

**Craven County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 19-MAY-16

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Craven County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Craven County Schools local AIG plan is as follows:***

**Craven County Schools Vision for local AIG program:** Craven County Schools, united with families and community, will rigorously challenge all gifted students to show academic, intellectual, social, and emotional growth, to graduate from high school, and to be globally competitive for post-secondary education, work, and life in the 21st century.

**Sources of funding for local AIG program (as of 2016)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$741514.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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**

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**District Response:** Craven County Schools screens, refers, and identifies students for gifted services throughout the year. Internally, a form is used to track progress of screening, referral, and identification and is maintained in AIG records which transition with students in grades K-12. These processes are shared with stakeholders throughout the year in conjunction with parent involvement events such as Open House, Kindergarten registration, curriculum nights, parent teacher organization meetings, etc. A presentation outlining these processes has been designed for parents and will be posted on the AIG page of the district website for public view. An informational presentation will be shared with staff at the beginning of each school year outlining the screening, referral, and identification process in CCS. A brochure highlighting this process has been developed and will be sent home with all fourth grade students in August as well as with Term 2 report cards of third graders. Copies of this brochure will also be available for parents at all schools and Central Services. This brochure will also be shared on the AIG page of CCS website.

#### Screening

AIG staff continually scans multiple data sources to identify students who perform at substantially high levels in academic areas or intellectual ability. Any teacher, administrator, counselor, family member, community member, or even the student themselves may initiate a request for gifted screening. Some data sources considered during the screening process are district reading and math benchmark assessments, Beginning of Grade test (3rd grade only), Cognitive Abilities Test (CogAT), End of Grade tests, End of Course tests, Reading 3D Assessments, ACT/PLAN assessments, performance in Honors and Advanced Placement courses in English or math, as well as classroom and nurture group performance. Should evidence on two or more data points indicate high performance or potential to achieve, an Initial Referral is begun and parents are notified that the referral has begun.

#### Referral

During the referral process, data is collected to reveal academic and/or intellectual giftedness. Some sources of data examined are aptitude tests, nationally normed achievement tests, and observations of behaviors typical of gifted learners. If a student exhibits strong indicators of giftedness, achievement and/or aptitude testing may be required if current test scores do not meet the identification criteria. Testing will only be conducted after evidence of potential giftedness is documented. Parent permission for all achievement and aptitude tests conducted by AIG staff will be obtained prior to testing. While mass screening using the Cognitive Abilities Test (CogAT) is currently conducted in third grade, plans are underway to administer CogAT at the beginning of fourth grade during the 2017-18 school term.

#### Identification

##### Grades K-2

Students in Kindergarten through second grade may be identified for gifted services when a body of

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evidence strongly indicates giftedness. For gifted identification in grades K-2, students must score 97% or above on both achievement and aptitude tests and exhibit strong evidence of giftedness as documented on one of the following observational rating scales: TOPS, Gifted Rating Scales, Renzulli Scales, or Slocumb-Payne Teacher Perception Inventory.

#### Grades 3-12

Once data in all areas have been collected, the Gifted Education Team will meet to determine if sufficient criteria have been met for identification as gifted and to outline services to be provided based on student need. The school level AIG Specialist, a school administrator or his/her designee, the student's classroom teacher, and the AIG Lead Teacher or AIG Coordinator review data to ensure that criteria for identification have been met and, if so, to develop a Differentiated Education Plan (DEP) for the school year.

School counselors, teachers of English Language Learners (ELL), other staff members, and parents may be invited to provide input in developing the DEP.

### **Practice B**

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

**District Response:** CCS will streamline our process for identification during the 2016-19 plan cycle, reducing the number of criteria considered for identification from six to three. Those three criteria are Aptitude (Ability), Achievement, and Artifacts. Students must meet two criteria to be identified as gifted. All aptitude and achievement testing must be current (conducted within 12 months of initial identification) to be considered for initial identification.

Students may be identified as gifted in one or more of the following areas: Academically Gifted in Reading, Academically Gifted in Math, and/or Intellectually Gifted. A student may be identified in multiple areas based on identification criteria for each. Additionally, layers of service within each area of identification will be implemented to provide students along the continuum of giftedness with differentiation opportunities to best meet their needs.

CCS will use language common to Multi-Tiered System of Supports (MTSS) to outline services provided to gifted and potentially gifted students. AIG Services, like MTSS interventions, are delivered to students in varying intensities (multiple tiers) based on student need.

#### Academically Gifted Reading

##### Tier 1

Tier 1 will replace services previously known as nurturing in grades 4-8 and may involve many students within a school. Tier 1 students have demonstrated potential for high achievement or giftedness in reading, but have not met identification criteria and will be provided with a Tier 1 Differentiated Education Plan (DEP). These students will have access to interventions such as differentiated curriculum when needed to nurture potential in reading. Tier 1 students are not identified as gifted. A rubric will be used annually to determine if continued differentiation and/or additional testing is needed.

##### Tier 2

Students who meet 2 of the following criteria will be identified as Academically Gifted in Reading and provided a Tier 2 DEP outlining gifted services to be provided. Services may include curriculum compacting, tiered assignments, and/or learning contracts. The majority of gifted students will be

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served through Tier 2.

- Minimum standard age score of 90% on either composite verbal ability test from the list of accepted tests.

OR

Reading composite score of 90% on a nationally normed achievement test from the list of accepted tests.

AND

- One artifact from the list which indicates giftedness.

Tier 3

Students who meet the following criteria will automatically be identified as Academically Gifted in Reading, but additional data will be collected to determine how to best meet the learning needs of the student.

- Minimum standard age score of 97% on a full battery verbal ability test.

OR

- Minimum composite score of 97% on an approved reading achievement test.

An explanation of services to be provided in addition to those in Tier 2 will be outlined in an Individual Differentiated Education Plan (IDEP) developed with input from classroom teacher(s), AIG Specialist, the student, and parents.

Academically Gifted Math

Tier 1

Tier 1 will replace services previously known as nurturing in grades 4-8 and may involve many students within a school. Tier 1 students have demonstrated potential for high achievement or giftedness in math, but have not met identification criteria and will be provided with a Tier 1 Differentiated Education Plan (DEP). These students will have access to interventions such as differentiated curriculum when needed to nurture potential in math. Tier 1 students are not identified as gifted. A rubric will be used annually to determine if continued differentiation and/or additional testing is needed.

Tier 2

Students who meet 2 of the following criteria will be identified as Academically Gifted in Math and provided a Tier 2 DEP outlining gifted services to be provided. Services may include curriculum compacting, tiered assignments, and/or learning contracts. The majority of academically gifted students in math will be served through Tier 2.

- Minimum standard age score of 90% on a full battery quantitative ability test.

OR

Math composite score of 90% on a nationally normed achievement test.

AND

- One artifact which indicates giftedness.

Tier 3

Students who meet the following criteria will automatically be identified as Academically Gifted in Math, but additional data will be collected to determine how to best meet the learning needs of the student.

- Minimum standard age score of 97% on a full battery quantitative ability test within the past 12 months.

OR

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- Minimum composite score of 97% on an approved math achievement test.

An explanation of services to be provided in addition to those in Tier 2 will be outlined in an Individual Differentiated Education Plan (IDEP) developed with input from classroom teacher(s), AIG Specialist, the student, and parents.

#### Intellectually Gifted

CCS will identify students with outstanding reasoning abilities as evidenced by performance on a nonverbal ability test as Intellectually Gifted (IG). These students may or may not demonstrate giftedness in one or more academic areas. Students with a minimum standard age score of 90% on a full battery nonverbal reasoning test and at least one artifact which indicates excellent reasoning and thinking ability will be identified as Intellectually Gifted.

#### Students With Gifted Identification Outside the District

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

#### Accepted Tests

##### Aptitude:

Cognitive Abilities Test (CogAT)

Comprehensive Test of Nonverbal Intelligence II (C-Toni-2)

Differential Ability Scales 2 (DAS-II)

##### InView

Kauffman Brief Intelligence Test II (K-BIT-II)

Naglieri Nonverbal Ability Assessment 2- (NNAT2)

Otis-Lennon School Ability Test (OLSAT-8)

Reynolds Intellectual Assessment Scales (RIAS)

Stanford-Binet 5

Wechsler Intelligence Scale for Children V (WISC-V)

Woodcock-Johnson Tests Of Cognitive Ability (WJ-III Cog)

##### Achievement

Iowa Test of Basic Skills (ITBS)

Terra Nova

Stanford Achievement Test 10

EXPLORE

End of Course tests in English or Mathematics

NC Final Exams in English or Mathematics

ACT

ACT PLAN

Woodcock Johnson I

#### Artifacts

The following artifacts will be reviewed during the identification process.

- ~Observation of giftedness with supporting evidence using a checklist most favorable to the student (Gifted Rating Scales, Teacher Observation of Potential in Students (TOPS), Renzulli Scales, Slocumb-Payne Teacher Perception Inventory are most commonly used tools).
- ~Portfolios of student work samples which demonstrate strong evidence of higher level thinking.
- ~Cumulative assessment data for academic areas (2 or more consecutive benchmark assessments or EOGs above 90th percentile).
- ~Student interview by AIG Specialist

#### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally 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:** While steps have been taken to assure high quality programming to nurture gifted potential, especially in primary grades, schools with the highest numbers of economically disadvantaged students continue to have smaller numbers of students identified as gifted. There have been improvements in the percentages of ethnically diverse populations identified as gifted, especially among our Asian population. AIG will continue to provide both formal and informal professional development during co-planning and conduct model lessons with regular education teachers to assist with identification of both positive and challenging behaviors of gifted learners. Some tools which have been used in screening students from culturally and ethnically diverse populations in grades elementary grades are Primary Education Thinking Skills (PETS), USTARS~PLUS, and Draw a Person. The Slocumb-Payne Teacher Perception Inventory will also be deployed during this plan cycle. Behavior checklists with supporting documentation, portfolios of student work, and student interviews are considered when identification decisions are made. During the 2016-19 plan cycle, CCS will also be studying the use of dynamic assessment in schools where the demographics of AIG identified students and the total school population do not match. With access to an array of reports in PowerSchool, the AIG staff regularly reviews and compares data of diverse populations served and nurtured with school enrollment to identify any disparities. The AIG Lead Teacher then confers with each AIG Specialist in schools with identified needs to develop an action plan for assuring access to gifted services among traditionally underrepresented populations. The AIG teacher at each school has dialogue with staff serving the Exceptional Children's Program to ensure that AIG is included in IEP development when psychological testing indicates aptitude or achievement at or above 90%. AIG staff are required to make quarterly contact with ESL staff to ensure that potential recognized among English Language Learners is explored and screening is begun for those students who demonstrate potential giftedness. The identification process for highly gifted students has been streamlined with the implementation of tiers of identification and services, as a single indicator (aptitude or achievement at or above the 97% in an area) will meet the criteria for identification.

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**Practice D**

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

**District Response:** All AIG Specialists are trained in screening, referral, and identification processes by the AIG Lead Teacher and provided with an AIG Specialist Handbook which contains detailed information about these processes. A short training presentation to clarify these processes is completed annually at each school for teachers. Dates for screening are scheduled throughout the year with completion monitored through a monthly report of activities required by all AIG Specialists and periodic records checks by the AIG Lead Teacher and/or Coordinator.

**Screening Timeline**

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

Mid-September: Review of Beginning of Grade results to determine students who demonstrate superior command of reading skills in grade three.

Late September: Review of Reading 3D assessment data to determine students who are performing 2 or more years above target level in reading in grades K-5.

Report card dates: Scan Honor Roll and Principal's List for high performing students who are not currently identified as AIG

District Benchmark Assessments: Scan for students scoring above 85% on reading and math assessments as well as the top 10% in each racial subgroup.

End of Grade/ End of Course Assessments: Scan for students who are scoring at or above 85%

**Referral Process**

An Initial Referral form is completed for all students considered for gifted services. Aptitude, Achievement and artifacts are collected for review by the Gifted Education Team and attached to the referral form. Should additional testing be requested, the AIG Lead Teacher reviews the referral to ensure that sufficient criteria have been met prior to testing to avoid any unnecessary assessments.

**Identification**

To ensure consistency in identification, the AIG Lead Teacher reviews all documentation prior to identification, participates in all GET meetings, and signs the Differentiated Education Plan. If the AIG Lead Teacher is unavailable to participate in GET meetings, all documentation is reviewed prior to parent contact. All AIG data entries in PowerSchool are made by the AIG Lead Teacher to ensure that all students identified as gifted have met the established criteria.

Should a student referred for gifted services fail to meet criteria for identification, referral packets are maintained in the AIG Pool folder and reviewed with classroom teachers in September and May of each year to determine if additional testing or documentation is needed. AIG Pool folders transition with AIG records from elementary to middle school and again from middle to high school.

**Invitation to Conference**

Following the decision by the GET team, a conference is scheduled with parents of all initially identified students. During this conference, all identification data is reviewed and an explanation of proposed services is presented. Parents elect or decline for their child to be identified as gifted as well as provide input into proposed services. The Differentiated Education Plan (DEP) and Consent for Services form are signed by parents and a copy of the Procedures to Resolve Disagreements is provided. Should parents be unable to attend a conference at the school, a phone conference may be conducted and the DEP and Consent for Services forms sent home for signatures.



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**Practice E**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

**District Response:** Survey data from the fall of 2015 indicates that more than 80% of AIG parents who responded were aware of the AIG identification process.

A presentation which outlines the identification process and service options has been developed and is shared at various parent meetings at each school. During Open House, AIG Specialists meet with parents annually to review services which will be provided for their student in the upcoming year and sign Differentiated Education Plans. Additionally, a brochure which explains the identification process has been developed and will be provided to all students in grades 3 and 4, available at all schools and at Central Services, and posted to the AIG webpage.

Beginning in May, 2016, identification evidence and program services will be entered in PowerSchool for all gifted students, grades K-8.

All identified students have an AIG Portfolio which contains identification information and DEPs.

Performance data (grades, test scores, etc.) are recorded annually in student folders. These records transition with students from elementary to middle school and from middle to high school.

**Ideas for Strengthen the Standard:** ~Post screening, referral, and identification presentation and brochure on the AIG webpage.

~Add the staff presentation to the list of required information at the beginning of school.

~AIG information included in Back to School newspaper sent to all homes in Craven County in August.

~Phone message to all parents in August, 2016, alerting parents to website where the plan can be found.

~Determine locations for AIG Identification brochure to be made available throughout the community.

~During the 2016-19 plan cycle CCS will study the use of local norms and dynamic assessment to screen students for high potential in schools where less than 10 percent of student population in grades 4-8 is identified as gifted. These students will receive Tier 1 services and will be reviewed annually to determine if criteria for identification as gifted have been met.

**Sources of Evidence:** Brochure, Presentation, AIG records, monthly reports

## **Standard 2: 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:** While data from the Fall, 2015 parent survey indicates satisfaction with current differentiation practices, data from our self-assessment indicates a need for continued improvement in this area. During the 2013-16 plan cycle, differentiation in the regular education setting has varied at each school, based on readiness and understanding of staff in what differentiation is and needs of the school. Through our district's Learning-Focused initiative, student access to differentiated curriculum will be more consistently implemented in all schools during this plan cycle. In Learning-Focused, teachers plan 5-7 day unit maps that progress in activities from lower levels of learning to higher levels of learning ending in a standards aligned assignment that is at the highest level of learning. Activities are differentiated throughout the series of lessons.

The district expectation for ELA instruction in grades K-8 is a balanced literacy framework which differentiates instruction through individual, small group, and whole group activities. The district expectation for math follows a similar framework in which differentiation also occurs through guided math.

It is the expectation of the AIG Program that gifted students are provided with instruction designed to extend and enrich the North Carolina Standard Course of Study in language arts and mathematics when mastery of content is demonstrated. This may be accomplished through co-teaching, pullout groups, digital learning platforms such as Google classroom, or a combination of all three. AIG Specialists at each school are afforded bi-weekly time to plan with teachers who serve gifted clusters to assist with planning rigorous instruction for their students. Notes from planning sessions is recorded on the Monthly Report. AIG Specialists have a plethora of resources for use in K-8 classrooms to share with teachers. Resources include those commercially purchased as well as those developed in-house. There is no singular course of study for gifted learners due to the diversity of the schools; each school is allowed to determine standards-based curriculum which best meets the needs of their population. In schools where gifted students are not clustered, students may be served during an intervention block through direct services or from a teacher expert in consultation with the AIG teacher to provide enrichment, extension, and acceleration of the language arts and/or mathematics curriculum.

The NC Standard Course of Study in Science, Information and Technology, and Mathematics is adapted for use with Intellectually Gifted (IG) students in grades K-8. IG students meet with the AIG Specialist for a minimum of 40 minutes per week at the elementary and middle school levels. At the high school level, students select a course of study in conjunction with school counselors and families. AIG encourages student enrollment in Honors, Advanced Placement, and Career and College Promise courses as well as consideration of the two early college high schools to best meet individual learning needs. Information is provided to students about Credit by Demonstrated Mastery to address accelerated learning needs.

### **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:** CCS will implement tiers of services based on abilities, achievement, readiness, interests, and learning profiles to address a range of learning needs at each level. During the first weeks of school, all students with a DEP will respond to both a learning styles survey and an interest survey. This data will be shared with classroom teachers and used when planning enrichment, extension, and acceleration activities. AIG staff will continue to work with classroom teachers to provide differentiated instruction to address a range of needs within the gifted population in reading and math. AIG highly encourages the use of pre-assessment opportunities for gifted learners in English/Language Arts and Mathematics classes with differentiated assignments for those students who demonstrate mastery of the standards assessed. Differentiated assignments may include curriculum compacting, tiered assignments, or learning contracts designed to enrich and extend the North Carolina Standard Course of Study. When a sufficient body of evidence supports acceleration (consistent outstanding performance on differentiated assignments designed at the highest Levels of Learning from Learning-Focused), academic acceleration options may be considered by the school administration. AIG will provide the Iowa Acceleration Scale to assist with decisions regarding subject or whole grade acceleration upon request of the principal. Final decisions regarding academic acceleration are made by principals in conjunction with district leadership.

### **Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

**District Response:** AIG Specialists have access to a plethora of researched-based supplemental resources to augment reading and mathematics instruction such as Jacob's Ladder, units developed by The College of William and Mary's Center for Gifted Education, Junior Great Books, Project M3, and other lessons by grade level. These resources are used during instruction in regular education classes, AIG groups, and enrichment blocks at the elementary and middle schools. For Intellectually Gifted groups, Engineering Is Elementary units have been purchased for use in grades 1-5 and are adapted to increase rigor by grade level. Also used with Intellectually Gifted groups are Spatial Reasoning and Moving Through Dimensions units from Center For Gifted Education. Lessons from the Instructional Resource Project offered through North Carolina Department of Public Instruction are also used where available.

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

### **Practice D**

Fosters the development of 21st century content and skills an advanced level.

**District Response:** Craven County Schools encourages the use of Project-Based Learning (PBL) to target 21st century skills at advanced levels. Through well designed PBLs, students are required to think critically, collaborate with peers to solve complex, real-world problems requiring research, and communicate their findings to an audience. All AIG staff have received Buck Institute's Project Based-Learning training and have resources to assist with planning PBL units.

Kagan structures are used throughout the district to promote collaboration among students. AIG Specialists share best practices when using Kagan structures with gifted learners among their group and with classroom teachers. All lessons used by AIG Specialists have elements of creativity, critical thinking, global awareness, and problem solving to engage gifted learners. All of these components are reinforced in the Learning-Focused lesson planning process.

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

### **Practice E**

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

**District Response:** Classroom teachers, in collaboration with AIG Specialists, use multiple data points throughout the year to inform grouping for instructional purposes. Sources of data used are formative assessments, anecdotal records, pre-assessments, weekly common assessments, Reading 3D assessments in grades K-5, district benchmark assessments in reading and math, Cognitive Abilities Test and the accompanying Interactive Student Profile, SchoolNet assessments, End of Grade tests, End of Course tests, and ACT. Results of these assessments are discussed by classroom teachers during weekly PLC meetings and used in bi-weekly planning sessions to inform small group differentiation. The AIG Specialist is expected to work with the classroom teacher to provide resources for use with small groups needing enrichment, extension, and acceleration of content. Resources provided are documented in the Monthly Report which is submitted to the AIG Lead Teacher. The AIG Lead Teacher and Coordinator review samples of resources shared during AIG monitoring visits.

### **Practice F**

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

**District Response:** Data from the Fall 2015 AIG Parent Survey indicates that a majority of parents feel the AIG program adequately meets the social and emotional needs of students. As part of staff development provided, teachers are informed of social and emotional needs of gifted students and

strategies to best meet those needs. The AIG Lending Library has a number of resources available for staff and parent use which provide more in-depth information on general and specific needs. A link to the SENG (Social and Emotional Needs of Gifted) website is provided on the district AIG webpage.

Information has been shared with teachers and counselors regarding the six profiles of gifted learners as identified by George Betts and Maureen Neihart to assist with understanding the behavior, feelings, and needs of gifted learners.

The AIG Lead Teacher will provide annual professional development for all school counselors on social and emotional needs of gifted learners and encourages AIG staff to share resources with counselors in their assigned schools to assist with issues which may arise.

Beginning in the spring of 2016, all third grade students expected to be identified as gifted will participate in a session designed to better understand giftedness using The Gifted Kids Survival Guide. This session will be conducted annually for all other students initially identified as gifted.

### **Practice G**

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

**District Response:** All elementary schools use multiple approaches to develop the potential of students in grades K-3 based on the needs of the students within the school. During the 2016-19 AIG Plan cycle, CCS will increase services at all elementary schools to a minimum of two days per week to assure adequate time for nurturing potential of students in primary grades.

Whole class lessons using Primary Education Thinking Skills (PETS) are conducted in primary grades a minimum of 2 times per year for first grade and 3 times per year for second grade. During whole class lessons, classroom teachers are provided with a list of behaviors which indicate high ability in the thinking skill addressed and observe student behaviors while the AIG Specialist presents the lesson. The classroom teacher records names of students with outstanding performance when compared with peers. AIG Specialists, in conjunction with data from classroom teachers, form small groups of students to nurture in each thinking skill (convergent, divergent, visual/spatial, creative, and/or evaluative). Each small group meets for approximately six weeks. In schools where the AIG Specialist cannot schedule regular time to serve Kindergarten students, training for teachers in the use of PETS materials will be provided by the AIG Specialist and can be implemented by the classroom teacher.

AIG Specialists also have U-STARS~PLUS (Using Science, Talents, and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students) materials to share with classroom teachers. U-STARS~PLUS provides questions aligned to Bloom's Taxonomy, extension suggestions, and home/school science activities for texts commonly used in primary grade instruction. Within each school, alignment of units is determined for use in grades K-3.

In third grade, students who demonstrate potential for high performance in each area of identification (Academically Gifted in Reading, Academically Gifted in Math, Intellectually Gifted) are provided with a minimum of 10 consecutive weeks of direct instruction with an AIG Specialist to nurture potential and observe for gifted behaviors. Reading nurture groups will be conducted in the fall, math groups in the winter, and intellectual groups in the spring.

AIG Specialists will continue to support K-3 teachers by sharing strategies to address learning needs of potentially gifted students as well as in planning differentiated curriculum. This may include support for reading intervention groups, developing independent studies, and/or providing differentiated math

assessments and assignments.

### **Practice H**

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

**District Response:** To increase time for collaboration with professional staff, minimum services were increased from one day per week to 1.5 days per week during the 2013-16 AIG plan cycle. While this has afforded time for collaboration, more is needed and we would like to increase the minimum amount of services schools receive to two full days during the 2016-19 plan cycle as funding permits.

AIG staff members are required to meet with their school administrators at least once yearly to discuss programming and scheduling to best meet the needs of their schools. All AIG teachers have regularly scheduled time (at least 40 minutes bi-weekly per grade level) to plan with classroom teachers to develop and implement differentiated curriculum and instruction which is documented on a monthly report of activities. Collaboration with teachers of exceptional children and English language learners is also documented on the monthly report submitted by each AIG teacher. All teachers of gifted students will be provided with guiding questions to use when planning instruction. Those questions are:

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

### **Practice I**

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

**District Response:** Gifted identification and service decisions at all schools are made by the Gifted Education Team. This team is composed of the school AIG Specialist, an administrator or designee at the school, the student's regular education teacher in the area of identification, and the AIG Lead Teacher or Coordinator. After review of all data, the team will recommend services for the upcoming school year. All services provided through the AIG Program will be outlined in a Differentiated Education Plan (DEP). Parents are invited to review and provide input in the DEP annually. At the high school level, DEPs will be sent home for parent review and approval with course selections for the upcoming school year. Beginning in the spring of 2016, information regarding gifted services will be entered in PowerSchool. Progress reports are included with regular report cards for AIG students in grades K-8 to communicate student progress in the AIG programming.

For students transitioning from 5th to 6th grades, the AIG specialist serving middle school students will also participate in the Gifted Education Team. AIG specialists serving middle schools will

collaborate with high school counselors in the development of four year plans as AIG students transition from middle to high school.

**Ideas for Strengthen the Standard:** ~Consider soliciting input from parents prior to DEP development to increase parental involvement in services for the upcoming year.  
~Beginning in the fall of 2016, all 8th grade students will complete a high school and career plan which will be used to select a challenging high school course of study. This plan will be reviewed annually with students and families prior to course selection for the coming year and may serve as the high school DEP.  
~AIG leadership will work with the Director of High Schools to evaluate the use of grouping practices within Advanced Placement and Honors courses and determine a course of action should improvements be indicated.  
~During the 2016-19 AIG Plan cycle, CCS will also explore the role of dynamic assessment as an avenue to recognize and cultivate potential in diverse populations.  
~The Kingore Observation Inventory is also being explored as a tool to assist with identifying potential in traditionally underrepresented populations. Specific activities for students in grades K-6 are provided with accompanying rubrics to evaluate thinking demonstrated in these tasks. Students who are high performers may also be invited to nurture groups and/or have access to differentiation in the regular classroom.

**Sources of Evidence:** ~lesson plans indicating differentiated assignments  
~learning styles and interest surveys completed by students  
~list of resources available from the AIG Lending Library  
~project-based learning units developed  
~agenda from counselors' meetings indicating professional development in social and emotional needs of gifted  
~documentation of K-3 nurturing  
~DEPs and IDEPs with signatures of participants

### **Standard 3: 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:** The AIG Coordinator currently serves many roles at the district level and is not AIG Licensed. However, the AIG Lead Teacher holds AIG Licensure and works closely with the AIG Coordinator in guiding, developing, implementing, revising, and monitoring the AIG Plan and Program. Roles and responsibilities of the AIG Coordinator and AIG Lead teacher are listed below.

Coordinator

- ~Participates in Instructional Services Division meetings and communicates program AIG goals, budget, and professional development needs at the district level.
- ~Provides guidance and training to principals on the AIG Plan and program goals.
- ~Coordinates parent and community outreach.
- ~Posts available AIG positions on websites; conducts interviews and submits Recommendations for Employment.
- ~Monitors the AIG program in conjunction with Lead Teacher.
- ~Serves as a co-evaluator for AIG teacher evaluations upon request by a principal.
- ~Works with finance office and Lead Teacher to develop and deploy a budget for the AIG program.
- ~Serves as a liaison between AIG and the Superintendent's Cabinet.

Lead Teacher

- ~Oversees day to day operations of the AIG program.
- ~Develops and submits AIG Plan for approval to the Board of Education.
- ~Trains AIG staff in screening, referral, and identification procedures.
- ~Monitors the implementation of the AIG program, services, and activities of AIG staff.
- ~Maintains AIG records in PowerSchool and facilitates AIG Headcount reports to DPI.
- ~Establishes AIG program processes.
- ~Coordinates testing, scores tests, and provides results to parents and schools.
- ~Conducts annual stakeholder surveys.
- ~Participates in Zone 2 (formerly Region 2) AIG Coordinators' training to keep abreast of NC DPI AIG initiatives.
- ~Plans and facilitates monthly AIG staff meetings.
- ~Determines professional development (pd) needs of AIG staff, classroom teachers, and support staff; develops PD plan in conjunction with coordinator.
- ~Requests purchases of materials to meet the needs of gifted learners.
- ~Provides orientation to new staff and serves as mentor for new AIG teachers.
- ~Participates in staff interviews with Coordinator.
- ~Responds to stakeholder concerns.
- ~Participates in school-based Gifted Education Team meetings.
- ~Reviews all referrals prior to identification to ensure consistency of process in all schools.
- ~Works with AIG Coordinator and finance officer to develop an AIG budget.



### **Practice B**

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

**District Response:** The AIG Lead Teacher and/or AIG Coordinator visit schools regularly to monitor instruction provided to address the needs of gifted learners. Also, each AIG Specialist is required to submit a monthly report of activities which documents planning with regular education teachers, materials and resources provided, contacts with school personnel to include teachers, counselors, ECP, and ESL staff, parent communication, and professional development conducted. The AIG Coordinator and Lead Teacher are available to serve as a co-evaluator with the school principal in the observation of AIG Staff. Responsibilities of AIG Specialists are listed below.

- Provide teachers with a list of AIG students which includes area(s) of giftedness and services received.
- Conduct parent conferences for all initially identified students.
- Meet with parents of gifted students during the first two weeks of school to review the identification process, services their student will receive, and process for maintaining home/school communication.
- Provide services for gifted students which reflect their unique learning needs. Monitor performance of gifted and potentially gifted students to ensure continuous growth.
- Communicate gifted students' progress and AIG news to parents through progress reports and newsletters sent on designated dates. Maintain a webpage with information on programming, services, and resources for parents.
- Assist classroom teachers in developing differentiated curriculum and maintain artifacts and evidence of activities/lessons/units developed.
- Provide nurturing services for students identified as potentially gifted.
- Screen, refer, and collect data for the gifted identification process. Request testing and schedule GET meetings as needed.
- Review and maintain records for identified and potentially gifted students.
- Provide professional development in characteristics of gifted, academic, intellectual, social, and emotional needs of gifted students, and differentiation to cluster teachers and for school staff upon administrative request.
- Monitor representation of all subgroups identified and nurtured through the AIG programming; develop plan to increase participation of underrepresented groups if discrepancies exist.
- Advocate for gifted students.
- Attend AIG Specialists' meetings.
- Follow district AIG plan, practices, and directives.
- Support district initiatives.

### **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:** CCS expects all teachers to possess skills for working with gifted students. To meet this expectation, training in higher order thinking skills as well as Accelerated Learning For All Students is being implemented in all schools. This training is part of the district's Learning Focused initiative.

The AIG Specialist, in conjunction with the school principal, will determine a system for providing training to staff as needed. Minimum training the AIG program considers necessary to effectively work with gifted learners is as follows.

School-Based Administrators: 2016-19 AIG Plan, Cluster Grouping Model, Learning Needs of Gifted Classroom Teachers: 2016-19 AIG Plan, Characteristics of Gifted Learners, Beginning Differentiation, Social and Emotional Needs of Gifted Learners

School Counselors: 2016-19 AIG Plan, Characteristics of Gifted Learners, Social and Emotional Needs of Gifted Learners

ECP Personnel: 2016-19 AIG Plan, Characteristics of Gifted Learners

ESL Teachers: 2016-19 AIG Plan, Characteristics of Gifted Learners

#### **Practice D**

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

**District Response:** All CCS teachers are currently receiving training in the use of Learning-Focused planning framework to increase rigor through higher order thinking and differentiated assignments. This training will meet the district's professional development requirements for working with gifted learners as differentiation occurs with assignments designed at the highest levels of learning, with challenges in writing, and the use of formative assessment to redirect instruction.

CCS strongly encourages cluster grouping gifted students in grades 4-8 as best practice, but recognizes that it is the duty of the principal to grade and place students. A cluster group is defined as a group of 4-10 students of similar abilities or achievement in a heterogeneous class. All elementary school administrators have received training in cluster grouping and have been provided with resources to assist with intentional placement of gifted students. The AIG Coordinator and Lead Teacher, upon request, will assist principals with forming cluster groups based on their school's needs. The AIG Coordinator will work with Human Resources Division to identify a list of teachers who have obtained AIG licensure. This list will be shared with school principals and may be used when assigning gifted clusters.

AIG recommends cluster groups be paired with classroom teachers who have indicated a desire to work with gifted students and a willingness to participate in co-planning and training opportunities to effectively serve gifted learners. Additionally, these teachers will be supported by the AIG Specialist assigned to their school and/or curricular area. Formal professional development opportunities will be provided annually to assist classroom teachers with strategies to differentiate learning, pending available funding. Informal professional development during co-planning is ongoing.

Due to cost of licensure, few teachers are seeking AIG licensure at their own expense. As budgets permit, AIG will partner with Title II federal funds to provide tuition reimbursement for 2 teachers per year who wish to pursue AIG Licensure. All teachers in the district will be notified by email of this

opportunity. Interested teachers will complete an application for the CCS AIG Cohort and a rubric will be used by district staff to evaluate and identify most qualified applicants.

### **Practice E**

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

**District Response:** A survey of professional development needs is conducted annually with AIG staff to determine areas of focus for professional development during monthly AIG meetings. During the 2016-19 plan cycle, reading and math cluster teachers from all schools will be surveyed to determine professional development needs to ensure that gifted students are appropriately challenged daily. A portion of the AIG budget has been earmarked for professional development to meet needs identified in these surveys.

CCS has begun implementation of Learning-Focused Lesson Planning Framework to improve learning for all students in our district. This initiative, which focuses on higher order thinking and differentiated assignments, will drive instruction for gifted learners by increasing rigorous assignments in the classroom. All CCS teachers will receive training and support in these areas during the implementation of this initiative.

To ensure consistent understanding of district expectations for classroom teachers, AIG staff will continue to receive training in the following initiatives currently deployed during this AIG Plan cycle:

- ~Multi-Tiered System of Supports (MTSS)
- ~Learning-Focused modules
- ~Balanced Literacy
- ~Guided Math

### **Practice F**

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

**District Response:** Time for collaboration and planning is scheduled during all AIG staff meetings. During this time, teachers work individually or in groups of similar interest to develop lessons and resources to be used with gifted students. These lessons are uploaded to a shared folder in Google Drive, arranged by grade and subject area, and can be used when planning with classroom teachers. Lessons from the NC AIG Instructional Resource Project are used as exemplars in planning. AIG Specialists have scheduled time to plan instruction with cluster teachers. When sufficient days of service are provided for each school, planning will occur on a bi-weekly basis during the school day to minimize meetings before and after school. The use of electronic resources is also encouraged when time during the instructional day is not feasible. During this planning time, teachers will receive informal professional development as needed, reflect on lessons implemented, discuss formative assessment data, and plan for upcoming instruction. Additional planning with ECP staff will be scheduled to serve twice exceptional learners.

AIG Specialists are encouraged to participate in long range planning with grade levels as schedules permit.

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**Ideas for Strengthen the Standard:** ~Consider vertical alignment of K-12 AIG curriculum.  
~Work with Human Resources Division and principals to develop a process for evaluation of AIG Specialists which includes Roles and Responsibilities of AIG Specialists

**Sources of Evidence:** ~agendas from AIG Specialists' meetings, professional development conducted at the school and district levels, and AIG new teacher orientation  
~newsletters  
~webpages communicating program and services information  
~AIG Monthly Reports  
~survey results (parent satisfaction, professional development needs of classroom teachers and AIG Specialists)  
~evaluations of program implementation completed during site-based visits

## **Standard 4: 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 AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

**District Response:** Data from parent surveys indicate that programming and services for gifted students in Kindergarten through grade 8 meet or exceed their expectations for academic, intellectual, social, and emotional needs. During the 2016-19 plan cycle, CCS will work with high school leadership and parents to strengthen programming and services to meet the needs of students in grades 9-12.

AIG Specialists provide a range of services for gifted students which is responsive to the needs of the students within each school setting. Time to plan with classroom teachers is scheduled for all elementary staff and at middle schools piloting the aligned service model. During co-planning sessions, AIG staff discuss assessment data, support teachers with developing Learning-Focused lessons, assist teachers in differentiating instruction for high ability learners, share resources, suggest instructional strategies, and consult on social or emotional issues impacting students. The AIG Coordinator and Lead Teacher will continue to monitor planning and instruction through Monthly Reports and school visits.

As indicated in Standard 3e, the AIG professional development plan will bolster the capability of the AIG specialists to support district initiatives such as Balanced Literacy, Guided Math, and Learning-Focused, especially in the area of higher order thinking.

Year 3 of MTSS deployment in CCS will see AIG Specialists participate in problem solving during grade level Professional Learning Community (PLC) meetings at the elementary level with expansion into middle and high schools in future years.

AIG staff will strengthen partnerships with school counselors to support social and emotional well-being of gifted learners through regular professional development opportunities, inclusion in GET meetings, and informal discussions of needs.

### **Practice B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

**District Response:** Elementary School

During the 2013-16 plan cycle, services at the elementary school were more closely aligned to areas of identification with the focus on differentiation in regular education classes for academically gifted students in reading and math as well as piloting a process to identify and serve Intellectually Gifted (IG) students. As indicated in Standard 1b, CCS has determined that students performing at high levels on a nonverbal ability assessment will be designated as Intellectually Gifted. IG students meet

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with the AIG Specialist weekly with a focus on problem solving primarily through STEM-based projects. CCS will continue this service model in the 2016-19 plan cycle.

With the implementation of Tier 3 services, Individual Differentiated Education Plans (IDEPs) will be developed with students and families to outline a plan of study beyond Tier 2 differentiation to meet individual learning needs. AIG will continue to consult with classroom teachers, school counselors, and families when social and emotional issues arise. Resources are shared and suggestions made to assist in resolution of issues.

#### Middle School

Several service models have been implemented in previous AIG Plans based on the needs of the school. CCS has found that a program model which aligns services to identification has proven most successful for challenging gifted learners in reading and math and will be expanded to all middle schools within the plan cycle. This model also provides continuity of services provided at the elementary level.

In the aligned service model, students identified as Academically Gifted in Reading are served by an AIG Specialist licensed in both middle grades English Language Arts and AIG who co-teaches and supports language arts teachers in planning differentiation for gifted students. Students identified as Academically Gifted in Math are served by an AIG Specialist licensed in both middle grades math and AIG who co-teaches and supports math teachers in planning differentiation for gifted students.

Services for Intellectually Gifted students are delivered in a separate setting during electives which focuses on STEM projects. In support of cluster grouping, principals are encouraged to thoughtfully form language arts and math classes to narrow the number of teachers and class sections with AIG students while maintaining heterogeneous grouping in all classes. AIG will provide input in class assignments at the request of the principal.

With the implementation of Tier 3 services, Individual Differentiated Education Plans (IDEPs) will be developed with students and families to outline a plan of study beyond classroom differentiation to meet their individual learning needs.

#### High School

In high school, students select a challenging course load which aligns with career goals with guidance from an AIG specialist and their counselor. During the 2016-19 plan cycle, AIG plans to assign an AIG Specialist to high schools as budget permits. This AIG Specialist will be tasked with monitoring performance and developing intervention plans if performance falls below expectations, assist with college and career planning, locating scholarships, and supporting classroom teachers with strategies to differentiate learning upon request.

### **Practice C**

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

**District Response:** The AIG Coordinator is a member of the District Instructional Services Division and meets regularly with this group. During meetings, the coordinator receives updates on district initiatives and shares successes and concerns of the AIG Program. The Assistant Superintendent for Instruction, who oversees this team, presents policy for Board of Education review and approval which is reflective of the needs of all learners, including those identified as gifted. Updates on the AIG Program are shared with the Superintendent's Cabinet and Board of Education during the annual Organizational Review as determined by the Instructional Services Division.

Pending available funding, AIG will partner with Title II Federal Funds to offer tuition reimbursement

stipends for teachers pursuing AIG Licensure as indicated in Standard 2d. AIG staff participate in required and optional professional development activities offered by the district.

#### **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:** AIG has developed a presentation to be viewed by all staff annually which outlines the local AIG program and plan, North Carolina regulations relating to gifted education, and identification and services for gifted students in our district. A link to the full plan is provided for staff to view at the beginning of the year.

An AIG Handbook has been developed for AIG staff and is updated annually to reflect any changes. This handbook is shared in August of each year and relays detailed information concerning plan implementation as well as questions that frequently arise. Detailed processes for screening, referral, and identification of students are presented as well as a copy of AIG forms and documents.

The AIG Coordinator will share a PowerPoint summarizing the 2016-19 AIG Plan with principals in August of each year.

Prior to the beginning of school, AIG teachers provide classroom teachers with a list of gifted students assigned to their classes and review DEPs outlining AIG services to be delivered.

#### **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:** Through the use of DEPs for Tier 1, 2 and 3 students, inclusion of key stakeholders at GET meetings, and transition forms completed for each student moving within and outside the district, CCS implements multiple pathways to communicate delivery of gifted services. During identification and annual review of services in May, 2016, data for all students in grades 3-8 will be added under the Program Services and Identification Evidence tabs in PowerSchool to also assist with communication of AIG services at transition times.

Within a school setting, the AIG teacher meets with regular education teachers at the beginning of the year to discuss the identified gifted students, their learning needs, and strategies which have proven successful in the past to best meet those needs. Middle school AIG teachers are invited to end of year DEP meetings for 5th grade students to become familiar with their needs. An AIG records transition form accompanies all records which transition from school to school. This form will provide information on services and teacher comments to assist with transitions.

During the 2016-19 plan cycle, AIG staff will work with high school counselors to assist students in developing a rigorous plan for high school.

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**Practice F**

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

**District Response:** As indicated in Standard 1a, key stakeholders are invited to participate in the development of DEPs. In schools where counselors do not serve as the administrative representative, they are invited to participate in GET meetings. Teachers from the Exceptional Children's Program are invited to assist in DEP development for twice exceptional learners. ESL staff members who have worked with students referred for gifted services are also included in GET meetings. Training for AIG staff in the social and emotional needs of gifted is ongoing through self-selected study and participation at conferences, and sharing of resources. As issues regarding social and emotional needs arise, AIG Specialists work with students, counselors, and families to address them. This may include group or individual student counseling sessions.

**Practice G**

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

**District Response:** CCS recognizes individual student learning needs may occasionally necessitate accelerating through a grade or subject curriculum at a faster pace than same age peers. All Tier 1 and gifted students in Tiers 2 and 3 will have opportunities to compact curriculum when sufficient evidence of mastery is demonstrated. Students will be provided assignments which enrich and/or extend the North Carolina Standard Course of Study to replace compacted material. These enrichment/extension activities must be designed at the highest levels of thinking. Should enrichment and extension assignments fail to meet the learning needs of a student as evidenced by consistent outstanding performance, the principal may initiate a process to determine if acceleration is warranted. The Iowa Acceleration Scale will be made available for teams to collect and analyze data when making acceleration decisions. While the AIG Program respects the right of principals to grade and place students, all acceleration decisions must be shared with the Superintendent's Cabinet prior to implementation.

**Credit By Demonstrated Mastery**

CCS has developed and instituted a plan for Credit by Demonstrated Mastery which is widely publicized to students, parents, and school staff through report cards, class enrollment documents, automated calling system, news media, and individual meetings with counselors. The district CDM policy is below.

Credit by Demonstrated Mastery is the process by which Craven County Schools award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge.

- A. Students have one opportunity per course to obtain credit through the CDM process.
- B. Students must complete the appropriate application and meet course prerequisites.
- C. Students shall demonstrate mastery through a multi-phase assessment, consisting of:



1. A standard examination, which shall be the EOC/EOG or CTE Post Assessment where applicable, or a final exam developed locally, and

2. An artifact which requires the student to apply knowledge and skills relevant to the content standards. In appropriate situations there may require additional requirements, such as performance tasks.

D. The following courses are excluded from Credit by Demonstrated Mastery: 1. Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship) 2. CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals 3. CTE Advanced Studies courses 4. English Language Learner (ELL) courses 5. Healthful Living required courses 6. AP/IB Courses

E. A District CDM Review Panel will recommend whether or not the student earns credit through the CDM process. In the event that credit is not awarded, a family may appeal the decision to a district appeals committee.

1. Students and their parents should submit appeals within ten calendar days of receiving notification that an attempt was not successful.

2. The appeal must be in writing.

3. Final recommendations will be made within ten calendar days of Appeals Review.

### **Practice H**

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** In previous AIG Plans, intentional programming for culturally and ethnically diverse populations was implemented. In elementary and middle schools where less than 10 percent of a grade level's population was identified as gifted, a process for identifying students with excellent reasoning skills was implemented and students recognized as potentially gifted were invited to sessions with an AIG Specialist to observe and document potential giftedness. A majority of these students have met the district's criteria for identification and are currently being served in one or more areas of identification. All schools are required to track the representation of diverse student populations nurtured and identified as gifted and to nurture top performers in each subgroup. During the 2016-19 AIG Plan cycle, CCS will be piloting the use of local norms at selected schools to assist in identifying students who may benefit from differentiated services. In these schools, a combination of approaches will be used to identify top performing students in each subgroup. Some approaches to be used include USTARS~PLUS, Slocumb-Payne Teacher Perception Inventory, Kingore Observation Inventory, Primary Education Thinking Skills, and dynamic assessment. Results will be monitored semi-annually to determine effectiveness of programming.

Tier 3 services have been designed for highly gifted populations and services for these students will be outlined in an IDEP as addressed in Standard 2b.

AIG partners with Exceptional Children's Program to participate in IEP development of twice exceptional learners.

### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and

interests of AIG students.

**District Response:** AIG encourages and supports extra-curricular programs. Information about these opportunities is shared with students and families via newsletters and school webpages. AIG staff may co-sponsor these clubs, but do not bear primary responsibility for them.

Listed below are some extra-curricular activities offered at the elementary and middle school levels.

Battle of the Books (Elementary and Middle Schools)

Junior Docents

Science Olympiad

National Honor Society

National Junior Honor Society

Club/Theater Club

Beta Club

Dance/Choreography Club

MathCounts!

Chess Club  
Young Authors  
Drama/Improv

Lego Club

local/regional math competitions

Craven Community College Science Outreach Day for middle school

STEM Club

Duke TIP

Junior Civitans

Student Council

Association

Entrepreneur Club

Debate/Mock Trial  
Engineering Club  
Student Technology

There are numerous clubs at the high schools from which students may select.

### **Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

**District Response:** The AIG program strongly encourages gifted students to be cluster grouped within heterogeneous classes for reading and math in grades 4-8. AIG staff will continue to support teachers in differentiating lessons and assignments for gifted learners. Within cluster groups, the use of formative assessments is encouraged to continuously modify curriculum and enhance learning for gifted students. AIG staff work with classroom teachers to develop assessments for gifted learners prior to instruction to ensure that instruction includes appropriate levels of challenge. All elementary and middle schools schedule an intervention block for students during which students who are performing beyond grade level expectations in reading or math are offered enrichment and/or extension opportunities.

With support from middle school AIG specialists, high school counselors, and parents, students will design a challenging high school course load reflective of career and college aspirations.

**Ideas for Strengthen the Standard:** - Continue to seek additional avenues for stakeholder feedback to drive program improvement.

-Partner with MTSS Coordinator to develop discussion guide for gifted learners during school-based

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MTSS meetings.

-Annual plan and program review with principals.

-Improve Student Transition Form.

-Pilot use of local norms to assist with identification and intention services for traditionally underrepresented populations.

**Sources of Evidence:** Agendas from annual professional development conducted with counselors

AIG Specialists' schedules and Monthly Reports documenting planning time with cluster teachers

Records of monthly visits by AIG Coordinator and Lead Teacher to schools

Annual AIG Professional Development Plan with agendas of training provided

IDEPs for Tier 3 students

Agendas from Instructional Services Division in which needs of AIG program is addressed

PowerPoint of AIG Plan overview

AIG Specialists' Handbook

## 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 and the community that are intentional and meaningful to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

**District Response:** Parents are primary partners in supporting programs and services for gifted students. Parents volunteer in classrooms, provide supplies for special projects, collect BoxTops for Education, chaperone field trips, attend student presentations, and share feedback to improve programming and services. There has been some interest in forming a PAGE chapter, but to date one has not been chartered.

The New Bern Historical Society sponsors a Junior Docents Program for AIG students. Junior Docents is a partnership between select schools and the New Bern Historical Society. Each spring, as part of the Society's Spring Historic Homes and Gardens Tour, AIG students from two elementary schools are the docents (junior) inside the Attmore-Oliver House. The students are, in character and costume, representing family members of the Attmore-Oliver family stationed throughout the home, providing background history of the home, its contents, the family itself, as well as local history as it relates to the family homestead.

Community partners support Governor's School attendees by covering the \$500 tuition.

Camp REACH US has relied on donation from local businesses in our community, with restaurants and grocery stores providing meals and snacks for students attending camp.

The Eastern Carolina Aviation Heritage Foundation has partnered with City of Havelock, NC State University, and FRC East to provide a STEM focused camp for highly capable elementary students for the past several years.

Community members speak to groups of AIG students in their area of expertise to enhance units of instruction.

Partners in Education (PIE), a network of community partners, exist in CCS to support education for all students. PIE provides grants to teachers for class projects.

### **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:** CCS' AIG Program maintains a webpage which communicates program information as well as a link to the local AIG Plan and other resources helpful to families of gifted learners. Presentations which share information about the AIG Plan and program are conducted at Open House and parent meetings are conducted at each school.

Each AIG Specialist provides parents with specific information about the services provided at each

school via newsletters which are sent home monthly with elementary students. At middle schools, newsletters are sent with progress reports and report cards to AIG and nurtured students with copies posted on the school's AIG webpage.

### **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:** The AIG Program is advised by stakeholders reflecting the diversity of the district. All parents have opportunities to provide input on programming and services multiple times throughout the year via surveys and informal feedback. A smaller group advises the AIG Program and assisted with the development of this plan which included the following.

- parent representatives from elementary, middle, and high school students
- community members from each region of the county
- district instructional staff
- AIG staff
- principals from all levels across the district
- classroom teachers

### **Practice D**

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

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

Plans are in place to translate documents into Spanish.

### **Practice E**

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**District Response:** A strong partnership exists between Craven Community College and Craven County Schools. Approximately twenty percent of students at each of the two early college high

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schools are identified as gifted. Beginning in 9th grade, these students have access to array of college level courses to accelerate learning. Students enrolled in the three remaining high schools also have access to college level course through College and Career Promise.

Additionally, Craven Community College sponsors a Science Outreach Day for middle school students designed to introduce various branches of science as potential career pathways. Engaging activities are provided each year for student groups during this event.

Guest speakers are invited to present information in their area of expertise which align with AIG units of study. This includes face-to face presentations (for example engineers working in various fields from Fleet Reserve Center in Havelock) and digital presentations via Google hangouts (computer programmers to support learning computer coding).

Camp REACH Us has been heavily supported by local businesses who have provided food for camp participants, many from low socioeconomic backgrounds. The New Bern Aquatic Center has lent their support to camp by providing a site for testing underwater ROVs constructed during camp. Volunteers from high school civic organizations have also provided assistance with Camp REACH US.

**Ideas for Strengthen the Standard:** Continue to seek partners in the community and with institutions of higher learning to support the needs of gifted students.

Maintain AIG Advisory Group to meet bi-annually to review implementation of the AIG Plan and programming

Translate DEPs, IDEPs, and others AIG documents into Spanish. Monitor representation of subgroups receiving gifted services and consider translation in to other languages as needed.

**Sources of Evidence:** AIG program website with links to resources

Websites of individual AIG Specialists with program information, newsletters, and other information for parents

Progress reports

## **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 LEA's school board and sent to SBE/DPI for review and comment.

**District Response:** A self-assessment was completed in the fall of 2015 and data gathered from the self-assessment, along with input from families and other stakeholders, was used to draft changes in the AIG Plan for 2016-19. The AIG Lead Teacher has participated in State and Zone work sessions to develop and improve the plan. Using this information, an AIG Plan has been drafted which outlines the program and services CCS will provide. This plan has been reviewed by stakeholders throughout the district, along with district level leadership and has been submitted for approval by the Craven County Board of Education. Once approved, it will be submitted to DPI for review and feedback.

### **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:** The AIG Coordinator and Lead Teacher are charged with implementing and monitoring the AIG plan and programming. Site visits are conducted regularly to observe instruction and co-planning with teachers as well as to review evidence of plan implementation. Each AIG Specialist submits a monthly report of activities to the AIG Lead teacher which indicates dates of co-planning and co-teaching, materials and resources provided to classroom teachers to differentiate learning for gifted students, stakeholder communications (parents, ECP teachers, ESL teachers, counselors), and formal and informal professional development provided. During monthly AIG staff meetings, the effectiveness of programming and services is evaluated and improvements made. During the 2013-16 plan cycle, short and long term goals for plan implementation were established and reviewed by the AIG Coordinator and Lead Teacher annually. During the 2016-19 plan cycle, the AIG Focus team will review progress toward program goals bi-annually.

### **Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

**District Response:** AIG Leadership meets regularly with finance office staff to plan for budgetary expenditures from state funds allotted for the AIG program. Providing all schools with an AIG licensed teacher is our highest budgetary priority. AIG leadership suggests the following allocation of

funds to fully implement this plan.

90%- AIG Teacher salaries and benefits An AIG Teacher shall be defined as a teacher holding full or provisional AIG licensure and for whom 75% or more of the students served are identified as gifted in PowerSchool Student Information System or have Tier 1 DEP.

5%-Professional development These funds would be used to support training AIG teachers, cluster teachers in grades 4-8, school counselors, and Honors and AP teachers of English and Mathematics in best practices to meet the needs of gifted learners.

3% Testing Materials and scoring Cognitive Abilities Test for all 3rd grade students as well as 50 half-days of employment for additional ITBS and aptitude testing as needed.

2% Materials- Print resources for AIG and classroom teachers, textbooks for Advanced Placement courses, and technology needs which directly impact gifted students.

Should the 90% of state AIG funds allotted to salaries fail to provide a minimum of services at all schools, an additional 1% of the materials budget and 2% of professional development budget will be transferred to cover costs associated with staffing needs. Should additional funds be needed, an additional 2% of the professional development budget may be used to cover costs associated with staffing needs.

AIG staff will be assigned to elementary and middle schools based on the number of AIG identified students.

As budget permits, an AIG Specialist will be assigned to each high school. If funds do not permit, a high school staff member will be assigned AIG duties.

AIG staff is encouraged to apply for grants to fund materials and projects for their classrooms. Local sources are Bright Ideas grants, Weyerhaeuser mini-grants in math and science, and Partners in Education (PIE) grants. Additionally, the North Carolina Association for the Gifted and Talented offers mini grants to all NCAGT members to fund activities specifically for gifted learners.

### **Practice D**

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

**District Response:** Annually, AIG staff, with the assistance of the District Technology Coordinator, analyze AIG achievement and growth data using information obtained from EVAAS reports, and determine if needs of gifted students they serve are being met. An action plan is designed and progress toward goals is reviewed during annual site visits by the AIG Coordinator and/or Lead Teacher.

During the 2016-19 plan cycle, AIG leadership will work with the Director of Student Support Services to re-establish a method for communicating AIG drop out data. During the 2016-19 plan cycle, AIG staff at each school will identify gifted students who may be at risk for dropping out as evidence of disengagement and /or underperformance is noted. An intervention plan will be developed in conjunction with the student, family, classroom teacher, AIG Specialist, and school counselor to determine how to best meet the academic, intellectual, social, and emotional needs of the student. This plan will be monitored by the AIG Specialist and progress toward goals evaluated regularly. AIG staff is currently developing a process to track performance of gifted students on local benchmark assessments, End of Course tests, Advanced Placement exams, and ACT as compared to students not identified as gifted. This process will be deployed during the 2016-19 plan cycle.



### **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:** CCS recognizes that students from traditionally underrepresented populations need opportunities to develop potential giftedness through participation in gifted nurture groups if equitable identification is to be achieved. A form listing numbers of students nurtured in all subgroup is generated at each school and is shared with the AIG Lead Teacher during the weeks of AIG Headcount (Nov. 30 and April 30). The effectiveness of intentional programming for underrepresented populations is reviewed, and if numbers of nurtured students are dissimilar to grade level demographics for that school, a plan for improvement is developed by the AIG teacher and the AIG Lead Teacher. This plan will be monitored by the AIG Lead Teacher and/or AIG Coordinator to evaluate implementation and effectiveness.

### **Practice F**

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

**District Response:** All AIG Staff currently hold full or provisional AIG licensure. Those staff members with provisional license are required to complete full licensure requirements established by the North Carolina Department of Public Instruction for continued employment. When opportunities for employment arise, interested candidates are notified that licensure is required, but in the absence of strong candidates with licensure, teachers with exceptional classroom performance in working with high ability learners and a desire to pursue AIG licensure will be considered for the position. The AIG Coordinator will work with Human Resources Division to identify teachers possessing AIG licensure. This information will be shared with principals and may be used when making class assignments.

### **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:** Parent and student surveys have been conducted each fall, but will transition to May beginning in 2016. Teacher surveys will be conducted annually within the first two weeks of school to assess professional development needs for the school year. Surveys of school based administrators to solicit feedback on AIG programming and services will be conducted near the end of the school year to determine needed improvements for the upcoming school year. Informal feedback on programming and services is sought throughout the year using websites, Open House, parent conferences, curriculum nights, progress reports, etc.

### **Practice H**

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

**District Response:** Surveys of parents, students, teachers, as well as walk-throughs, parent feedback, benchmarking with other districts, planning meetings with district leadership to review strategic goals and initiatives, and publications disseminated from the Advanced Academics Division of the Department of Public Instruction are all used to review and revise the local AIG program and plan annually. During the 2016-19 plan cycle, a link for feedback will be placed on the AIG webpage.

### **Practice I**

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

**District Response:** Results of annual surveys and self-assessments will be shared on the AIG webpage and in AIG school newsletters. Survey results are shared with district leadership.

### **Practice J**

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** CCS safeguards the rights of AIG students and families through written policies, procedures, and practices.

Informed consent for services is sought at all initial placement conferences and a copy of signed consent is maintained in the student's AIG records.

Reassessment procedures: Students with artifacts strongly indicating giftedness may be provided with additional opportunities for reassessment of aptitude and achievement, should initial testing not meet criteria for identification. Referral data may be updated annually and reviewed by the AIG Lead teacher to assure artifacts strongly demonstrate giftedness. Due to the limited number of tests available for AIG use, achievement testing will be conducted only once per year in grades 3-8. In grades 4-5 and 6-7, the Naglieri Nonverbal Abilities Test, 2nd Edition (NNAT2), may only be given once.

Our procedures for reviewing records of and identifying students who were previously identified as gifted outside our district is outlined in Standard 1b of this plan and will be shared in various formats via the AIG webpage.

All parents receive a copy of the flow chart of Procedures to Resolve Disagreements when DEPs are signed each year.

**Ideas for Strengthen the Standard:** Strengthen reflection process by using existing collaborative team structures such as district cabinet and principals' meetings.

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Build MTSS process so that data problem solving is discussed for gifted students during school-based meeting with MTSS Coordinator.

Develop an intervention plan process for at-risk gifted students.

**Sources of Evidence:** -Student AIG records with copies of consent forms and DEPs

-Survey results from parents, AIG staff, teachers, principals

-AIG website

-Records of K-3 students nurtured

-Subgroup representation reports

-Evaluations from site monitoring visits

-Annual self-assessments of AIG program and services

-Interim report submitted to DPI

-DEPs indicating a copy of Parent Rights has been provided

**Glossary (optional):**

**Appendix (optional):**

2016 Screening and Referral Form.docx (*Appendix - Standard 1*)  
AIG Identification Brochure.pub (*Appendix - Standard 1*)  
AIG Identification Matrix.docx (*Appendix - Standard 1*)  
Initial Placement Parent Letter.doc (*Appendix - Standard 1*)  
Invitation to Conference.doc (*Appendix - Standard 1*)  
Permission to Test.doc (*Appendix - Standard 1*)  
Tier 1 Rubric for Potential Academically Gifted Services.docx (*Appendix - Standard 1*)  
Tier 1 Rubric for Potential Intellectually Gifted Services.docx (*Appendix - Standard 1*)  
2016-19 Differentiated Education Plan for Grades 4-8.docx (*Appendix - Standard 1:2*)  
2016-19 Differentiated Education Plan for Grades 9-12.docx (*Appendix - Standard 1:2*)  
IDEP.docx (*Appendix - Standard 1:2*)  
AIG Monthly Report.docx (*Appendix - Standard 1:2:3:4:6*)  
AIG Records Transfer.docx (*Appendix - Standard 1:4*)  
AIG Nurturing Documentation.docx (*Appendix - Standard 1:6*)  
Consent for Placement.doc (*Appendix - Standard 1:6*)  
Eligibility for Testing 16-19.docx (*Appendix - Standard 1:6*)  
Parent Letter- Students Transferring to CCS.docx (*Appendix - Standard 1:6*)  
Procedures to Resolve Disagreements.doc (*Appendix - Standard 1:6*)  
AIG Progress Report.docx (*Appendix - Standard 2:5*)