

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

Approved by local Board of Education on: 11-JUN-19
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Carteret County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

Carteret County Public Schools Vision for local AIG program: Carteret County Schools strives to create a learning environment in which gifted student's are provided a rigorous, engaging curriculum that addresses the unique strengths, talents and abilities of our learners. Our school system will recognize, cultivate, and value gifted students' unique needs from entrance into school through graduation. We will work to engage and educate ALL stakeholders on the learning needs of our gifted students in order to ensure they reach their full potential.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$445145.00	\$0.00	\$0.00	\$0.00

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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: Carteret County Schools utilizes both qualitative and quantitative data for screening and referral for AIG services across all grade levels. Through a multi-tiered system of supports, Carteret County utilizes quantitative universal screening tools in grades K-5 for reading and mathematics. The tools utilized are reviewed regularly for validity and reliability. Each of these universal screening measures is administered at least three times a year to every child, allowing the screening process to be ongoing and updated frequently.

In 3rd grade, Carteret County Schools administers the Cognitive Abilities Test (CogAT) to all students as a quantitative screening measure. In grades 3-12, the Beginning of Grade, End of Grade, and End of Course assessments are used as quantitative data to screen and identify for services. In addition, we utilize observational data and performance on critical thinking/higher order tasks collected by AIG specialists and teachers as part of the screening and referral process through a multi-tiered system of supports, including during academic enrichment opportunities. This qualitative data is collected in all grades.

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

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

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

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

criteria for AIG and the psychologists have referred students who have shown areas of potential exceptionality.

Practice B

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

District Response: Carteret County identifies students as Academic and Intellectually Gifted, Academic Reading, Academic Math, Academically Gifted (Reading and Math), and Intellectually Gifted. For each area of Academic Giftedness, Carteret County Schools has two pathways for eligibility. The first is based on assessment data. The second pathway will be a portfolio process. This process will involve the collection of data from the following sources: a gifted rating scale, at least 3 student work samples showing higher order/critical thinking and above grade level performance, historic academic performance data including summative, formative and universal screening/benchmark data, letter from the AIG specialist, other standardized assessment data including rate of language acquisition for EL students.

Referrals should follow the procedures outlined in the referral section of this plan. The building team will collect all the data necessary for consideration of giftedness using the portfolio process. This data will then be sent on to a county level team for eligibility consideration. Decisions made regarding eligibility will follow a district created rubric.

A child can be referred at any grade level for identification for services following the screening and referral processes listed in Practice A. According to Article 9B (N.C.G.S. 115C-150.5), "academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields." The identification system listed below was designed to align to this definition of giftedness.

Highly Gifted

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

For Intellectually Gifted

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

Academically and Intellectually Gifted (AI):

Must Meet Both Criteria

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

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

Gifted Reading

Pathway 1:

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

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

AND

2. One Artifact to include:

- GRS scores > 54 OR
- Equal to or >95th percentile (national, local or state percentile) score on county approved performance instrument

Pathway 2:

Portfolio showing evidence of giftedness in reading specifically.

Gifted Math

Pathway 1:

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

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

2. One Artifact to include:

- GRS scores > 54 OR
- Equal to or >95th percentile (national, local or state percentile) score on county approved performance instrument

Pathway 2:

Portfolio showing evidence of giftedness in mathematics specifically.

Academically Gifted

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

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

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

Outside evaluations: Outside evaluations will be reviewed by the Gifted Identification Team and used at the team's discretion and with approval by the AIG Coordinator.

If there are multiple pieces of data that are conflicting, it is the responsibility of the Gifted Identification Team to determine the need for differentiation through AIG.

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: In Carteret County Schools, approximately 77% of the students are caucasian. Approximately 43% of our students are economically disadvantaged and 3% are identified as English Learners. On the last headcount, students from all demographics were identified including twice exceptional learners. At the beginning of each school year, we review the percent of students per population identified as AIG as well as total numbers. We review it again after the fall headcount and discuss trends in service data over the last 3 years. Beginning in the 2019-2020 school year, The AIG Steering Committee will review this data and the practices outlined in the plan to ensure equitable service opportunities.

According to the National Center for Research on Gifted Education (2018), the following practices are essential for identification of giftedness in English Language learners:

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

We also know from the same research (2018) that the rate of language acquisition is a sign of giftedness for students identified as English Learners. Therefore, it is important for English Learner (EL) teachers to consult with AIG teachers regarding students who display language acquisition at a faster pace than other students and/or early language acquisition. Training to understand the traits of giftedness in EL students will be provided, and the above listed procedures have been included in our current plan including the addition of a portfolio process. The specialists will also provide tasks within the classrooms prior to administering the Cognitive Abilities Test to expose all children to the types of tasks utilized for identification.

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

Our K-3 Nurturing pilot showed that when we utilize a multi-tiered system of supports which involves universal academic screening data combined with classroom teacher/AIG specialist observation, above grade level assessments, and varied critical thinking tasks we increased the number of students from traditionally underrepresented populations nurtured and later identified as gifted. We will continue to build and expand our nurturing program while monitoring data regarding participation to ensure equity.

Practice D

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

District Response: Training and coaching is necessary for consistent implementation of the processes outline in this plan. Upon approval of this plan, training will be provided for all AIG specialists and Gifted Identification Team regarding screening, referral and identification processes. The Academically and/or Intellectually Gifted department of Carteret County Schools will provide ongoing professional development and technical assistance to build understanding of the characteristics of gifted students and the types of data utilized for screening, referral and eligibility. At the beginning of each school year, the screening, referral and eligibility processes will be reviewed with the specialists and then at each school through the AIG specialist.

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

Beginning in the 2019-2020 school year, an AIG Steering Committee will be created to help monitor the implementation of the policies and practices outlined in this plan. This committee will contain representatives from varying disciplines within the county. It will be provided with demographic data after each headcount.

Each school sends AIG placement folders to the AIG Coordinator. These folders are reviewed to ensure they have the necessary components for eligibility. When eligibility folders are not accurate, the Coordinator will communicate with the specialist.

Practice E

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

District Response: Constant and consistent communication is integral for implementation. The county's screening, referral, and eligibility information is provided to Gifted Identification Teams, shared at administrative meetings, and shared with parents in multiple ways including the AIG webpage, parent advisory meetings, AIG student activities and through personal communication. Many specialists are available to meet with parents during Open House to answer questions and provide pamphlets with information regarding our policies.

A county flowchart clearly outlining our screening, referral and eligibility processes will be provided to help communicate our process and a link to eligibility and the flowchart will be placed on the county website and each specialist's webpage. A pamphlet communicating the processes will be provided to parents and the schools. It will be given to the county's data managers and counselors for parents registering students that had AIG services in their previous school. Due to the number of students who are enrolled at our middle schools from private or charter schools, we will also provide digital copies of the flowchart and pamphlet to administrators from local feeder schools. The AIG

coordinator has met with administrators of feeder schools and will meet with the administration upon approval of this plan to explain our criteria.

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

Practice F

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

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

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

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

Ideas for Strengthen the Standard: In order to strengthen the standards, Carteret County Schools will:

- Continue to build and expand the talent development program by sharing information regarding talent development with administrators, parents, teachers, and support staff. We will monitor access to ensure equity.
- Partner with the EL Department and the EC Department to continue to build understanding specialists.
- Training and support will be provided for consistent implementation of data-based decision making and referrals will be monitored for equity of access.
- Provide exposure to students of tasks similar to those seen on CogAT.

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

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

NC AIG Program Standards Resource Guide Standard 1: Identification: Public Schools of NC State Board of Education, Department of Public Instruction, June, 2018.

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

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

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: Carteret County Schools serve gifted children in the following areas of eligibility:

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

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

This service may be provided in any of the following ways:

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

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

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

Practice B

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

District Response: Carteret County Schools' Curriculum and Instruction team members partner with each other to assure that our goals align and that all students receive a quality education that meets their individual need. We have a small C and I team that allows us to integrate AIG into every conversation, plan professional development, and align initiatives as a team. This also allows us to look at funding creatively so that we can prioritize funding AIG certified teachers with our state allocated funds. The entire Curriculum and Instruction team serve as advocates for gifted education, ensuring that what is right for students is considered.

AIG specialists in Carteret County Schools partner with teachers to differentiate the curriculum and extend/accelerate the standards. They participate in instructional planning sessions with teachers and provide professional development on instructional programs. This interconnection of services with instructional programming is key to our students' success.

AIG services and supports have been integrated through some of the following systems and instructional supports/resources:

- MTSS
- IRP's
- Pre-tests for compacting opportunities/extension
- House Bill 986 Enrollment in Advanced Math Courses
- Extension/enrichment of grade level content
- Partnerships with Career and Technical Education to offer advanced coursework and STEM opportunities to Middle School and High School students
- Keys to Comprehension

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: Through a multi-tiered system of supports, Carteret County Schools is able to offer purposeful, flexible grouping practices in grade K-8. This allows each building to have intentional time set aside in the schedule for enrichment activities for AIG students and those with advanced learning needs. The groups are based on both quantitative (universal screening, formative assessment, summative assessment data) and qualitative (teacher observation, response to higher

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order thinking questions, rate of acquisition of skills) data. The groups are re-evaluated at least every 9 weeks and students can be added to groups at any time based on ongoing data collection. Student growth is monitored by both the MTSS team and the AIG department.

In addition, Carteret County Schools provides professional development on flexible grouping and differentiation within the classroom for AIG students. Topics including compacting, problem-based learning, student choice boards, and acceleration are discussed in these trainings. As the classroom teachers build knowledge in practices that facilitate growth and achievement for students with advanced learning needs the opportunities for our students to grow at high rates increases.

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

Cluster Grouping:

24 Students in 3 Classes

Gifted High Achieving Average Below Average Far Below Average

Teacher A	6	0	9	9	0
Teacher B	0	5	9	5	5
Teacher C	0	5	9	5	5

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:

Upon approval of this plan, a PowerPoint outlining key components of the plan will be created and shared at district professional development offerings, administration meetings, and in school based training. Within the PowerPoint, we will include a link to our digital resource files to provide all county employees access to the available AIG resources. The PowerPoint will be shared on our district AIG webpage as well through the AIG specialists' webpages.

Each year, a student will receive a Differentiated Education Plan (DEP). This presents another opportunity to inform teachers, administrators, parents and support staff about the delivery of differentiated services and instruction. Key definitions will be provided and resources will be given with explanations for use. This additional, individualized level of support during the development of the DEP helps remind everyone of needs of gifted students and regulations for gifted students.

Carteret County Schools' AIG Coordinator will maintain frequent communication with all staff through an ongoing newsletter. This newsletter will be used to communicate our referral, screening, and eligibility process as well as instructional resources and current research/articles related to gifted education. In sending out regular communication, we hope to increase the utilization of the differentiation resources available and increase all county employees' knowledge of our program and plan.

To make certain all teachers stay informed of current resources and to support differentiation within the classroom, the AIG specialists will offer at least 3 Professional Development opportunities in their buildings a year for grades K-8 and the county offers professional development for teachers on the designed professional development days. These will be provided for all teachers to ensure evidence-based materials and teaching strategies needed to meet the needs of gifted students are used within the classroom. An example is our implementation of Keys to Comprehension training for 4th-high school teachers. This training has a strong focus on vocabulary development and creating questions throughout Bloom's with a focus on higher order questioning. We have found that the teachers who utilize Keys to Comprehension have increased the depth and complexity of the work presented to students within the classroom.

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:

Carteret County Schools has put in place articulation processes for each grade level and during key transition periods (Elementary to Middle School, Middle School to High School), to support the learning needs of gifted students. Prior to each school year, the AIG specialists in each building meet with teachers to review the DEP of gifted students who will be in the classroom and what the children's current skills are. Each specialist also reviews any students who are not yet identified but show evidence of potential giftedness. Each specialist keeps a spreadsheet of these students with anecdotal notes; this information is then shared with the AIG specialist of the receiving school during key transition periods. Prior to high school the AIG specialist assigned to the high school meets with students to review their goals for high school and to plan for appropriate coursework to help the student meet those goals. This articulation meeting allows for the specialist to develop a more personal relationship with the students and start them on a path towards success.

Prior to each school year, the AIG specialist will print a list of AIG students within the building and provide this to administration. Each newly identified student will have AIG eligibility entered into PowerSchool. During the fall and spring headcount window, the AIG specialist assigned to the building will review student data in PowerSchool for accuracy, make all necessary changes, and review the roster with administration face-to-face. This is another way of advocating for gifted students and their educational needs.

Each building has a Gifted Identification Team (GIT). Currently, that team focuses on screening, referral and eligibility. This is an area we have identified for improvement in the future and was an area identified as a relative weakness in our survey results. The Carteret County Schools AIG Department would like to provide in depth training on this plan's policies and practices so that the GIT

members become the "experts" in gifted education in the building. They will help support differentiation strategies, embed purposeful planning for gifted students into the PLC, and monitor AIG services making sure that students services are provided as outlined in the plan. They will serve as a direct line to the district AIG Steering Committee.

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: Carteret County Schools AIG department recognizes the unique social emotional needs of gifted learners. According to Neihart (2015), "Social and emotional needs are at the heart of well-being and the foundation for achievement for all children. Many gifted children need targeted assistance with peer relationships, perfectionism, asynchronous development, situational stressors, and post-secondary planning". We value the time that gifted students receive with their gifted peers as we recognize it provides us with the opportunity to address the unique social emotional needs of the gifted students.

In keeping with current research, some topics that are addressed with gifted students include reframing evaluative concerns to positive strivings, friendship challenges that come from asynchronous development, underachievement, setting mastery and progress goals over performance goals, and growth mindsets. AIG specialists at the high school level monitor the at-risk reports to ensure that we are not missing important warning signs of social emotional needs from gifted students in order for us to target those kids most at-risk. Each member of the AIG plan writing committee completed the "Assessing Services to Meet the Social and Emotional Needs of High Ability Students" by Neihart (2015). The results showed that there are areas of strength within the county, however there are also areas of great weakness. Our greatest area to improve upon is knowledge of and support for meeting the social emotional needs of gifted students by those outside of the gifted community including teachers, administration, and guidance counselors/social emotional support staff. Coordinated training will be provided through the county's Student Support Team and the AIG Coordinator to address this area of weakness.

While we continue to build the knowledge base within the county, we will also continue to build parent's knowledge on the social emotional needs of gifted children. During our AIG advisory meetings, we have had presentations addressing stress and perfectionism with calming techniques provided by a school psychologist. The AIG Coordinator has met with parents to teach them about the social emotional needs of their children and how these impact parenting. A handout was provided addressing the social emotional needs of gifted students and parenting strategies to address these needs. We hope to add a parent lending library which will include books that specifically address this area as well as posting resources and articles addressing social emotional needs in our newsletter.

Practice 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: Carteret County Schools provides professional development and support with implementing curriculum compacting. In curriculum compacting, a teacher or team of teachers develops a pre-test that assesses which students already have mastery of the topics/learning outcomes about to be introduced. Replacement instruction or activities are then provided for the students that have demonstrated mastery. To support implementation of curriculum compacting, we highly recommend the teacher-friendly resource by Winebrenner & Brulles (2012), *Teaching Gifted Kids in Today's Classroom*. To help alleviate the stress felt by teachers to create additional materials for students who demonstrate mastery with compacting, Carteret County Schools' AIG Department will work with teachers to create materials and will create a shareable resource file for teachers to go to for ideas based on standard and grade.

Our county has a clearly articulated Credit by Demonstrated Mastery process which allows for students to receive credit for courses in which they have shown content mastery prior to taking the course. The two-stage process involves passing the content EOC/NCFE and submitting an artifact that demonstrates deep understanding of the content.

Carteret County Schools' Board Policy 3101 states: "in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity." This dual enrollment opportunity, provided for high school students, allows for students to be awarded credit towards graduation as well as college credit.

The county has created clearly defined acceleration policies and procedures for gifted or advanced students that need subject and/or grade acceleration. We have increased the number of high school courses offered at our middle schools and utilize ongoing data collection systems put in place through our multi-tiered system of supports. While G.S. 115C-288 clearly gives authority to the principal to place students, our county process utilizes research based criteria to increase the likelihood of success with acceleration. The first step is for the classroom teacher and AIG Specialist to communicate regarding the student and present the recommendation for acceleration to the GIT and building administration. If the GIT agrees, the AIG Specialist will reach out to the AIG Coordinator. For grade level acceleration, the Iowa Acceleration Scale-3rd Edition is utilized to support the decision-making process. Both on-grade and above-grade level data must be collected as part of the process as well as aptitude/ability data. The AIG Coordinator will involve all necessary Curriculum and Instruction team members in the data collection process. A comprehensive discussion and observations of social-emotional functioning and support systems are conducted as part of the process. Once the necessary data is collected and compiled by the Gifted Identification Team in coordination with the Curriculum and Instruction team, the AIG Coordinator meets with the building team and a recommendation is made. This recommendation will be presented to the Superintendent of Schools for approval prior to implementation to ensure equitable access throughout the county and resource allocation if needed.

For subject area acceleration, a similar data collection and decision making process is utilized. The only difference between grade level and subject area acceleration is that we do not require the utilization of the Iowa Acceleration Scale, although it can be employed to provide thoughtful consideration of all areas of functioning.

For grade and subject level acceleration, a thoughtful plan must be created to monitor the success of the acceleration. Areas to consider in the plan are:

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

Each plan should include frequent, scheduled time with the student and the AIG specialists early on as well as scheduled communication between the classroom teacher and AIG specialist to review grades and to ensure there are no gaps that need filling or social emotional needs. After the first 9 weeks, the AIG specialist, classroom teacher, administration and parents should have the opportunity to meet and discuss the acceleration plan and make adjustments as needed.

Students who have been granted by the principal "early entrance to kindergarten" or who are considered for grade acceleration by the principal will have an IDEP developed once all testing has taken place and the decision is made. This IDEP will be developed in collaboration with the principal, the AIG Specialist, teacher(s) of the student and the parents.

Practice H

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: Carteret County Schools utilizes a multi-tiered system of supports to ensure that all students' needs are met. As part of this process, students are provided talent development beginning in Kindergarten. Our talent development protocols provide for increased access for students through an expanded pool. This process continues K-8 in all buildings. This provides for access to advanced learning opportunities as well as extension. Data collected through this process drives decision making on advanced learning opportunities.

When pre-testing is offered in our county schools, it is offered to the whole class. This increases access to compacting (an advanced learning opportunity) for typically underrepresented populations. The data collected from compacting can also be used in support of decisions for additional advanced learning opportunities including grade level or subject acceleration.

As part of the process to ensure that all students are receiving equitable access to advanced math courses, we comply with House Bill 986, Section II. This bill states that counties, when practicable, must put in place advanced math courses starting in grade 3. Any student receiving a level 5 on the math End of Grade the year prior must be enrolled in those advanced math courses. We provide ongoing support to administrators to ensure implementation of this bill as intended.

We continue to collaborate with our English Language teachers and our Exceptional Children's department. Advanced Learning opportunities are reviewed with the teams to increase awareness so that those supporting our students can advocate on behalf of learners. Carteret County Schools has included identification criteria for Highly Gifted learners in our plan and provides close monitoring of highly gifted students in order to ensure access to advanced learning opportunities.

The AIG Steering Committee will regularly review data on advanced learners in the county and discuss equitable access of advanced learning opportunities. This focus on the strategies implemented and outcomes will allow the county to evolve processes if needed.

Practice I

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

District Response: The teachers of Carteret County Schools work tirelessly to provide for the interests of students through enriching clubs and after school activities. By level, these activities include (but are not limited to) the following:

Elementary:

Math Fair

Art Club

STEM Club

Battle of the Books

Stock Market Game

Book Club

Underwater ROV

Plays/Musicals

Math Club

Chess Club

Cooking Club

Music Club

Young Authors Competition

Middle School:

Art Club

Geography Bee

Scripps National Spelling Bee

Quiz Bowl

Battle of the Books

Robotics

Guitar Club

Envirothon

Drama Club

Mate ROV

TSA

Project Lead the Way

Young Authors Competition

National Junior Honor Society or BETA Club

High School:

Governor's School

Honors Courses

Math Competition

College Courses

North Carolina School of Science and Math IVC Courses

Youth and Government Club

Skills USA Competitions

Future Business Leaders of America

National Honor Society or Beta Club

History Day Competition

Young Authors Competition

In addition to after school activities, our county and neighboring counties offer many summer opportunities and partnerships. These include Brad Sneedan Marine Science Academy, Camp Invention, CLASS - Career and Leadership Academy for Successful Students, NC State Engineering Camps, North Carolina School of Science and Math Summer Accelerator, Duke TIP Summer Camps, Summer Camps through NC State University's the Science House at the Center for Marine Sciences and Technology (CMAST), Governor's School. Each year, the AIG specialists share lists of local and state camps with parents.

Ideas for Strengthen the Standard: We strive to improve the programming offered within the schools. The AIG department has set goals for enhancing this area. We aim to provide additional seminar opportunities for high school students and during different times of the day. Our middle schools will also be offering a third elective for students that allows exploration and extension on topics of interest.

The AIG Steering Committee will be looking at our integration with instructional practices across the county and our implementation of strategies to meet AIG student needs. We will be looking at alignment of initiatives to ensure that AIG students needs are considered.

Increased training for the Gifted Identification Team will be provided so that the members can lead implementation of evidence based practices in the building and advocate for AIG student needs during planning sessions. They will serve as a direct line of communication with the district AIG Steering Committee.

A parent and teacher lending library with resources for meeting the social emotional needs of gifted children.

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

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

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

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Neihart, M. (2015). Services that meet social and emotional needs of gifted children. In R. Eckert & J. Robins (Eds.). Designing Services and Programs for High-Ability Learners: A Guidebook for Gifted Education (2nd ed.), Washington, D.C.: NAGC & Corwin Press.

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

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

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

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

- Content – Change pace, depth and or complexity of the material. Teachers may teach different or more difficult material. They may go deeper into the subject matter or cover the content in greater complexity.
- Process - Teacher may present material at a faster pace, use higher levels of thinking or use different teaching strategies. The purpose is to provide strategies that challenge high-end students and stretch their thinking at a more advanced level.
- Product – Teachers provide options for students to demonstrate mastery of the core curriculum content. These options can range from digital presentations, an oral presentation, tiered-assignments, tic-tac-toe boards, extension menus.

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

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

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

Middle School mathematics adapts the curriculum by offering accelerated math opportunities in grades 6, 7, and 8 as required by House Bill 986. The standards alignment provided by the county allows for compacting of topics that align across the grade levels. In 8th grade, Math 1 is an option for students showing a need for accelerated coursework as required by House Bill 986. To meet the needs of gifted students in areas other than mathematics, each middle school is currently offering at least 2 high school courses.

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

Practice B

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

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

Compacting

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

Higher Order Questioning and Critical Thinking strategies

Using high level, open ended questions meant to challenge thinking and learning.

Flexible grouping

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

Tiered Assignments

Varying the level of complexity, depth, or novelty of a lesson so students can go beyond basic requirements of a lesson.

Extension Menus

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

Learning Contracts:

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

Interest centers/groups

A way to organize students to work together on activities.

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Independent study:

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

Grade Acceleration:

Acceleration is one of the most effective curriculum interventions for the gifted.

Socratic Seminars

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

Problem Based Learning:

Students work to solve an open-ended problem.

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

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

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

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

Inappropriate Instruction for gifted learners:

1. Instruction for the gifted is inappropriate when it asks them to do things they already know how to do, and wait for others to learn. Gifted students can be pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.

2. Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff". Reading more books that are too easy and doing more math problems that have ceased to be challenging are killers of motivation and interest.

3. Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at the back of the room and move through a math book alone ignores the child's need for affiliation and overlooks the fact that the teacher is a

crucial factor in all children's learning. It violates the importance of meaningful peer interaction in the learning process, as well as social and emotional development.

4. Instruction for gifted learners is inappropriate when it is structured around "filling time" or novel and piecemeal experiences. Highly able students are sometimes asked to complete chores while others finish. These chores may be along the lines of serving as "junior teacher" or "teacher's helper".

From Carol Ann Tomlinson, EdD, The University of Virginia
"What it means to teach gifted students well". In addition: <https://www.nagc.org/blog/serving-gifted-students-general-ed-classrooms>

To accomplish these goals, AIG Program Specialists will:
co-plan and if possible, co-teach with cluster teachers, model and share their expertise.

work with cluster teachers to plan and develop lessons and instructional materials appropriate to the specific needs of gifted students.

participate in individual school's professional learning communities.

assist principals in grouping/clustering AIG students based on data readily available to program staff in the spring of each year.

Practice C

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

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

These include:

- Beast Academy
- Zaccaro Math
- NCDPI AIG Instructional Resources Project
- Jacob's Ladder
- William and Mary curriculum materials
- Duke Tip Teacher workshop
- PBL Project
- Project M2
- U-STARS
- North Carolina School of Science and Mathematics K-9 STEM Enrichments
- Jr. Great Books

In addition to these materials, the AIG department has access to technology to integrate learning and STEAM. This includes Lego Robotics kits, Bloxels, Ipads/chromebooks, Spheros, and MakerSpace/STEAM labs. Our department also has an online repository of resources and materials that will continue to be expanded and filed by standard. We encourage teachers to utilize professional development opportunities to learn about updated practices and programs as well as to

provide professional development so that the resources are better utilized by all those in the district. We strive to stay current on research regarding evidence-based practices for gifted students. The National Center for Research on Gifted Education and National Association for Gifted Children's Gifted Quarterly are monitored by the department for updates on gifted education to share across the county.

Practice D

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

District Response: Gifted students need opportunities to engage with the material they are learning. The AIG specialists work with classroom teachers to provide extension activities and tiered assignments that increase critical thinking and application of learning. Currently, our county utilizes both teacher created and commercially created problem-based learning scenarios to address critical thinking and as part of greater community service projects (book drops, shore cleanups, help for homeless). Recently, the creator of the PBL Project created a PBL specifically for our county which looked at the after effects of the hurricane and hurricane response plans. This type of connection to something local allowed for our students to evaluate what occurred and think critically about the response and what is needed in the future. Our county has provided on-going training in Socratic Seminars to K-12 teachers and encourages the use of these strategies for critical thinking and communication.

Throughout the county, our teachers create and use interdisciplinary units and STEAM activities to engage gifted students. These interdisciplinary units facilitate creativity, critical thinking skills, collaboration and communication. We offer a variety of clubs and after school activities which encourage students to collaborate, communicate and solve problems. While we have pockets of greatness in this area, it is also an area for overall strengthening. Beginning with the approval of this plan, we will be more purposeful with our partnership with CTE to provide mentorships and internships for students. In addition, the plan writing committee unanimously noted the need for Odyssey of the Mind in our schools. We will work with administration in the building to provide this opportunity for students.

Practice E

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

District Response: Carteret County Schools utilizes ongoing data collection in grades K-8 to inform grouping practices through a multi-tiered system of supports. In K-5, universal screening data is collected at least three times a year. A variety of tools are utilized for this at this time (mClass, Reading Inventory, iReady, aimsweb). This data helps determine student skills and reading levels and is utilized, in conjunction with teacher observational data, to inform enrichment and talent development groups. The groups are reassessed at least every 9 weeks. In addition, we utilize the NC Check-Ins to help determine mastery of content taught and skills. AIG specialists and classroom teachers monitor this data for students that are consistently at the highest end of performance to

ensure that the child's instructional needs are being met and for student growth. The AIG coordinator also monitors this data after each collection to look at student growth and achievement. These assessments can be utilized off-grade level to determine mastery of content for students that are subject accelerated.

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

As a county, EVAAS data helps us to look at AIG student growth in each building and grade and to look at trends in student growth across the county. This data can help inform practices.

Questions we use to drive our data conversations are:

- Was our plan implemented as intended?
- What are the practices that were observed and utilized regularly in the building?
- Did our practices work? Why/why not?
- What can we do differently next time to enhance our services?
- What professional development and support are needed in the buildings?

At all levels, the utilization of pre-assessments is a focus area for improvement. In some buildings, 100% of the students receive a pre-assessment in math, in other buildings a majority of the classes use pre-assessments a majority of the time. Offering AIG students the opportunity to show mastery of the content prior to teaching is a best practice in gifted education. We will continue to work with teachers to utilize pre-assessment data for grouping practices.

Practice F

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

District Response: The social emotional needs of gifted students are varied and, at this point in time, we do not know the prevalence of mental health disorders in gifted children (Neihart, Pfeiffer, Cross, 2016). We will build on the research presented by Neihart, Pfeiffer, and Cross (2016) and focus on motivation, mind sets, emotions, social support (both time with other gifted students and other support systems), goal setting, understanding of rest and recovery routines, and cultural differences. As part of its' effort to focus on the social emotional needs of gifted students, Carteret County Schools AIG specialists work with students on a growth mindset (Carol Dweck) and provide a focused effort on moving students from grade conscious to learning conscious and goal oriented. As a county, we will work in collaboration with Student Support Services to understand the social emotional needs of gifted students and to address the needs of gifted students.

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

Practice G

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

District Response: As part of MTSS, our district utilizes ongoing data collection (both quantitative and qualitative) to provide intervention to enrichment to students. Starting in Kindergarten and going through 3rd grade (and beyond), students are provided with enrichment services based on the need for differentiation. In many schools, this is provided through an enrichment block and the AIG specialists serves to help support lesson planning and is available to provide pull-out or co-teaching for a small part of the programming. The goal for this block of time is allow students time with like peers so that learning can occur at an increased pace, with increased depth, or increased complexity while addressing the students social emotional needs. Some evidence based programs/supports are used in our program including Jacob's Ladder, Zaccaro Math, Project M2, USTARS, and Beast Academy, However, many times teachers will work together to take a standard and extend it. An example would be the 1st grade unit created by Mrs. O'Brien at MCPS. The students were studying morals of stories. She had the students study Aesop's fables, used the Jacob's Ladder materials aligning to this and then had students research an animal in depth, write their own fable and worked with the art teacher to have students create a model of the animal from clay.

While our nurturing program is young, we have already seen the fruits of the teachers labor. The first class of students that received consistent nurturing from middle of 1st grade had increased rates of identification for gifted programming (one building had 19%) and increased identification in traditionally underserved populations. The key to the success of the nurturing program has been the increased knowledge of the teachers on differentiation and the partnerships formed between specialists and teachers. We will continue to provide professional development to K-3 teachers on identifying, nurturing and challenging children with advanced needs in the classroom. The specialists will be given a copy of Teaching Gifted Children in Today's Preschool and Primary Classrooms as part of our ongoing growth in this area.

Practice H

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

District Response: Each AIG specialists meets with teachers during planning to help support differentiation of instructional materials. Providing teachers with tic-tac-toe boards, digital resources, books and materials, questions of increasing depth for gifted students to demonstrate knowledge, problem based activities tying to the topics are all examples of ways the AIG specialists partner with teachers to meet the needs of gifted students. In many buildings, AIG specialists create opportunities for all students to participate in that deepen students knowledge of what is being learned and engage students. Examples of these activities are Break-out boxes and Stock Market Games. When compacting is offered AIG specialists work with teachers to create learning experiences for students that have demonstrated mastery of the topics.

While specialists share materials created across the county, as the specialists student to teacher ratio continues to increase we find availability to be present in planning sessions to be decreasing. Therefore, the AIG department has created an online database of lessons that can be accessed by any teacher. We will work to categorize these by topics and standard for ease of use for teachers.

The Curriculum and Instruction department of Carteret County Schools works with teachers during PLC's to help differentiate for learner needs. Some focused training has been extension opportunities, question generation through Keys to Comprehension, and accelerated standards.

Practice I

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

District Response: DEPs are completed annually and an opportunity for review is provided for every parent. We will revise our DEP's after approval of this plan to align to the practices and procedures outlined in the plan. This will allow the DEP to be more specific and meaningful to the student, teacher and parent. A glossary of terms utilized in the DEP has been completed to increase teacher understanding of evidence based practices for gifted students. Input is obtained for the DEP from parents, teachers, and if appropriate students. In high school, our blueprint incorporates our DEP and is developed to help support students to reach their goals.

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

Continue to build and expand partnerships with CTE

Work with building administration to put in place Odyssey of the Mind in our schools.

Increase pre-assessment opportunities for students across grades and content areas.

Create a database with lessons aligned to standard and grade for teachers to access.

Utilize a book study to build our nurturing program.

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

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

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

- Ensuring that county-wide professional development opportunities are provided addressing the learning needs of gifted students
- Facilitating the development and expansion of the AIG program
- Supporting the growth of the AIG specialists to provide evidence-based programming and supports for gifted students
- Providing guidance to parents and teachers looking for information regarding programming options and the AIG plan
- Serving as a liaison between community partners and the school system
- Maintaining communication with stakeholders regarding programming and services
- Advocating on behalf of AIG students, teachers of AIG students and support staff to ensure needs are considered in planning
- Communicating plan components in an ongoing method to support implementation of the plan
- Providing support to parents and teachers regarding best practices in gifted education and identification
- Monitoring plan implementation for fidelity
- Providing details to the Board of Education regarding the plan and working with the Board of Education for approval of the plan and any needed revisions
- Overseeing screening, referral and identification processes at the district level
- Ensuring equitable access to programs and services

Practice B

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

District Response: Elementary level gifted education specialists are responsible for:

- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
- maintaining a school AIG website that shares up to date information with parents and resources for teachers

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

High School level gifted education specialists are responsible for:

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

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: Classroom Teachers

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

Exceptional Children's Department and English Language teachers

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

Counselors

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

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

Administrators:

- Overview of the AIG plan

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

Practice D

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

District Response: Upon approval of this plan, Carteret County Schools will begin implementing a year-long, comprehensive, local AIG professional development opportunity. The professional development will take place in a blended learning community, with parts of the work being completed online and parts being completed face to face in monthly, after school meetings. As the program builds, we hope to create an opportunity for twice-yearly group meetings. Each yearly cohort will be comprised of approximately 3 teachers per building and resources will be provided by the county and checked out to each teacher. We are hoping this will help teachers gain confidence in working with AIG students and meet the requirements for our LEA for general education teachers. This will be a voluntary program and students will be clustered in classrooms with teachers who have completed this local professional development opportunity and show the skills necessary to meet the needs of gifted students.

As we build this program and teacher knowledge regarding AIG students and their instructional needs, we will continue to focus on clustering students with teachers that have completed professional development with AIG specialists in the building or are AIG certified. Because each AIG specialist works with administration on clustering and placement of AIG students, they are able to provide valuable input regarding which teachers utilize the strategies outlined in this plan.

Practice E

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

District Response: The AIG department in Carteret County Schools is within the Curriculum and Instruction Department. Due to this integration, our team can work to align goals, initiatives, and professional development opportunities. We work closely with the Director of Mathematics to implement curriculum compacting, create pre-tests, and develop course blueprints for high school students. Our Director of ELA and Federal Programs helps to facilitate Keys to Comprehension training, which provides support in utilizing critical thinking and higher order thinking skills within the classroom. The Director of CTE has worked to create additional Honors courses within her department and opportunities for collaboration to increase job shadowing, mentorships, and internships. These are just some of the examples of alignment of initiatives. In our county, we see it as everyone's job to ensure students' needs are met. There is no one person who oversees the education of gifted students, but a team of people who help pave the path.

Practice F

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

District Response: Throughout the year, the AIG specialists meet to align our vision for services for the year and to share best practices and resources. This time to collaborate allows for each specialist to get ideas from each other and to problem solve barriers to services. An online repository of resources has been created as a result of these meetings which can be shared with teachers and specialists.

When adequate funds are available, we encourage the AIG specialists to attend state conferences that address the needs of gifted students. After attending, resources are shared and ideas for implementation are discussed. Many of the resources are then able to be carried into the classroom after being shared with teachers through PLC's and modeled by AIG specialists.

Locally, our county provides adequate opportunities for professional development and coaching. Throughout the year, professional development is provided that is designed to meet the needs of classroom teachers and specialists. Examples are Socratic Seminar training, Problem Based Learning training, and Keys to Comprehension training. The Regional Drive-In Conference that is provided for specialists is also a great, yearly opportunity for specialists to learn from others in the field and fosters relationships among the counties that facilitate the implementation of best practices in gifted education.

Ideas for Strengthen the Standard: This will be the first plan in recent years that includes in depth, cohort based, year long professional development for teachers. While we are excited to include this in our current plan, we recognize there will be mistakes and adjustments needed along the way.

Sources of Evidence: Resources provided by Nikki Sandor, Coordinator Cabarrus County School AIG Department for GLEE teacher training program.

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: Carteret County Schools has an AIG Parent Advisory with representatives from each building. This advisory committee has three sub-committees based on parental input. They are: advocacy, communication, and STEAM. At each meeting, topics of interest based on parent feedback are provided by experts in the field. Topics have including: parenting the gifted child with Dr. Rick Courtright, strategies for managing perfectionism and test anxiety with Patricia Baker (School Psychologist), STEM East with Dr. Heather Dietzler, and advanced CTE courses with Allison Dees.

In an effort to increase parent engagement in the program, our elementary schools have begun cross-county events. These nights are an opportunity for AIG students from across the county to get together and socialize. During the events, the AIG Coordinator speaks about parenting gifted students, the gifted program in Carteret County, and Parent Advisory. We also have involved middle schoolers in the event this year, having them create a game and teach it to the students. This allowed the middle schoolers to talk to elementary students about services at the middle school and builds their communication skills. This has been a successful event for our county, with high levels of engagement from across the county.

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: The AIG Department of Carteret County Schools keeps an updated webpage that includes information and links to resources, a copy of the AIG plan, and current events/advisory meetings. Upon approval of this plan, a parent pamphlet will be created that highlights key areas of the plan, including how parents can get more involved with their child's education. These will be disseminated during yearly open house events and given to parents during the initial placement meetings. In addition, flowcharts outlining screening, referral, and identification processes will be completed and placed on the county webpage. Highlights from this plan will also be shared through professional development opportunities with key stakeholders including administrators, teachers, and support staff. AIG specialists will be present and visible during open house to communicate with parents regarding the AIG program and will keep an up to date webpage for parents to go to for information.

Annually, the AIG Department shares an update with the Board of Education regarding programming

and services. This information is also shared at Parent Advisory meetings. Additionally, the AIG Specialists meet with parents annually to explain the program and services offered.

Area for improvement:

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

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: Upon approval of this plan, an AIG Steering Committee will be created that focuses on the effective implementation of this plan. This committee will consist of a cross-section of those involved in educating gifted students including families, community members, university partners, and educators. Information regarding implementation of this plan will be collected through building walkthroughs, interviews, feedback from the school based teams and other data. This will be shared with the steering committee. Barriers to adequate implementation will be problem solved.

Childcare and student activities continue to impede participation with Parent Advisory. Some ideas for strengthening participation include using child events (such as game night) to provide something meaningful for the children to participate in while the parent is participating in advisory or work with different clubs/organizations to provide childcare while the meeting is occurring. Taking advantage of facilities already designed for childcare (such as local churches with preschool programs) will allow for a safe and hospitable environment for meetings.

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: We currently use school websites, fliers, emails, and letters home to communicate with parents. Utilizing technology tools such as TalkingPoints (which translates into the parent's native language and translates the parent's response back into English) or Remind.me will allow us to reach more families and provide more frequent reminders. We will adapt a consistent messaging service as used in the building and/or classrooms. Each building should keep an updated email roster for ease of communication and reminders. This can also serve to provide parents with updates regarding AIG services and programming. Ensuring that translation services are available for families is key to two-way communication and partnerships. The district translator can help

support this effort.

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: Carteret County Schools has a strong history of partnership with Carteret Community College providing for opportunities for gifted students to have access to additional courses while in high school. The AIG Department continues to rely on partnerships with Duke TIP to provide for additional professional development opportunities for teachers and parents as well as extracurricular opportunities for students. We partner with STEMEast to provide for additional STEM related resources for students, including live interviews with experts in the field through Nepris.

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

We are fortunate to have many university and science centers locally that have provided additional partnerships for gifted students. These include CMAST through NC State and Duke Marine Lab. Through these partnerships, we have been able to offer ROV clubs in the schools, Science nights, and virtual field trips.

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

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

In addition we would like to investigate opportunities to create school-based AIG Advisory committees that are diverse in nature and increase partnerships between the school's AIG program and the community. These will link directly to the county AIG Parent Advisory.

Our area has a strong academic and professional scientific community.. Meaningful partnerships with this community needs to be fostered by the AIG department.

The AIG Department would like to see an expansion of the elementary events to include opportunities for all middle school students to get together.

Sources of Evidence: Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.).
Upper Saddle River, NJ: Pearson Education.

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: With the goal of ensuring that all students experience a productive struggle, are engaged in learning, and are provided a personalized learning experience, Carteret County Schools' AIG Department teamed with parents, classroom teachers, Curriculum and Instruction members, the EL department, and administrators for input on the 2019-2022 AIG plan. In addition, we collected feedback from families and teachers through surveys and utilized walkthroughs for instructional fidelity. We hope to build on successes from the past, while looking to the future of education and student learning. This plan addresses each of the 6 Standards and all practices within each Standard. It will be provided to the Board of Education for review, and upon approval submitted to the Department of Public Instruction.

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

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

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

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

Practice C

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

District Response: Each year, Carteret County Schools receives approximately \$440,000 to meet the needs of gifted students through the state. We do not receive any local funding. Currently, our specialists are serving approximately 1:166 identified students as well as additional students through talent development. The majority of our funds are allocated to positions; we rely on grants written by specialists and building funds for materials. In the spring of each year when budget proposals are given by the state, the AIG Coordinator meets with our Finance Department to look at projected funds for the following year. Positions are allocated and filled based on those allocations. Updated budgets are provided regularly by the finance department and are requested prior to the approval of any requisition. Each year in the spring, AIG specialists are asked to provide a wants/needs list for meeting student needs. This helps inform budget decisions the following year.

Practice D

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

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

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

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

- How can we make this data more important and more visible?
- How can we achieve communication with parents regarding individual student growth in a more consistent way?

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: We utilize the AIG headcount data twice a year to monitor our representation and discuss any barriers/improvements to our programming to meet our goal of ensuring equity in access. Our county Steering Committee and school based teams will help drive these problem-solving and decision-making conversations. The talent development program in our schools has increased the number of under-represented students identified this year. This is the first cohort of students who received talent development beginning in 1st grade. We recognize that there is still a gap that is present between buildings with higher wealth and buildings with lower wealth. The team is hopeful that including a portfolio process in the eligibility framework will allow us to consider student performance on complex tasks over student performance on one test, one day.

Practice F

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

District Response: As a county, we seek to hire qualified candidates. Our department currently employs 5 full time and 2 part time AIG Specialists. Each has passed the state AIG licensure exam or has received licensure through a university program. We work with building administration to identify teachers with AIG certification who have a history of meeting AIG students' needs through both observational and quantitative data for cluster grouping. When there is not an AIG certified teacher available, we have cluster grouped students with a teacher who has shown strong performance with AIG students. The specialists then ensure that the teacher receives adequate training on gifted students and supports to meet student needs.

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: Carteret County Schools has had regular AIG Parent Advisory meetings. Feedback regarding programming and services has been communicated through these meetings. Our hope is to put in place school based parent groups to increase communication. In addition, surveys were given to parents and teachers regarding their experience with the AIG program. These surveys help to drive professional development and support.

Teachers feel that we provide a variety of research-based tools, they are provided the support needed to adapt the curriculum to meet the needs of gifted students and are provided with professional development to meet AIG student's needs. However, they would like to see an increase in communication between teachers and buildings regarding services for AIG students. Most parents find our criteria for eligibility to be fair and easily understood, and they feel the teachers know how to meet their child's needs and are doing so. However, they would like to have increased communication regarding how their child's needs are being met in the school and to know what services are available to meet the social emotional needs of gifted students. With this feedback in mind, we can celebrate our successes while building additional supports into our programs to address the weaknesses.

Practice H

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

District Response: The Carteret County AIG Program utilizes multiple sources of quantitative and qualitative data to evaluate and review the plan. These include:

- Professional development opportunities provided and participation in those trainings
- Student growth data on ongoing assessments including universal screeners
- Student's eligibility categories including demographic information when available
- Walkthrough data and lesson plans to assess the fidelity of implementation of evidence-based programs
- Survey data to look at communication and services
- Percent of students in each demographic qualified for AIG services
- Percent of students in Carteret County Schools qualified for AIG services and percent served through Talent Development
- Percent of students served through Talent Development qualifying for AIG services
- Number of students accessing acceleration opportunities
- Student to AIG teacher ratios
- Time served for students
- EVAAS data for the AIG subgroup
- Percent of AIG High School students enrolled in AP or Honors classes.
- Number of AIG students who dropped out of school
- Student enrollment in NCSSM
- Students accepted to Governor's School
- Students showing up on the at-risk report

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

Practice I

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

District Response: Each spring, the Carteret County School Board receives a report on AIG. This report includes a question/answer period from Board members. Minutes of this meeting are reported in a county-wide email, local newspaper, and the meeting is streamed live. Each year, the AIG Steering Committee will create goals with actionable steps. A PowerPoint with this information will be shared out with administrators and school staff as well as parents through advisory meetings, gifted extracurricular events, and through the AIG webpage.

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: Article 9-B under GS. 115C-150.7b(7) is the North Carolina law which governs Academically and/or Intellectually Gifted Students in North Carolina Schools and speaks to the procedure to resolve disagreements. In Carteret County, a procedure has been outlined to resolve disagreements and is on each AIG Specialist's webpage and the LEA's AIG webpage. If a parent or guardian has a dispute with the gifted services within a classroom or with the determination of giftedness:

1. The parent/guardian should meet with the classroom teacher/AIG Specialist to discuss
2. If this meeting does not solve the problem, the parent/guardian should document the concerns in a letter to the school principal requesting a written response within ten working days
3. If a resolution is not reached at the school level, parents should contact the AIG Coordinator for Carteret County Schools
4. After these opportunities, parents/guardians may seek mediation through a due process hearing with the local school board or through legal resolution as a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to whether the LEA improperly failed to identify the child as academically or intellectually gifted or whether the local plan developed has been implemented appropriately with regards to the child.

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

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

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

- How can we make this AIG plan implementation data more important and more visible?
- How can we achieve communication with parents regarding individual student growth in a more consistent way?

Sources of Evidence: Davis, G. A., Rimm, S. B., Siegle, D. (2011). Education of the gifted and talented (6th ed.).

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Glossary (optional):

Appendix (optional):

Local Board Approval.pdf (*Local Board Approval Document*)