an EOG or EOC, the student should be placed in an advanced math learning environment.

**K-3 Talent Development**

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

- **Early Entry to Kindergarten**: Early entry 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. 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

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. Therefore, 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 area 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.

• Formal and informal assessments:
  • A student scoring in the blue level of mClass may need 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 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 strategies. Any single criterion, if superior, may indicate a need for 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 school's principal, AIG Coordinator, and the Superintendent or designee. If a resolution does not occur at this level, 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 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.
Practice C
Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: As of the LEA's approval date for this plan, Martin County Schools' demographic information is derived from a total of 2936 students not including Pre-K. This includes 19 Asians, 1481 Black/African American, 263 Hispanic, 1 Native American Indian, 105 who identify as two or more races, 3 Native Hawaiian or Pacific Islander, and 1064 White. Males represent 1485 of the students; while females represent 1451 of the students. Seventy percent of the students are considered low socio-economic. The students are placed among 5 elementary schools, 2 middle schools, 2 high schools, and 1 alternative school.

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 or nurturing placement;
- Discrepancies in test results may require the use of additional non-traditional measures;
- All non-identified students are monitored for AIG potential throughout subsequent grades. Students may also be placed in classes with clusters of AIG identified students as a means of developing latent abilities;
- Information is provided to teachers of all grades on the characteristics of potentially gifted learners. Professional development opportunities are also provided locally and regionally.
- Needs Determination Teams (NDT) at every school meet and review students in grades 3 through 12. Students who are not identified during the initial screening in third grade are monitored by this team and possibly further assessed in subsequent years.
- The NDT reviews the grades, performance, and teacher/parent recommendations throughout the year as well as annually.
- The district AIG coordinator monitors EVAAS to analyze sub-group data.
- The district AIG coordinator reviews all student achievement data for grades 3-12 to ensure equitable access to AIG identification.
- The district AIG coordinator reviews all aptitude data for grade 3 to ensure equitable assess to AIG identification.
- The AIG coordinator works side by side with the district's instructional coaches. Activities are coordinated to optimize opportunities for students to demonstrate strengths. (The coordinator attends the coach meetings, provides professional development, and helps carry out district wide initiatives.)
- Martin County Schools encourages the continued use of the principles taught through the First School professional development program. These principles focus on how to increase the positive learning experience and learning environment of the minority population with a focus on the African American students.
Practice D
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** 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 this team include the principal or designee, the school counselor, AIG certified teacher(s), regular classroom teacher(s), and the district AIG coordinator. The attendance of the AIG coordinator at all meetings helps ensure consistency across the district.
• When identifying students as AG/AR/AM/ or IG, all NDTs use the same set of clearly stated procedures and criteria set forth by the AIG Plan.
• 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. 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 will maintain a record for all students who are referred for AIG identification, but not yet officially identified.
• The AIG coordinator attends all district principal meetings and pertinent leadership meetings so that relevant and important AIG 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.
**District Response:** Martin County Schools appreciates the need for all stakeholders to understand the procedures, processes, and services involved in the implementation of an AIG program. In order to provide the best possible learning environment for students, the teachers, the community members, and the parents and/or guardians need a clear understanding of all program aspects and practices.

• 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 well.
• The AIG coordinator meets with every parent/guardian of a newly identified student to explain details concerning the AIG program. At this time, each parent of an AIG identified student will receive a handbook that explains:
  • The purpose of the program;
  • Martin County Schools' definition of giftedness;
  • Identification and Placement Standards and Procedures;
  • Service options and descriptions of each one;
  • Annual review procedures;
  • Procedures for transfers from other LEA's;
  • Procedures to resolve disagreements
• The teachers who provide AIG services will meet with the parents/guardians of each newly identified AIG student and obtain consent regarding identification and placement. Parent and student rights will also be discussed. Teachers who provide services to AIG students are also responsible for meeting with parents/guardians to discuss the student's DEP/IEP. At these meetings, the parent may discuss his/her opinions and/or suggestions regarding service options and student needs;
• The AIG coordinator will be available to assist and/or consult on 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.
• District ELL staff assists with both written and oral translations as needed
• The AIG coordinator is a member of the district leadership committee and thus, is able to keep district leaders informed on AIG events, policies, and/or changes to the plan or policies.
• The district maintains an AIG webpage.
• Informational sessions, such as Parent Teacher Association (PTA) meetings, staff meetings, and professional development opportunities are held.
• Information sessions held at the beginning of the school year provide an opportunity to disseminate information concerning the AIG program.

**Practice F**
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.
**District Response:** • The local AIG Plan documents the district's screening, referral, and identification process. The plan is available electronically on the district's website as well as in print form at each school.

• The district utilizes a parent handbook to make critical aspects such as identification public.

• During the screening and referral process, a student portfolio is compiled. This portfolio encompasses checklists, work samples, aptitude scores, achievement scores, recommendations, and grades. The NDT analyzes this information for a decision as to placement and/or services. When a decision is made, each member of the team places their signature and the date on the student profile sheet contained in the portfolio. After reviewing the portfolio with parents/guardians, the AIG coordinator places the portfolio in the student's cumulative record.

• The AIG coordinator meets with the parents/guardians of every newly identified student. At this meeting, the parents/guardians sign consent forms and are informed about key aspects of the AIG Plan and Program.

• Teachers who serve AIG students will develop a paper DEP/IEP that outlines the student's service options. This document is reviewed with the parent for input, signed by the parent, and placed in the student's cumulative record.

• When a student is identified as AIG, the AIG coordinator works with each school's data manager to utilize PowerSchool to make a notation of the student's identification. The student is labeled AG, AR, AM, or IG.

**Ideas to Strengthen the Standard:** In order to increase the numbers of AIG identified students among special populations, Martin County schools will continue to improve the qualitative assessments, portfolios, and checklists that are used for identification.

Martin County Schools will continue to strengthen its talent development program at grades K-3 to focus on the potential for giftedness for under-represented populations.

Martin County Schools will continue its professional development on the characteristics of the gifted in an effort for teachers to actively seek students with potential and to correct "myths" concerning the behaviors of gifted students.

**Sources of Evidence:**

Martin County AIG Plan
District AIG Webpage
AIG Parent Handbook
Agendas from information sessions
Sign-in sheets from information sessions
Letters of communications with stakeholders
Signed DEP's
Student Identification profile sheets and portfolios
Teacher's referral applications
Minutes/agendas from Needs Determination Team meetings
Samples of information provided by teachers
Third grade IQ testing schedule
Achievement reports
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response: 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 classroom teacher, and an AIG certified teacher when available. The function of this 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 include but not be limited to the following information: the student's achievement level, aptitude level, interests, and readiness in the areas 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 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.
- Services for any student who is identified as AG, AR, or AM 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 AIG certified will work with the AIG coordinator to receive professional development related to the best practices and strategies for teaching gifted learners.
- The services for those who will benefit from talent development will also come from the classroom teacher with consultation from the AIG coordinator. At the K-3 grade level each school will offer enrichment opportunities to be led by a staff member(s) designated by the school administrator.
- Individuals providing the differentiated services for talent development and/or identified students
may consult with the AIG coordinator, the instructional coaches, the STEM coordinator, and/or the technology facilitator.  
- The AIG coordinator may provide direct or indirect services to gifted learners through model lessons, co-teaching, providing resources, or conducting school wide or district wide enrichment.  
- The AIG coordinator provides professional development concerning best instructional practices to use with gifted learners, the sharing of resources and how to use them, and best practices in creating an appropriate learning environment.  
- 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, 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, German Student Exchange Program, other 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, etc., and leadership opportunities.  
- The classroom teacher, the Exceptional Children’s teacher, and the AIG coordinator 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, communication, leadership, and problem solving. During the plan development, the teacher may consult with any or all of the following individuals: the AIG coordinator, the district STEM coordinator, the instructional coaching staff, a school counselor, the ELL specialist, the instructional technology facilitator, 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), 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. DEP’s 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 the following grade level.

• 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 focuses may however, change.

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: 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 of curriculum, 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.
• The district is dedicated to the assurance that all schools have access to the same materials and resources. The AIG coordinator helps with sharing the AIG perspective and allocation of needed resources by being a member of every school's Needs Determination Team.
• The AIG coordinator works with the Director of Accountability and Testing to analyze the growth and proficiency of AIG learners. (Benchmarks, Check-Ins, EOG's, EOC's) This data will become part of PLC meetings at the school level.
• The AIG coordinator partners with the instructional coaches, the STEM coordinator, and the instructional technology facilitator 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 staff work together for translations of material and developing potential of the ELL students.
• 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.
• 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 C
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: 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. There has been significant professional development focused on the teacher's use of data to individualize instruction for students. Teachers in grades K-12 are to use assessments both formal and informal to determine areas of mastery and/or remediation. Students are then grouped based on their individual needs. (Assessments may include mClass, benchmark tests, teacher-made tests, pre-tests, i-Ready diagnostic assessments, etc.)
• Through the AIG coordinator, the instructional coaches, and the Director of Accountability and Testing, Martin County Schools will continue to provide important professional development for teachers and staff. This professional development may focus on the analysis of data and best instructional strategies to use to support the growth of ALL students.
• The AIG coordinator and the district instructional coaches will be available to meet with teachers during regularly scheduled PLCs to discuss the needs of students, the most effective strategies to use with students, and the needed resources and materials.
• It is the practice of a Martin County Schools to place clusters of AIG students with teachers who
have their AIG licensure whenever possible. This is also the same policy for those teaching honors and Advanced Placement (AP) courses.

• The AIG coordinator and the Director of Accountability and Testing analyze EVAAS data to assess the proficiency and/or growth of AIG students and to determine which teachers seem to have more success with these students.

• The LEA maintains policies that assist with grouping that may accelerate a student through the curriculum. For example: Credit by Demonstrated Mastery, subject acceleration, grade acceleration, Early Entry to Kindergarten, early graduation, honors courses, Advanced Placement courses, and dual enrollment.

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

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

**District Response:** 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 Schools 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 referral, screening, and identification process, service delivery options, grievance policies, and important dates (Example: The dates by which teachers must submit student educational service plans.).

• Differentiated Education Plans are housed in a student's cumulative record. Teachers have access to these records in an effort to coordinate and/or develop DEP’s from year to year or semester to semester.

• The AIG coordinator will review delivery of differentiated services and instruction with all teachers.
and support staff annually through on site staff meetings, Professional Learning Communities (PLCs), and/or team level meetings. Other topics for review and discussion include a review of the screening, referral, and identification process, a review of how to implement a student's differentiated education plans, and a review of available resources and support.

• The AIG coordinator will provide professional development concerning key elements of the district's programming and services. (Characteristics and needs of gifted students, instructional best processes, etc.) This instruction may take place after school, on district workdays, in PLC meetings, during staff meetings, or during summer break.

• The LEA maintains an AIG webpage that will share the AIG plan, programs, and information concerning state and local regulations as well as Article 9B.

• Groups of key stakeholders (teachers, students, parents, 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.

• A print version of the AIG plan is 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 the new school year.

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

District Response: 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, any classroom teacher delivering services to gifted learners, and the Exceptional Children's teacher when necessary will 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 these meetings, the AIG coordinator makes recommendations to the principal 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 is again provided with the names of each identified student and his/her identification area(s). This is followed by a review of service options and best instructional practices. Teachers are instructed to develop the student's appropriate educational plan for the upcoming year. Previous plans and annual reviews are housed in the student's cumulative folder in order to be available for the teachers to review in the coming years.

• The AIG coordinator is a member of each school's NDT in order to maintain consistency across the district.

• 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 during the school year.
• Grade level PLC meetings will involve the discussion of the gifted learner's progress.
• Regular classroom teachers who provide services to gifted learners will consult at regular intervals with the AIG coordinator and/or AIG certified teachers within the school.

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

District Response: 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, regular education teachers, school administrators, 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 is the development of personal competence.
  o The AIG coordinator along side with 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.
  o 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, Renzulli’s Type I experiences, and/or mentorships.
  o 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.
  o 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 to become socially competent and culturally aware.
  o 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.
  o The Student Services department works with its school counselors and social workers, the Exceptional Children’s specialist, and the ELL specialist 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.

School counselors will continue to provide lessons in Character Education at the school level.

**Martin County Schools' goal for its advanced learners 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 will focus on the characteristics of a good leader, past and present great leaders, participation in problem-solving situations, and 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, instructional technology facilitators, or STEM coordinator.

**The district will continually provide parent/guardian, teacher, and student access to books and/or materials that address important issues faced by gifted learners.**

**The AIG coordinator will continue to disseminate, to families and students, information regarding opportunities that would be appropriate for gifted students outside of the school. For example, camps, classes, workshops, etc.**

**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 work together with the student and his/her parents to develop an Individual Differentiated Education 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.**

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

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

- Students who meet the criteria for talent development or who are identified AG, AR, AM, or twice-exceptional may need some form of acceleration. 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.
  - Performance equal to the grade of advanced placement as documented by work samples, portfolios, EOG/EOC scores, and/or NC Final Exams.
  - Teacher recommendation noting social, emotional, and physical maturity.
• State law allows parents of four year olds to provide evidence of their child's giftedness for early Kindergarten entry. Students must demonstrate:
  o Standardized score on a measure of intellectual ability at or above the 98th percentile.
  o Standardized score on a measure of achievement at or above the 98th percentile.
  o Evidence of social and developmental maturity.
  o Student performance (work samples) well above age expectations.
  o No large gaps evidenced between verbal and nonverbal ability. Evidence in motivation and interest in learning.
• Students who are identified AG, AR, AM, and IG will be clustered together in classrooms with advanced learners who excel in the same area(s).
• Dual enrollment is an option that allows students to be enrolled in two academic institutions at the same time. Criteria may include:
  o Teacher and/or principal recommendation
  o High level of performance as documented by work samples, grades, EOG/EOC scores and/or aptitude scores.
  o Student interest and ability to adjust to learning environments.
• 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 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 those students who excel or show deep interest in a particular subject.
• Mentorships/Internships are available for those students who share a common interest in a profession.
• Students may be grouped to utilize the NC Virtual Public School.
• Students may take online classes through a partnership with ECU, ECSU, UNC-Greensboro, MCC, BCC, and NCSSM.
• Students may be grouped for curriculum compacting or/and independent study opportunities within the classroom to accelerate learning among the students who have demonstrated mastery of a concept as exhibited through teacher observations, work samples, formal/informal assessments, and/or interests.
• Students who meet the number of credits as defined by the state of North Carolina are eligible for
early graduation from high school.
• The AIG coordinator works closely with the Director of Accountability and Testing to analyze the
growth and proficiency of AIG learners. (Benchmarks, NC Check-Ins, EOG(s), EOC(s), etc.) This data
will become a part of PLC meetings at the school level.

All of the above grouping options are made public through the AIG plan, Martin County Schools’
website, flyers, registration guides, school websites, and/or administrative meetings.

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

District Response: 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.
• Teachers in K-12 will receive continuous professional development on the characteristics that
identify gifted learners and/or learners with high potential.
The AIG coordinator and instructional coaches will facilitate this training.
• Teachers in K-3 will continue to use the tools taught during the First School initiative, a researched
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 students.
• Each elementary school will maintain a talent development program for students who demonstrate
high ability or potential ability as seen through such measures as teacher observation, benchmark
assessments, performance on tasks, motivation, mClass assessments, i-Ready assessments, etc.
These talent development programs should emphasize the enhanced use of critical thinking skills.
• Teachers who work with specialized groups of students (EC, ELL, 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 are not formally identified may also have the opportunity to take honor classes if the
interest exists.
• Students showing academic potential may be placed in classrooms with AIG students for the
purpose of talent development.
**Practice I**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** Martin County Schools maintains extra-curricular opportunities and programming for giftedness. These activities are communicated to parents, students, and teachers through a variety of means including but not limited to: district and school websites, AIG page on the website, flyers, emails, phone calls, opening nights at the schools, morning announcements, and staff meetings. Below is a list of a few of the activities or opportunities available:

- **Competitions:**
  - MathCounts
  - Battle of the Books
  - Spelling bee
  - Science fair (K-5)
  - Envirothon (middle school)
  - Blue Ribbon Art Contests
  - Robotics

- **Clubs and Organizations:**
  - InterAct
  - Fellowship of Christian Athletes
  - Health Occupations for Students of America
  - FFA
  - Science Club
  - Chess Clubs
  - Book Clubs
  - Honor Societies
  - JROTC

- **NC Governor’s School**

- **Student Exchange Program**

- **Band**

- **Chorus**

- **Internships, Mentorships, Apprenticeships**

- **Summer Ventures**

- **Hugh O’Brian Youth Leadership**

- **Specialized electives (Engineering, hydroponics, agriculture, culinary, animal science, Legos, nursing fundamentals, medical terminology, 3D printing, etc.)**

- **Online course opportunities**

- **Duke Tip**

- **Cultural programs sponsored by the Martin County Arts Council**
Regional, state, and local competitions
Countywide grade level enrichment program led by the AIG coordinator
Special night activities for parents and students. (Math Night, Science Night, Arts Night, STEM Night, etc.)
Participation in activities is encouraged through school announcements, teacher recommendations, flyers, social media, etc.

Ideas to Strengthen the Standard: Provide professional development that focuses on developing an appropriate learning environment that:
* allows for students to explore, invent, and create
* helps students develop tolerance for the differences and perceptions of others
* helps build self-esteem
* focuses on mistakes as opportunities for growth and discovery
* helps deal with the stress and emotions that may come with uniqueness and high potential
Continue to help teachers infuse depth and complexity into their instruction

Sources of Evidence: Newspaper articles
Class rosters
Club/organizations rosters Library of books
Student course schedules
Student interest inventories
Student DEPs, IDEPs, and TDEPs
Menu of service options
Minutes of meetings held with Central office personnel/AIG Advisory Board
List of professional development offerings
The AIG Plan
Minutes from staff meetings
Emails
Minutes from Needs Determination Team meetings
PawerSchool data
Correspondence between the AIG coordinator, school counselors, and site administrators
Agendas from PLCs
Survey results
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Martin County Schools realizes that AIG students need the curriculum and instructional practices adapted to meet their individual needs. Teachers use the NC Standard Course of Study as an entry point for curriculum, and based on student needs, adapt this core curriculum content appropriately for enrichment, extension, and/or acceleration opportunities.

• When planning curriculum, teachers are encouraged to assess student needs by using interest inventories, knowledge of multiple learning styles, classroom pre-assessments, other formal and informal assessments, prior achievement data, prior aptitude data, previously written Differentiated Education Plans, and/or teacher observations to determine how best to differentiate the curriculum.
• When creating differentiated lesson plans and units, teachers are to consider the following: Use the information that you know about the student’s interest, ability, and readiness. Take this information and adapt the following:
  o Content: alignment, depth, research based, authenticity, accuracy, accessibility, rigor, and complexity
  o Process: use of critical thinking skills and best instructional practices
  o Product: pre-assessments, rubrics, expression, style, preferences, and authenticity.
• The content, process, product model is to be used by teachers as they develop DEP's for elementary and middle school students, as well as high school teachers who are developing Honors Portfolios. The DEP's and Honors Portfolios are to state how the curriculum is to be differentiated to meet the needs of the students.
• In grades K-5, the use of “whole group/small group” instruction is encouraged to help teachers meet all the academic and emotional needs of their learners.
• The LEA offers students several different options for acceleration. Among these options include: subject acceleration, grade level acceleration, Early Entry to Kindergarten, early graduation, Credit by Demonstrated Mastery following NC guidelines, dual enrollment, and/or online learning opportunities.
• Independent study contracts are a viable means of curriculum differentiation at all instructional levels.
• Teachers use differentiated support materials such as those provided by the North Carolina Department of Public Instruction and its AIG Department.
• Teachers have common planning times to use in the development of opportunities for classroom differentiation.
• Instructional coaches, the AIG coordinator, the STEM coordinator, the Instructional technology facilitator, the EC specialist, and the ELL specialist are all available to meet with teachers to plan and/or co-teach.

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

As previously stated, the teacher will develop a differentiated plan for a student after assessing the student’s needs. This plan may reflect but not be limited to the following service choices:

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, 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, German Student Exchange Program, other 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, etc., and leadership opportunities.

Glossary and Terms for AIG Programming
Acceleration: Progress through an educational program at rates faster or at ages younger than conventional. (Pressley, 1949)

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.

Cluster Grouping within a regular classroom: A cluster group consists of 4-10 highly advanced students assigned to a regular heterogeneous class. 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.

Criteria include:

• Achieving in reading or math two grade levels above placement
• Informal inventory of achievement in reading or math
• Administrator and/or teacher recommendation based on evidence of performance (sample work, portfolio, products, etc.)
• Aptitude at or above the 90th percentile
• End-of-Grade score (s) when applicable at or above the 90th percentile

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.

Curriculum Compacting: Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery on basic skills.
**Practice B**
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**District Response:** Martin County teachers currently employ diverse and effective instructional practices that address the range of needs exhibited by AIG or potentially AIG students. Continuous professional development equips teachers with the skills to study the abilities, readiness, interests, and learning styles of their students and adapt the curriculum to match those needs through one or more of the following areas: content, process, and/or product. Commonly used instructional practices may include but are not limited to the following:

• Administration of interests inventories
• Administration of pre-assessments, formative assessments, and summative assessments to determine ability and/or readiness
• Curriculum compacting may be used for acceleration of content within the classroom.
• Different types of grouping strategies such as cluster grouping, flexible grouping, and/or grouping by interests may be used to enrich or extend content.
• Ability grouping may be used to allow the teacher to delve deeper into the content or work with higher critical thinking skills.
• Tiered lessons will be used to adapt the curriculum to allow for rigor.
• Choice menus will be used to enrich, extend, or provide rigor.
• Mentorships, internships, and/or shadowing may be used to develop interests or provide relevance for students
• The content may be differentiated by providing opportunities for advancement: Early Entry to Kindergarten, early graduation, subject acceleration, or grade acceleration
• Students may participate in Problem Based Learning for relevance and rigor
• Teachers may use simulations to differentiate for students.
• Honors Classes and Advanced Placement opportunities
• Online instruction
• Paideia
• STEM activities
• Dual enrollment
• Competitions
• Clubs and organizations
• Renzulli's Triad Model
• Icons of Depth and Complexity
• Cooperative Learning
• Multilevel learning stations
• Team teaching, collaboration, and consultation with other teachers or resource support such as the AIG coordinator, STEM coordinator, Technology Facilitator, and/or instructional coaches
• Independent studies or contracts
**Practice C**
Incorporates a variety of evidence-based resources that enhance student learning.

**District Response:** The teachers of the gifted in Martin County make every effort to enhance student achievement by the use of differentiated curricular and research-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. Various resources are available but their use may depend on individual school or teacher choice. The following are a few of the available resources:
- Spatial Reasoning by the Center for Learning at William and Mary
- Jacob's Ladder by the Center for Learning at William and Mary
- Thinking Maps
- Hands on Equations
- Content, Process, Product Model as researched by Maker and Gallagher
- Renzulli's Enrichment Triad Model
- Cooperative Learning
- Project based Learning
- Understanding by Design
- STEM activities
- Instructional Resources Project by NC DPI
- Icons of Depth and Complexity
- i-Ready Math/i-Ready Reading (Two programs that allow students to work at their own pace and provides enrichment activities for students who have mastered a skill.)
- Write from the Beginning and Beyond
- Bloom's Revised Taxonomy

The district AIG coordinator as well as district curriculum coaches collaborate with the teachers to continuously seek and/or develop materials that will help meet the needs of students. District and school level collaboration ensures the unification of initiatives.

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

**District Response:** 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
skills 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
- Career and College Promise/dual enrollment
- STEM activities that provide opportunities to apply learning in the real life contexts- Examples: addition of 3D printing technology, experiments with hydroponics, geocaching, coding, robotics teams
- Maintenance of a Student Exchange Program with students from Salzgitter, Germany
- Opportunities to travel abroad
- Articulation of the 21st century skills in Honors portfolios
- Addition of engineering courses at the high school
- STEAM replacing the art course in some elementary schools
- Partnerships with community organizations and businesses that provide opportunities for mentoring, shadowing, internships, and apprenticeships
- Increased number of Honors courses added in the Arts and CTE
- Available credentials in the CTE program:
  - Microsoft Specialist-Word, PowerPoint, Excel, and Access
  - 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
  - Initiation of a Career and Technical Education Center
- Academic competitions as well as competitions in the arts
- Clubs and organizations
- Book club lunches
- County wide initiative for Write from the Beginning and Beyond program

Martin County Schools finances Instructional coaches, a STEM coordinator, and AIG coordinator and an Instructional Technology Facilitator to help teachers plan lessons and units that incorporate 21st century skills. A STEM grant awarded to the county has provided numerous technology resources for teacher and student use. The county supports staff attendance at professional development, locally, regionally, and state wide, focusing on helping teachers to become proficient in utilizing 21st century skills.
Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: It is the goal of Martin County Schools to meet the individual needs of all students. AIG certified teachers, as well as 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, Reading 3D, i-Ready Reading Diagnostic, i-Ready math diagnostic, progress monitoring of Reading 3D, NC Check-Ins
• Summative assessments- EOG, EOC, NC Final Exams, WorkKeys, The ACT, etc.
• Classroom instruments- interest inventories, teacher made tests, SchoolNet assessments, product rubrics, etc.
• The ACT, the Pre ACT, the SAT, and the PSAT
• EVAAS data is discussed with principal and teacher. The Director of Testing and 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. There is a district initiative to ensure that teachers and staff members understand how to correctly interpret data and use the knowledge to differentiate for student need. Instructional coaches, the AIG coordinator, the Director of Testing and Accountability not only help provide training, but help with using the information to group students so instruction can meet the need of the student.
• Teachers are provided common planning times to use data as a point for discussion when looking a curriculum.
• Professional Learning Communities are in place for teachers to discuss how to use the collected data most effectively.
• Once the data is interpreted by the teacher or other staff members, it may be used in the following ways:
  o To tier lessons so that AIG learners may be exposed to deeper critical thinking and reasoning while other students either focus on core content or receive remediation/more basic assignment.
  o To compact the curriculum. Students who have already mastered a topic may need to be accelerated to the next level.
  o To place students in grouping situations so that they may work with students with similar needs.
  o To group students by their interests
  o To cluster students together in certain subjects
  o For the purpose of co-teaching strategies
• Groups should remain flexible, allowing students to flow in and out of a group as his/her needs or interests change.
**Practice F**
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

**District Response:** 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 used by the district to support the social and emotional needs of AIG students:

- Use of bibliotherapy
- Use of interest inventories
- Allowing for some choice in assignments or tasks
- 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
- Use of cluster grouping, flexible grouping, and interest grouping
- Maintenance of a library of books for parents, students, and teachers that address topics concerning the challenges of AIG learners
- Periodic conferencing between AIG teachers, school counselors, and students
- Extracurricular activities, clubs, and organizations
- Anti-bullying programs embedded into Character Education instruction
- Career development plans beginning in eighth grade
- Participation in the national Rachel's Challenge program
- DARE and GREAT programs
- Positive Behavioral Instructional Support
- Maintenance of protocols for reactive attention to issues such as eating disorders, depression, extreme perfectionism, etc.
- MATCH health program at the middle schools

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

**District Response:** Martin County Schools does not formally identify students as AIG until the end of third grade. However, students, especially those who are underrepresented, 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 in grade level.

• The AIG coordinator and instructional coaches continue to provide K-3 teachers with on-going professional development concerning the characteristics of gifted learners and the best practice strategies for teaching those learners.

• The AIG coordinator and instructional coaches are available to help K-3 teachers analyze data to identify the learning needs of students, thereby helping the teachers seek those students who are already proficient at various levels.

• Each school containing grades K-3 maintain enrichment opportunities. Teachers use a multiple criterion system including teacher checklists, Reading 3D information, i-Ready reading and Math performances, student interests, and class performance to determine student need. Instruction during these blocks will be interdisciplinary with math and reading to promote both academic achievement and critical thinking skills. Units and/or lessons will focus on higher order thinking skills, problem solving, and logical reasoning.

• Classroom teachers will use workstations and "whole group/small group" instruction as another means of differentiating the curriculum content.

• Cluster grouping and flexible grouping will be used in the workstations and in small group development.

• Other options available to students in grades K-3 include: grade acceleration, subject acceleration, cross-grade grouping, and Early Entry to Kindergarten

• K-3 students are also offered academic competition opportunities.

• Teachers in K-3 also differentiation for students by using tiered lessons, independent studies/contracts, and compacting curriculum. These methods allow teachers to differentiate based on a student's interests, abilities, and readiness.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Collaboration among the AIG coordinator, AIG certified teachers, regular classroom teachers, Exceptional Children's teachers, school counselors, instructional coaches, and administrators is essential for the development and implementation of differentiated curriculum and instructional best practices.

• The AIG coordinator, school administrators, and school counselors will determine the best placement 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 practice strategies for teaching advanced learners. Recognizing the
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 use of Icons of Depth and Complexity in their lessons in order to provide challenge and rigor.
- 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 instruction.
- The AIG coordinator and instructional coaches will work with teachers on how to use 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, 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 third graders.
- The AIG coordinator, instructional coaches, and teachers 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, teachers, and any other necessary staff member will use professional development to foster the power of providing students with choice to collaborate in the development of menu choice boards, independent contracts, and interest centers.
- The Instructional Technology Facilitator has provided instruction of the use of Google Meet so that teachers may collaborate without travel.

- Collaboration may take place during common planning periods, staff development sessions, after school sessions, teacher planning periods, and on professional development days.
- Teachers who provide the direct services to AIG students will meet on a regular basis during Professional Learning Communities (PLC’s) to assess the progress of gifted learners and adapt curriculum instruction as needed. County staff members are available for consultation.
- The district provides a minimum of two opportunities a year for teachers to come together countywide to discuss progress and share resources.
- The regular classroom teachers, AIG certified teachers, school counselors, and AIG coordinator will collaborate on 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, teachers, school administrators, instructional coaches and central office personnel will work together in the selection of appropriate resources and materials for the school district and/or individual schools.
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** 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, or product. It will detail the instructional practices that will be used and the critical thinking skills that will be the primary focus. Any student who is identified Intellectually Gifted will receive an Individual Differentiated Education Plan (IDEP) that indicates the instructional strategies and self-advocacy skills that will be the student's focus. Students who are in need of talent development at the K-3 level will receive a Talent Development Plan (TDP) documenting the differentiated curriculum and instructional practices that will be used to further improve his/her potential for higher-level thinking.

- The teacher who provides the direct differentiated curriculum and services will develop the DEP, IDEP, or TDP for each individual child. The AIG coordinator, school counselor, and/or instructional coaches will be available for consultation.
- The teacher providing the direct differentiated services is responsible for reviewing any or all developed plans with the parents/guardians and students. At this time, parents/guardians have the right to ask questions and provide input.
- The AIG coordinator meets with the parents and guardians of every newly identified student.
- Student plans will reflect the area or areas in which the student is gifted.
- Student DEP's and IDEP's will be placed in an orange file folder and housed within the student's cumulative folder.
- The teacher of record and the school administrator will keep TDP’s.
- At the end of each year, the school's Needs Determination Team will review the student's differentiated plan and his/her academic or social emotional progress. At this time recommendations are made. New plans will be written with these recommendations and evidence of progress in mind.

**Ideas to Strengthen the Standard:** Continue to grow in the area of curriculum mapping. Continue to have teams of effective teachers develop grade specific and/or themed curriculum appropriate for gifted students.

**Sources of Evidence:** Performance growth for AIG students
Lesson plans
Differentiated Education Plans
Individual Education Plans
Talent Development Plans
Program assessment data
Agendas from staff meetings
Enrollment numbers for college classes, NCVPS, dual enrollment, Math and Science students,
Rosters from clubs and organizations
Competition dates/programs
Class rosters for Honors/APArts/CTE
Portfolios for Honors courses
Data from on-going assessments
Program agendas
Conferencing records
Library of books
Data from computer based programs
Rosters for cluster groups/enrichment groups/flexible groups
Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: Martin County Schools employs an AIG licensed coordinator to oversee and support the AIG programs, 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;
• monitors the development and implementation of student education plans (DEPs, IDEPs, and/or TDPs);
• oversees and/or assists in the record keeping related to state requirements for gifted students including student profiles, DEPs, IDEPs, TDPs, Honors portfolios, yearly reviews and PowerSchool information;
• ensures that records transfer between feeder schools;
• ensures the accuracy of the fall and spring headcount information;
• 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, etc. This ensures that decision making is equitable and consistent across the county;
• manages the selection of Governor 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 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, parents/families, etc.;
• attends local, regional, and state AIG meetings or professional development that will support the AIG program goals;
• coordinates the high school Student Exchange Program;
• coordinates and facilitates various extra-curricular activities and competitions;
• attends district meetings with principals and/or Central Office personnel for collaboration efforts that benefit gifted learners.
Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: At this time, Martin County Schools currently employs one AIG specialist for the district. This individual also serves as the 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 grade levels K-12);
• provides resources for use by the teacher providing direct services to the identified students (All grade levels K-12);
• is available to provide model lessons for educators to enhance curriculum (All grade levels K-8);
• is available to co-teach with classroom teachers or other professional staff (All grade levels K-12);
• collaborates with other district staff to provide opportunities for identified students (Examples include: career exploration, field trips, STEM activities, critical thinking activities, countywide grade group collaborations, etc.) (All grade levels K-12)
• coordinates county competitions and/or opportunities such as MathCounts, Battle of the books, the Blue Ribbon Arts Competition, NC Governor's School, lunch book club, parent/student book club, 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 are appropriate for students, parents, and professional staff (All grade levels K-12);
• attends professional development opportunities to enhance his/her own professional knowledge and skills as well as providing appropriate staff development for teachers;
• reports to the superintendent and school administrations at principal meetings on the progress and status of current program aspects and events;
• coordinates the district's Student Exchange Program (Grades 9-12);
• helps with the development of Honors portfolios (Grades 9-12).

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.
**District Response**: 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 effective instructional strategies and resources to use with gifted learners. Martin County professional development requirements are as follows:

- At the beginning of the year, the AIG coordinator will provide resources and tools for all involved to support the needs of AIG students:
  - Review all changes to the AIG Plan
  - Assist in the facilitation of paperwork
  - Review service options, best instructional practices for gifted, and appropriate resources
  - Review content, process, product model
  - Assist in the development of the various educational plans for advanced learners
- The AIG coordinator will facilitate professional development that is specific to the following groups:
  - Classroom teachers: Characteristics and Behaviors of the Gifted, Process of Identification, Differentiation and Instruction, and the Social and Emotional Needs of Gifted Learners (Continuous from the beginning of the year)
  - School counselors: Characteristics and Behaviors of the Gifted, Process of Identification, the Social and Emotional Needs of the Gifted (Beginning of the year)
  - ELL staff: Characteristics and Behaviors of the Gifted and Process of Identification (Beginning of the year)
  - Exceptional Children's teachers: Characteristics and Behaviors of the Gifted, Twice/Dual Exceptional Students (Beginning of the year)
  - Administrators: Characteristics and Behaviors of the Gifted, Process of Identification, Differentiation and Instruction, Social and Emotional Needs, Twice/Dual Exceptional (Continuous)
- The AIG coordinator will work with district instructional coaches to help integrate differentiation into the curriculum.
- Certified district staff and principals will be surveyed for possible in-service training topics. 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 each renewal cycle. Professional development may include but is not limited too the following:
  - Brain-based research
  - Multiple intelligences/Learning styles
  - Depth of Knowledge
  - Revised Bloom's Taxonomy
  - Technology tools
  - Creative thinking skills
  - Critical thinking skills
  - Icons of Depth and complexity

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

**District Response**: Martin County Schools is committed to placing AIG students in the setting most suited for their growth and achievement.
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 class. 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. Criteria include:
- Achieving in reading or math two grade levels above placement
- Informal inventory of achievement in reading or math
- Administrator and/or teacher recommendation based on evidence of performance (sample work, portfolio, products, etc.)
- Aptitude at or above the 90th percentile
- End-of-Grade score (s) when applicable at or above the 90th percentile

Students are clustered together based on his/her area(s) of identified need.

- The AIG coordinator will work with the district licensure/PD staff to develop a set of professional development requirements for teachers providing the direct services to gifted learners.
- The AIG coordinator will work with administrators to ensure the effective AIG student placement. The coordinator will continue to monitor placements throughout the year.
- Teachers will be recruited and encouraged to obtain AIG certification. Any teacher obtaining certification will be recognized at the local Board of Education meetings during the Board Spotlight Events.
- The AIG coordinator will work with the Director of Accountability and Testing to analyze EVAAS data in search of teachers who show progress with AIG students.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** For the continued growth of teachers and the benefit of students, it is necessary to focus on local AIG program goals as well as district initiatives when planning professional development (PD). Differentiating for the student's interests, readiness, and/or abilities in order to help each student become college and career ready as well as 21st century learners is the goal in every classroom across the district. Therefore, it is natural to consider all program goals, AIG goals included, when developing PD.

- The AIG coordinator meets with the district curriculum team on a regular basis to ensure that the AIG perspective is clearly defined within any district initiative.
- District professional development will include effective strategies for all students: AIG, EC, etc.
- The AIG coordinator, along with other pertinent staff members, will deliver and/or facilitate
professional development on the following areas: characteristics of gifted students, the social and emotional needs of gifted students, the process of identifying gifted learners, and instructional strategies that work well with gifted learners.

• Teachers of the gifted or high functioning students will be asked to analyze student data and report areas of professional development needed based on the evidence. (NC Check-ins, benchmarks, mClass, i-Ready reading, i-Ready math, etc.)

• The AIG coordinator and other pertinent staff will develop and/or secure resources needed for instruction. The resources used should reflect areas of need.

• District employees including but not limited to teachers, school counselors, and administrators will be encouraged to attend professional development opportunities provided locally, regionally, or at the state level.

• The district will encourage membership in state and national teaching associations.

• The AIG coordinator partners and collaborates with other LEA departments and teams to ensure that the needs of gifted learners are considered when making decisions. These departments may include: the Curriculum Department and Instructional Coaching Team, the Accountability Department, School Improvement Teams, Department of Student Services, etc.

• In meeting with the individual groups listed above, the AIG coordinator's role is to provide a perspective of how the resources purchased, instructional practices that are encouraged, and other district initiatives may impact gifted learners.

For example, in the use of guided reading throughout the county, the AIG coordinator will teach teachers how to use the icons of depth and complexity to add rigor. Furthermore, the district has adopted the use of Write from the Beginning and Beyond program. The AIG coordinator's goal is to provide the information on how this program can be used to accelerate the content for the gifted. The district's initiative for "whole group/ small group" instruction will be enhanced with professional development concerning the instruction and resources to use in small group and in centers.

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

District Response: Professional development is very important for a teacher's opportunity for growth. However, the information alone is not enough. The teacher must have time to implement and reflect upon the strength or weakness of the implementation. Follow up instruction is very valuable in the solidification of the new knowledge transitioning to an instructional practice that is continuously used effectively and with fidelity.

• The AIG coordinator meets regularly with the district's instructional coaches, the STEM coordinator and the Instructional Technology facilitator. In these meetings discussion revolves around the reflection of how the process of implementing previous professional development and district initiatives is actually happening in schools. This teams looks at the strengths and weakness and problem solves for the best course of action. These actions may include: reteaching information,
modeling instruction, co-teaching with the teacher, analyzing resources, and/or allowing teachers to observe one another.

• Each school has designated PLC's in which teachers, including those of the AIG, may plan together and/or collaborate on refining an application. They will look at data to measure effectiveness and fidelity.
• Most schools have common planning times for teachers to plan, discuss, and reflect upon implementation efforts.
• There is continuous dissemination of information relating to professional development. This dissemination may take several forms: emails, Google meets, staff meetings, PLC's, etc.
• Teachers who attend professional development are often asked to bring student work, resources, or lessons pertaining to the training back with them to later meetings or follow up sessions.
• Teachers are asked to provide feedback pertaining to how the professional development impacted his/her classroom or instruction. This feedback may be shared through written communication, exemplar lessons, oral presentations, technological presentations, and/or surveys.
• The district has a team assigned to schools for District Walk-Throughs. These assessments are meant to identify strengths and weakness and are not punitive. These practices will occur as regularly as budgetary and time constraints allow.

**Ideas to Strengthen the Standard:** Develop a program or plan for incentives to teachers who gain their AIG licensure.

**Sources of Evidence:** PowerSchool roster
- Reports to supervisors
- AIG student performance records
- Agendas and minutes from meetings
- Library collection
- Teacher licensure
- Class rosters
- Professional Development Schedules
- Student transcripts
- Menu of professional development
- Professional materials
- Schedule of meetings
Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

* academic and intellectual
* social and emotional

District Response: 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**

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

**District Response:** For the optimal growth and benefit of the gifted learner, communication among and between stakeholders concerning AIG programs and policies is a necessity.

• The AIG coordinator meets with all parents/families of newly identified students.

• Each year, parents/families of gifted learners meet with the teacher(s) providing the direct services to the students. There will be an initial meeting to discuss the student's educational plan for the year, and subsequent meetings will center around the student's progression toward previously outlined goals.

• Information regarding the AIG plan and policies as well as accomplishments of the AIG program will be available to parents and the community through a web page on the district website, a parent handbook, emails, fliers, newspaper publications, and automated calls.

• The AIG program is a consistent part of the monthly principal meetings. The AIG coordinator updates administrators regarding activities, achievements, policies, etc. The AIG coordinator also periodically presents to the Local Board of Education.

• Parents and community members have a seat on the AIG Advisory Board.

• The maintenance of an AIG parent group will help support AIG program goals.

• The AIG coordinator often speaks at civic organizations regarding the AIG program and its activities.
**Practice C**
Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

**District Response:** 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 parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** 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.

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

District Response: 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.

**Ideas to Strengthen the Standard:** Continue to develop partnerships with local businesses. Participate in grant writing to secure funds for programs that expose under represented groups of students to new ideas and environments.

**Sources of Evidence:** Parent handbook
Publications
PowerPoints
Minutes from meetings
AIG Advisory Board meetings (Sign-in sheets and agendas)
Volunteer logs
Media and news publications
Newsletters
Receipts
Products
Portfolios
Student Schedules
Standard 6: Program Accountability

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

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

District Response: 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 Check-ins, 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.

District Response: 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.

**District Response:** 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, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.
District Response: 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
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: 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 2936 students not including Pre-K. Of the 2936 Martin County students 208 are currently identified as either AG, AR, AM. This includes less than 5% Asian, approximately 50% Black/African American, less than 10% Hispanic, less than 5% Native American Indian, less than 5% who identify as two or more races, less than 5% Native Hawaiian or Pacific Islander, and less than 36% White. Males represent approximately 50% of the students; while females represent the other 50% of the students. Seventy percent of the students are considered low socio-economic. The students are placed among 5 elementary schools, 2 middle schools, 2 high schools, and 1 alternative school.

Of the 2936 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 less than 10% Asian, 67% Caucasian, 12% Black or African American, less than 10% Hispanic, and less than 10% who identify as two or more. The female population consists of less than 5% Asian, 69% Caucasian, 22% Black or African American, less than 5% Hispanic, and less than 5% who identify as two or more.

• Martin County maintains a K-3 Talent Development program to enhance the potential of young learners and expose at risks 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.

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

**District Response:** 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/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

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

District Response: 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
Disseminates all data from evaluation of the local AIG program to the public.
**District Response:** 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 and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** 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.

- 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 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. 115C-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.

**Ideas to Strengthen the Standard:** Participate in holding focus groups comprised of parents, community leaders, educators, and students to gain support and receive ideas for strengthening the program.

**Sources of Evidence:** The AIG Plan
Survey Results
Agendas from meetings
Documentation of parent rights
Evaluation data
Minutes from principal's meetings
Glossary (optional):

Appendix (optional):
03221000.PDF (Local Board Approval Document)