Carteret County Public Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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LEA Superintendent’s Name: Dr Daniel A Novey
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Carteret County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 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, Carteret County Public Schools local AIG plan is as follows:

Carteret County Public Schools Vision for local AIG program: The 2016-2019 AIG Plan was a joint effort authored by:
Michelle Laughridge: chairman
Parents: Travis Day, Tom Samojedny, and Allison Bernauer
Principals: Laura Lougee, Wanda Fowler, Jody McClennen, Al Roberson, Anna Brooks and Juanita Russell
Central Service: Heather Boston
AIG Specialists: Melodie Willis, Celeste Young, Rebekah Cole, Susan Peacock and Terri Riley

The Carteret County Public Schools' program for intellectually gifted and/or academically talented students is designed to guide the AIG student down an educational path that builds on individual strengths and provides opportunities to enhance and enrich those strengths. This occurs through positive, nurturing relationships with teachers, supportive time spent with school counselors, and dedicated, deliberate planning for differentiation involving the student, his/her parents, the principal, counselor, teacher(s) and AIG Program Specialists. The driving force behind this effort is a full understanding of the educational, social, and emotional needs of the gifted and talented child, coupled with the implementation of best practices in gifted education. The program is a vital and valued part of the AIG student's school experience. It is valued by students, parents, teachers, and administrators for the curricular rigor, the intellectual challenge, and the preparation for higher
education and/or the student's chosen career path.

We Believe:
• Student learning (corresponding with ability level) is the chief priority of the AIG program.
• Each student is a valued individual with unique physical, social, emotional, and intellectual needs which should be the primary focus of all decisions affecting the work of our program.
• Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work that reflects individual abilities.
• Students learn best when they are actively engaged in the learning process and apply their knowledge in meaningful contexts.
• Curriculum and instructional practices must incorporate a variety of learning activities to accommodate differences in thinking and learning.
• Challenging opportunities encourage increased individual student performance.
• Exceptional students (e.g. academically and/or intellectually gifted, students with disabilities, and/or students with limited English proficiency) require special resources and uninterrupted access to differentiated services.
• Schools are learning communities and must promote collaboration among students, teachers, administrators, parents, and the public.
• A safe and physically comfortable environment promotes student learning.
• The commitment of Carteret County Public Schools to continuous program improvement is imperative to enable AIG students to become confident, self-directed, life-long learners.

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

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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: The purpose of screening, referral and eventual identification as AIG in Carteret County is to find those students in grades K-12 who need AIG services. This is done through a comprehensive building of a researched based body of evidence and development of a learner’s profile to determine if a student has the need for a more challenging curriculum than what is provided by the regular classroom teacher.

Information on AIG Screening is provided on the Carteret County AIG website. Universal screening is provided to all 3rd graders. In addition, information on screening is provided to local private and charter schools and at points of Carteret County registration. Referrals are accepted from teachers, parents and students which are given to each school’s Gifted Identification Team who make the decision on testing and placement.

Evidences used in the screening, referral, and identification processes include both quantitative and qualitative data:
- EOG, EOC, NCFE, BOG, Explore, PLAN, ACT, and other nationally/state normed achievement testing
- Available aptitude scores (Common tests include CogAT, NNAT and OLSAT
- Sweep screens – given in Carteret County to every third grade student (the CoGAT)
- Historical trends of high classroom achievement/performance

Screening, referral and identification processes are explained at orientations to parents. Screening is ongoing with identification windows in the fall and spring of each school year. Gifted characteristics checklists are used at every school (such as Harrison Checklist) to help teachers understand characteristics of gifted learners. AIMS Web and MCLASS or other universal screening tools are used to identify potential giftedness as well through the MTSS process.

Benchmark testing and progress monitoring assessments are used to help identify potential gifted students in the area of academics.
Nominations are accepted from students, parents or teachers. Nomination forms are on each AIG Specialist’s website and are accepted by the AIG Specialist throughout the school year. Identification windows are in the fall and spring of each school year. Identification decisions are made by each school’s Gifted Identification Team which is appointed by each school’s principal and chaired by the AIG Specialist assigned to the school.

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:** Carteret County identifies students as Academic and Intellectually Gifted, Academic Reading, Academic Math, Academically Gifted (Reading and Math), and Intellectually Gifted.

**Highly Gifted**
Students exhibiting a 98th percentile on a nationally normed or county approved aptitude assessment/indicator, as a stand-alone score, are possible candidates for highly gifted.

*Academically and Intellectually Gifted (AI):*
Must Meet All Three Criteria
1. Equal to or >95% on a nationally normed Aptitude test (verbal, quantitative, non-verbal, or composite)
2. Equal to or >95% on an nationally/state normed achievement test (not sub-test) (EOG, EOC, NCFE, BOG, Explore, PLAN, ACT)
3. One Artifact to include:
   a. GRS T Score > 54 require documentation to support rating in at least one area OR
   b. Equal to or >95% cumulative county benchmark scores and/or 200 points above the grade average on lexile/benchmark

For Gifted Reading:
1. A nationally normed, county approved achievement test score of equal to or >95% in reading (i.e. Woodcock Johnson, Stanford 10, Explore, PLAN, ACT).
OR
A trend of equal to or >95% on 2 or more state normed achievement tests during a period of three consecutive years in reading (not sub-test) (EOG, EOC, NCFE, BOG)
2. One Artifact to include:
   - GRS scores > 54 require documentation to support rating in achievement area OR
   - Equal to or >95% score on county approved performance instrument or 200 points above the grade level school average on lexile measure

For Gifted Math
1. A nationally normed, county approved achievement test score of equal to or >95% in math (i.e. Woodcock Johnson, Stanford 10, Explore, PLAN, ACT).
OR
A trend of equal to or >95% on 2 or more state normed achievement tests during a period of three consecutive years in math (not sub-test) (EOG, EOC, NCFE, BOG)
2. One Artifact to include:
   - GRS scores > 54 require documentation to support rating in achievement area OR
   - Equal to or >95% score on county approved performance instrument
For Academically Gifted:
Students will be classified as AG if they qualify as both Gifted Reading and Gifted Math.

For Intellectually Gifted:
1. Equal to or >95% on a nationally normed Aptitude test in any composite or subtest
2. GRS scores > 54 require documentation to support rating in
   Intellectual, creative, leadership or artistic area

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

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

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: When students present characteristics of potential giftedness and/or academic talent not reflected by data from traditional standardized measures, program specialists will collaborate with general classroom teachers, special education and ELL teachers, and members of the school’s Gifted Identification Team to consider alternative assessments. Data will be collected from a variety of sources so that a school’s Gifted Identification Team can make an informed decision and have appropriate resources at their disposal so that all students have access to an appropriate education. So in order to accomplish this, we will continue to implement a variety of research-based practices to support the identification of traditionally under-represented AIG populations ensuring that every child is a possible candidate for gifted services. These include U-Stars-Plus and needed modifications as allowed on the CogAT.

● U-STARS~PLUS (Using Science, Talents, and Abilities to Recognize Students)
1. Promoting Learning for Underrepresented Students with Teacher Observation of Potential in Students (TOPS) forms to facilitate the recognition and nurturing of outstanding potential in typically underserved populations at the K-3 level.
2. Ongoing observations and assessments using the TOPS form by teachers afford flexibility in responding to the needs of all students.
By using U-STARS~Plus, teachers can observe students in authentic, real-world settings. Four years of data will be collected on students to determine potential. This data will be compared to CogAT testing and will be used at the end of the students' 3rd grade year by the Gifted Identification Team to make decisions as to whether the student should have additional testing.

- Provide needed modifications for students with IEPs on the CogAT which will increase the number of students taking the CogAT and their opportunity to show their true potential. To accomplish this, AIG Specialists will work closely with Principals, Exceptional Children's teachers, Guidance Counselors and ELL teachers to determine and document testing needs.
- A highly intellectually gifted K-2 student may be considered for identification if they need acceleration beyond the grade-level differentiation all day every day. Principals will consult with AIG Specialist and the school psychologist for proper aptitude testing and/or above grade level achievement testing to determine if AIG services are warranted. An IDEP may be developed.
- In addition, highly intellectually gifted students may need additional above grade level testing to determine how to best meet their academic needs. Parents may provide AIG Specialists with results of Explore or ACT testing provided through Duke TIP participation. In addition, it is possible that off grade level Stanford 10 testing may be ordered to best meet the individual service needs of the student. This decision would be made by the Gifted Identification Team at each school with the approval of the AIG Coordinator.

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

District Response: The Screening Process

1. The referral process begins with a system-wide screening of third graders during the fall of each school year. This testing is done in collaboration with elementary school test coordinators/counselors and Central Services' testing office. The Cognitive Abilities Test (CogAT) is administered by trained classroom teachers under strict testing conditions. Scores are reported from Central Services to school test coordinators; in turn, test coordinators provide classroom teachers and AIG specialists with copies. Specialists survey score reports, discuss with classroom teachers and act upon results according to screening and eligibility guidelines.
2. AIG Specialists also examine all transfer student information looking for students placed in Power School in North Carolina as AIG or students with qualifying test scores who may qualify in Carteret County Schools.
3. Principals of K-3 students are aware of potentially gifted students or students identified as gifted in other school environments. Teachers of K-3 students differentiate for students as routine practice but sometimes may need the assistance of the AIG Specialist to provide strategies beyond those on the teacher's toolbox. Working under the guidance of the school principal and AIG Coordinator, the AIG Specialist may provide this assistance to the K-3 classroom teacher.

The Referral Process
Placement of gifted students is a multi-faceted process that includes a search and nomination of likely candidates to the referral pool, a committee review of the required documentation, and a determination of giftedness. If a student is determined to be eligible for identification as academically talented or intellectually gifted, then he/she is enrolled following a meeting with the student's parent(s). Appropriate services are matched with the student's academic and developmental needs. Particular attention is given to potentially gifted students from culturally diverse, economically disadvantaged, or other challenged populations during this process. Collection of data is the responsibility of the program specialist.

Other Testing
There may be a need for further assessment. Transfer students enrolled in their prior school's AIG program may require standardized tests, depending on recommendations from the GIT. Nationally-normed tests may be administered more than one time, but not more than once inside of a two-year time period. When testing—other than the initial screening in third grade—is done, prior approval from the parent is required. This form is found on every AIG Specialist's website.

Teacher Referral
Teachers may recommend students based on their knowledge of student's performance. This may happen at any point in a child's academic career after third grade. To begin this process, the teacher provides the program specialist in his/her school with a completed referral form. This form is found on every AIG Specialist's website. The referral form and associated data should include evidence of substantial content differentiation inside the regular classroom. Additionally, there should be evidence the student is performing at least two grade levels above his/her peers on diagnostic assessments such as lexile score or AIMS web reports.

After this data is available, the specialist begins a Screening, Eligibility & Placement Summary Record and collects information about the student. When all appropriate data is collected and the testing indicators are met, the specialist follows up with the teacher and asks that a Gifted Rating Scale (GRS) be completed, after which the specialist will present the information to the school-site GIT for discussion and decision-making. The GIT meets twice a year: once in the fall and again in the spring.

Parent/Student Referral
Parents may recommend students based on their personal knowledge and observation of possible characteristics of giftedness. To begin this process, the parent provides the AIG Specialist in his/her school with a completed referral form after which the specialist begins a Screening, Eligibility & Placement Summary Record, collecting various information about the student. When all appropriate data is collected, the specialist will present the information to the school-site GIT for discussion. The parent is notified at each step of the process and of the decision of the team.

Review and Identification Process

School-Based Gifted Identification Team

Purpose
Each school is required to have a Gifted Identification Team (GIT) in place; the program specialist serves as the chairperson/facilitator. This group is responsible for meeting regularly to review pertinent information gathered from multiple sources and, based on the information provided, make recommendations about differentiation and/or placement in the AIG program. Placement decisions are made twice a year, in the fall and in the spring.
Membership

Membership on the team should consist of the principal (or designee), the specialist, cluster teachers and/or classroom teachers who have more than cursory knowledge of gifted education (at least one from each grade level served); the school psychologist and the guidance counselor (when needed). Members are appointed by the principal.

Authority

The GIT has the authority to enroll or exit students from the AIG program. No one single person has that authority. The process must be a deliberate, collective team effort.

The Review Process and the GIT Meeting

The team review process is conducted when information collected during the annual universal screening --or when other methods of referral-- indicate a possible need for differentiated services. Information collected is drawn from the multiple indicators of potential giftedness: student's observable behaviors, student performance, student achievement, student aptitude, and student interest. This information is compiled by the program specialist on the Screening, Eligibility and Placement Summary Record.

During the GIT review process, the following guidelines should be used:

• Within any indicator, a single criterion may reveal a need for services; however no single criterion can eliminate a student from consideration.

• Information used from each indicator should be directly related to the service option being considered.

• Information from specific indicators may be given priority for specific service options.

• In evaluation of student criteria, the team may find it necessary to utilize the "wait and watch" process to determine the best placement for a student whose data is incomplete or limited.

• Once all data have been reviewed, the GIT members make a collective recommendation regarding placement and associated service options.

• All team members sign the placement record indicating participation in the review and placement process.

• When the recommendation is finalized, the program specialist contacts the parents to establish a meeting time at which all data is reviewed, a differentiated education plan is developed, all necessary paperwork signed, and the student is officially placed in the AIG program.

• The student's information is then enrolled in Power School

• At no time will a student begin receiving services without parent contact and signatures.
• At no time will the student be enrolled in the Power School database without parent contact and signatures.

**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:** We will continue to offer create and store differentiated education plans for each AIG student. There will be copies of each folder placed in the LEA AIG office.
• We will continue to offer opportunities for parents to review these plans.

Spreadsheets are provided for each school by the AIG Specialists to the AIG Coordinator. These spreadsheets contain all the data on every identified student, including testing and identification. These spreadsheets and folder checks provide consistence across the LEA.

**Ideas to Strengthen the Standard:** We will continue to look at our placement data to determine if the methods of eligibility we are currently utilizing are ensuring equitable opportunities for placement for all students. In order to be sure that we are not overlooking students who move-in, transfer from private schools, or show other evidences of giftedness but did not meet the criteria on the end of grade assessment we have added the option to consider a nationally normed, county approved assessment. We are hoping this will allow us to identify students in a timely manner. We will continue to gather and review placement data from across the county and problem-solve any areas of weakness in eligibility criteria.

**Sources of Evidence:** "What were Willie and Xavier thinking? A Reflection of James Gallagher's Research on Student-Teacher Interaction" by Shelagh Gallagher, Richard Courtright and Linda Robinson, Journal of Gifted Education.

"Children of Promise: Dr James Gallagher's Thoughts on Underrepresented within Gifted Education" by Mary Ruth Coleman and Sneha Shah-Colrane, Journal of Gifted Education.

The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis

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

Tier I: Core Curriculum with differentiation:

Tier 1 provides the basics of curriculum and differentiated to meet students' needs. Students who can master the content with teacher support. Differentiation is the adaptation and modification of age-appropriate learning experiences in order to address the differences in student readiness levels, interests, and learning profiles.

Tier 1 is most appropriate when students need teacher support for mastery.

Teachers can differentiate the grade-level core curriculum by altering the content, process, or product.

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

Which students need Tier I differentiation?
- Students who "get" the curriculum easily
- Students who master the curriculum with one repetition or know the material even before it is taught.
- Students that become bored in the classroom.

Tier II:
Supplemental instruction and intervention in ADDITION to the core curriculum. (tier 1)

Tier 2 is for students who need extra support in order to be challenged appropriately and to develop the thinking skills needed for success in life. These students may be at-risk if they do not receive appropriate support and opportunities for growth. Tier 2 is designed for students who need additional support and opportunities based on their needs and rate of learning.
Which students need Tier 2 support?

Students who demonstrate a need for challenge above and beyond grade-level work. These skills include problem-solving, critical, and creative thinking, higher-order thinking, risk-taking, sound reasoning, and the development of internal motivation and commitment to doing difficult work through struggle and challenge, persistence and questioning.

Tier 2 interventions may include:
Gifted serves within the classroom with an AIG Specialist.
Compacting, acceleration and enrichment of the curriculum in order to meet the students’ needs.
A different type of curriculum instead of working with the standard curriculum (William and Mary, honors classes, Accelerated Math and ELA classes)
A continuum of services to meet individual students’ needs.
Any opportunity for gifted students to meet together in small groups.

The AIG students may need Tier 2 and Tier 3 interventions just as their struggling counterparts in education – and they need and deserve opportunities for diagnosis and support.

Tier 3 Intensive Instructional Interventions in ADDITION to the Core Instruction. Students are identified for Tiers 2 and 3 through ongoing, possible off-grade level assessments.

Tier 3 is for students who need intense support from a trained education specialist. These students may have demonstrated a passion for learning in a given area and need support to grow.

What services are offered at Tier 3?
-Independent Contracts
-Gifted Tier 3 students require more than differentiation.
-Grade skipping or cross grade level acceleration
-Early admittance to middle school, high school or college
-AP Courses

By grade level: How our program looks different:
Nurturing: In the K-3 program, we will implement U-STARS in cohorts across the county, adding new schools each year. Specialists will train classroom teachers in the TOPS form from the USTARS Plus model to see potential for giftedness in students. In addition they will continue to help teachers by modeling and providing materials for their classroom so that they may continue to develop this potential in their students. AIG Specialists will meet with regular classroom teachers to help them stay on track. USTARS Plus materials and other critical thinking materials are used as a guide to determine students considered at potential.

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

In grades 4-8, the program specialist works with the classroom teacher who teaches cluster groups of AIG students individually or within a group of teachers within a professional learning community to plan for differentiated instruction. Individual DEPs for students are developed which define strategies for each student based on their specific need which is determined by data. These strategies are:
Compacting: Giving students full credit for what they know about an upcoming unit and/or providing advanced students opportunities to learn new material in a shorter period of time than needed by classmates.
Questioning strategies: Using high level, open ended questions meant to challenge thinking and learning.
Flexible grouping: Grouping and regrouping students throughout the year according to readiness, interest, learning styles, achievement level, activity preference or special need.
Tiered Assignments: Varying the level of complexity, depth, or novelty of a lesson so students can go beyond basic requirements of a lesson.
Extension Menus: A selection of topics from which students can choose to pursue an independent study that extends the learning beyond already mastered content.
Learning Contracts: A signed agreement between student and teacher regarding specific tasks to be done by the student.
Interest centers/groups: a way to organize students to work together on activities.
Independent study: Ongoing in-depth research on a topic of a student's own choosing.

Grade Acceleration: Acceleration is one of the most effective curriculum interventions for gifted children. The benefits are long-term, both academic and social.

Guidelines-
The following factors should be a part of the determination:

• It is recommended that the student have a nationally-normed test score at or above the 98th percentile in multiple areas, including aptitude and achievement.
• If additional data is needed, the student should be assessed by the Carteret County Schools' psychologist or an outside assessment should be reviewed by the school psychologist.
• The type of acceleration should be discussed (subject, concurrent, advanced placement, grade skipping).
• Skill gaps should be diagnosed so that the student can be assisted in acquiring missing basic skills and a transition plan put in place to assist the student and teachers.
• An appraisal of the student’s present intellectual, emotional and social adjustment should be considered in the decision-making process.
• Every situation for acceleration should be considered separately. Physical maturity, height, general emotional stability, motivation, and ability to handle challenge are all part of the decision-making process.
• The student's need for intellectual challenge is a major consideration.

(Guidelines are based on The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis)

Pull out services may be provided as well by the AIG Specialist during Enrichment time to develop relationships and provide enrichment or extensions of the on grade level curriculum.

Classroom teachers of AIG students in grades 4-8 are expected to complete and send home with each report card issuance a document that explains how curriculum was differentiated within their classroom to meet the learning needs of each gifted student.

AIG Specialists will collaborate with high school counselors and students in grades 7-8 in order to guide students in appropriate high school course selections through the Blueprint for Curriculum. Programs such as CFNC and NCSSM may be utilized in middle school to provide assistance with this process.
In grades 9-12, students choose whether to take Honors or AP classes. An AIG Program Specialist is assigned to each High School to collaborate with counselors and monitor and assist the students and parents in academic decisions and monitor and complete the Blueprint.

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

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

1. Quality Tier 1 curriculum and instruction: Learning experiences must be rich and organized by key concepts rather than just facts. AIG students need content which causes them to process at high levels. They also need tasks which require them to grapple with meaningful problems and pose defensible and thoughtful solutions. Gifted students need classrooms which are respectful of them; provide both structure and choice; and help them to achieve more than they ever thought that they could.

2. Good teaching for gifted learners is paced in response to their individual needs. Often, highly able students learn more quickly than others their age. As a result, they typically need a more rapid instructional pace than many of their peers. On the other hand, the pace of instruction may need to be decreased when the goal is achieving the depth or breadth of understanding.

3. Good teaching for gifted learners happens at a "higher degree of difficulty" than many students their age. In the Olympics, the most accomplished divers perform dives that have a higher degree of difficulty than those performed by divers whose talents are not as advanced. This degree of difficulty in their talent area implies that their content, processes, and products should be more complex, more abstract, more open-ended, more multi-faceted than would be appropriate for most of their peers. They should work with problems that are more vague, work with less teacher imposed structure, and in comparison to the norm should have to make greater leaps of insight and transfer than would be appropriate for many their age. Gifted learners often are able to function with more independence than their peers.

4. Good teaching for gifted learners requires an understanding of "supported risk." Usually gifted learners make good grades with relative ease, expect to get the right answers, and lead the way. In other words, they succeed without the normal encounters with failures. Yet, when a teacher presents a high risk task, the student feels threatened. Not only has he or she not likely learned to study hard, take risks and strive, but the student's image is threatened. A good teacher of gifted students understands this and invites, cajoles, and insists on risk taking in a way that supports success. Like a good gymnastic coach asks the young gymnast to learn a risky move, and effective teacher of gifted learners ensures the young person has the requisite skills, then practices the skill with appropriate scaffolds for a time. Then the teacher "spots" the learner for a time to assure they have the skills necessary to work independently.

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

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

3. Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at the back of the room and move through a math book alone ignores the child's need for affiliation and overlooks the fact that the teacher is a crucial factor in all children’s learning. It violates the importance of meaningful peer interaction in the learning process, as well as social and emotional development.

4. Instruction for gifted learners is inappropriate when it is structured around "filling time" or novel and piece meal experiences. Highly able students are sometimes asked to complete chores while others finish. These chores may be along the lines of serving as "junior teacher" which are defended with the statement that their test scores remain high.

From Carol Ann Tomlinson, EdD, The University of Virginia "What it means to teach gifted students well".

It is our goal that all teachers who serve gifted learners will be able to:

• recognize and address the diverse learning needs of gifted students – in other words, what does it mean to teach gifted students well,

• know their content well enough to readily and comfortably compact curriculum, design independent studies, implement flexible grouping and modify assignments – all based on individual students' needs;

• Understand the goals of AIG clustering in classrooms in order to meet the instructional pace and social and emotional needs of gifted learners.

To accomplish these goals:

Carteret County Schools will provide ongoing professional development for classroom teachers, AP and Honors teachers, counselors, and administrators addressing best practice in curriculum and instruction and in gifted education.

• AIG Program Specialists will co-plan and if possible, co-teach with cluster teachers, model and share their expertise.

• AIG Program Specialists will work with cluster teachers to plan and develop lessons and instructional materials appropriate to the specific needs of gifted students.

• AIG Program Specialists will participate in individual school's professional learning communities.

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

The state of North Carolina gives each school's principal the responsibility to place students. The following information is provided on grouping students and is considered best practices for gifted students in Carteret County. When considering cluster grouping AIG students' for scheduling purposes:

• Ideally, 6 to 8 students make a reasonable group in a classroom of approximately 20 students. While this is not a finite number, it is a standard to aim towards. Should you have 20 AIG students, one could divide them into 4 groups of 5 students or 3 groups of 6 or 7. Ideally the second method is better for the teachers and students, but perhaps under some unusual situations, the former might be as appropriate. If one had class sizes of 16 students, one might opt for the 5-person groups as they would constitute about a third of the class (a group of 6 or 7-students would also work).
• What is not ideal is to take a group of 12 students and divide them three ways rather than two.
• While it may sound great to give all teachers a small dose of the AIG students, our focus is what is best for the students and a group of 4 students is too small to really give them a proportional balance in the class and the requisite attention they deserve.

In High Schools students choose between Honors and AP courses. We will continue to work to expand our service model at the high school to allow students competitive coursework in Science, Technology, Engineering, Arts, and Math that meets their need for deeper and richer learning experiences.

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

District Response: Currently, the AIG Program staff uses the following supplemental resources:
Grades K-3
UStars Plus, PETS, Lollypop Logic and Jacobs Ladder as needed
Grades 4-8
• Junior Great Books
• Jacob Ladder Level 2-5
• Zaccarro's Challenge Math and Upper Elementary Challenge Math
• Zaccarro's Middle School Challenge Math
• Sheleigh Gallenger: Problem based Learning – Various Titles
• Math Counts
• Math Super Stars
• NCDPI IRPs
• Grade 7-8 Academic Blueprint for Long Range Planning
• Navigator Units for novels from William and Mary
• Academic Blueprint for Long Range Planning
• Zaccarro's Real World Algebra
Grades 9-12
Academic Blueprint for Long Range Planning

In addition, we are continually searching for supplemental resources from other LEAs where AIG students are successful.

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

District Response: We continue to develop relationships and partnerships within our community and
seek new partnerships as we seek to provide our gifted students with real world 21st century content and skill development at an advanced level. We are fortunate to have many groups locally who are more than willing to help provide staff development, resources for our teachers and our students in the manner of people and materials. We are grateful to have the following established relationships with NCSSM, Duke Marine Lab, Duke TIP, CMAST and Engineering Camps through NC State University.

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

**District Response:** Through MTSS, Carteret County uses AIMS web and MClass assessment tools in both reading and math. In addition, in middle school math, pre and post tests are available in DIGITS and district benchmark assessments are given and analyzed. In middle school ELA, assessments are available in Springboard. Teachers in all areas also have access to Problematic and School Net to create pre and post assessments. These formative assessments should be ongoing and consistent.

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

**District Response:** AIG staff provides staff development, and websites to all stakeholders involved with AIG students to support AIG students' social emotional needs. Specific activities are planned to support transitions to High School and between elementary and middle school.

**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 children begin school with different talents, abilities, and knowledge. They learn at different rates and each deserves to be challenged to reach his/her highest potential. It is vital that primary students have the opportunity to learn as much as they can, and for teachers to employ instructional strategies and differentiated curriculum to provide that challenge and opportunity.

Goals:
- To develop a plan to begin the implementation of USTARS Plus in all K-3 classrooms;
- To continue build on the success of USTARS Plus at Beaufort Elementary and Morehead City Primary, encourage implementation in other elementary schools;
- To encourage principals to make AIG Specialists a resource when they are considering
acceleration of students.

Description

To accomplish these goals we will:
● work with principals to help them understand the advantage of implementing USTARS Plus in their schools;
● provide continued staff development in USTARS Plus, Jacob’s Ladder, AIG provided critical thinking activities for classroom teachers and principals;
● provide AIG Specialists with assessment resources with which they can aid principals on acceleration issues.

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: AIG students spend the majority of their time each day in a regular classroom. Meeting their academic needs requires a collaborative effort among classroom teachers, AIG Program Specialists, counselors, and other professionals who can assist in modifying instruction for a student’s particular needs. AIG students can require the services of exceptional children’s personnel, speech therapists, occupational therapists, and a myriad other professionals. It is incumbent upon all of these people to work together to provide the best education possible for AIG students. We will continue to foster collaborative relationships among all stakeholders in the best interest of AIG students. The AIG Coordinator is the MTSS Coordinator and participates in the district Curriculum and Instruction PLC.

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: This practice is business as usual for Carteret County School’s AIG Program. DEPs are completed annually and an opportunity for review is provided for every parent. We are in the process of revising our DEPs so that they are more specific and meaningful to the student and parent and communicate to the classroom teacher the needs of the gifted student. Input is obtained for DEP from parents, teachers, and if appropriate students.
Idea to Strengthen the Standard: As a district, we want to ensure that all our AIG students show positive growth throughout the school year and are provided with a rigorous curriculum that meets their unique learning needs. We will continue to EVAAS data to determine the effectiveness of our instruction and review formative data to measure our student growth. We need to continue to assure that all educators in our buildings understand the need to differentiate for gifted learners and what "that" looks like. We need to look at the student groups and buildings in which our gifted students are showing the strongest growth and determine what is working. From there, we can focus our efforts on strategies that are working for our populations and expand those strategies. In buildings where our students are showing the weakest growth, we need to problem solve the barriers to growth and use data to monitor the changes in our programming.

Sources of Evidence: "What were Willie and Xavier thinking? A Reflection of James Gallagher's Research on Student-Teacher Interaction" by Shelagh Gallagher, Richard Courtright and Linda Robinson, Journal of Gifted Education.

"Children of Promise: Dr James Gallagher's Thoughts on Underrepresented within Gifted Education" by Mary Ruth Coleman and Sneha Shah-Colrane, Journal of Gifted Education.

The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis

Carol Ann Tomlinson, EdD, The University of Virginia: What it means to teach gifted students well.
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 current job description for the AIG Program Coordinator is the following:

- monitoring the implementation of gifted education services for fidelity to the AIG Plan during individual site visits K-12;
- proposing and managing a budget and implementing material selection for school AIG resources;
- consulting with gifted specialists, classroom teachers, parents, administrators, and counselors to ensure the implementation of services for advanced learners;
- facilitating the Carteret Gifted Advisory Councils: including District Administrative Leadership, Administrative, Principal and Parent Leadership and Parent Advisory groups;
- collecting, analyzing, and summarizing district AIG performance and demographic data;
- reviewing and analyzing data with gifted specialists at each school;
- facilitating the Governor's School process, which includes working with high school gifted specialists and counselors and overseeing the Governor's School Selection Committee;
- developing and maintaining district informational tools such as an AIG district website, form letters, classroom teacher and AIG teacher documents;
- facilitating and leading monthly AIG training sessions for all gifted specialists;
- meeting and planning with regional Coordinators of Gifted Education and State AIG consultants to stay on cutting edge of Gifted Education;
- mediating parents, gifted specialists, classroom teachers, and administrators in dealing with disagreements concerning all phases of the program;
- facilitating annual State (Department of Public Instruction) AIG Headcount;
- facilitating discussions and professional development in decisions for acceleration;
- managing testing for potential AIG students;
- coordinating with administrators and Human Resources in the hiring of AIG personnel, including their observations, evaluation and development of professional development plans;
- Ensuring that the AIG populations receive differentiated and appropriate services at school sites.

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:** Elementary level gifted education specialists will continue to be responsible for:
- implementing all six standards of the Carteret AIG plan;
- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
- maintaining a school AIG website that aligns with the district's website rubric expectation;
- reviewing and analyzing on-going, benchmark and summative data for all AIG students;
- implementing the nurturing program (UStarsPlus) as it is adopted by the elementary school;
- creating instructional and coaching targets based on data analysis;
- developing curriculum that is aligned with the SCoS and is appropriate for gifted students;
- collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
- working directly with classroom teachers to provide feedback on differentiation for gifted learners;
- facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;
- facilitating annual DEP reviews with AIG families by the end of the first 9 weeks;
- facilitating informational sessions to inform parents of the identification process and criteria;
- attending monthly professional development, or AIG training sessions;
- maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation;
- assisting the school's data manager in ensuring the AIG roster in Power School is accurate;
- promoting extra-curricular opportunities for gifted students;
- advocating for gifted learners in the school;
- facilitating and recording the school's Gifted Identification Team meetings as documentation of decision making;
- assisting classroom teachers in providing AIG School to Home Communication forms each 9 weeks to AIG families.

Middle School level gifted education specialist will continue to be responsible for:
- implementing all six standards of the Carteret AIG plan;
- gathering evidence to demonstrate alignment and implementation of all six standards of the AIG plan;
- reviewing and analyzing on-going, benchmark and summative data for all AIG students;
- creating instructional and coaching targets based on data;
- developing curriculum that is aligned with the SCoS and is appropriate for gifted students;
- collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students;
- working directly with classroom teachers to provide feedback on differentiation for gifted learners;
- facilitating monthly PLCs to develop capacity and systematic programming at the school site assigned;
- facilitating annual DEP reviews with AIG families by the end of the first 9 weeks;
- facilitating informational sessions to inform parents of the identification process and criteria;
- attending monthly professional development or AIG training sessions;
- maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation;
- assisting the school's data manager in ensuring the AIG roster in Power School is accurate;
- promoting extra-curricular opportunities for gifted students;
- advocating for gifted learners in the school;
- facilitating and recording the school's Gifted Identification Team meetings as documentation of
decision making;
- assisting classroom teachers in providing AIG School to Home Communication forms each 9 weeks to AIG families.

High School level gifted education specialists will continue to be responsible for:
- developing and discussing with AIG students and parents the Academic Blueprint for Long Range Planning
- maintaining a school AIG website that aligns with district website rubric expectations;
- disseminating and providing professional development opportunities to school staff;
- disseminating extra-curricular opportunities to AIG students and families;
- pulling mid-term failure reports for identified students and facilitating counseling for those students;
- advocating for gifted learners;
- assisting the school's data manager in ensuring that the AIG roster in Power School is accurate.

**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:** There are many stakeholders in the education community that are responsible for the education of students labeled or potentially labeled AIG. Each category of these stakeholders needs knowledge and skills to serve gifted students and meet their cognitive demands.

Carteret County will use GT Ignite, their AIG Specialists, AIG DPI Booster Shots, NCCAT, as well as other gifted conferences and workshops to meet the individual professional development needs of stakeholders and improve their skills.

AIG Specialists and AIG Coordinator need to be licensed by or working to obtain license in NC in AIG and be able to:
- Have an in-depth understanding of the Carteret County AIG Plan
- Share information regarding clustering of AIG students
- Share information regarding delivery models of AIG services
- Advocate for appropriate practices for AIG students
- Articulate and implement screening, referrals and identification practices
- Share information and work to meet the social and emotional needs of AIG students
- Understand and share characteristics of dually-exceptional students
- Share effective scheduling practices with classroom teachers
- Collaboratively plan with teachers of record (connect with learning); assist classroom teachers with differentiating of curriculum
- Share enrichment opportunities
- Read about and understand current research and practices in gifted education

Classroom teachers with gifted students will be able to:
- Have an overview understanding of the Carteret County AIG Plan
- Understand effective cluster grouping of and instructional strategies for gifted students, including compacting
• Understand the AIG services delivery models utilized at the school
• Advocate for appropriate practices for AIG students
• Have a working knowledge of screening, referral, and identification practices
• Understand the social and emotional needs of AIG students and implement strategies for working with these students as needed
• Understand the characteristics of dually exceptional students
• Understand and implement effective scheduling practices that meet the needs of all students
• Collaboratively plan differentiated units with the AIG Specialist
• Match the AIG students with enrichment opportunities

Exceptional Children's Teachers will:
• Have an understanding of the Carteret County AIG Plan as it relates to dually exceptional students
• Have an understanding of AIG service delivery models utilized at the school
• Understand appropriate practices for AIG students
• Understand the characteristics of dually exceptional students
• Understand the social and emotional needs of AIG students and implement strategies for working with dually exceptional students

Guidance counselors will:
• Have an understanding of the Carteret County AIG Plan
• Understand effective cluster grouping of gifted students, including compacting
• Understand the AIG services delivery models utilized at the school
• Advocate for appropriate practices for AIG students
• Have a working knowledge of screening, referral, and identification practices
• Understand the social and emotional needs of AIG students and implement strategies for working with these students as needed

Administrators will:
• Have an understanding of the Carteret County AIG Plan
• Understand effective cluster grouping of and instructional practices for gifted students, including compacting
• Understand the AIG services delivery models utilized at the school
• Advocate for appropriate practices for AIG students
• Have a working knowledge of screening, referral, and identification practices
• Understand the social and emotional needs of AIG students and implement strategies for working with these students as needed

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:** It is our goal that all teachers who serve gifted learners will be able to:

- recognize and address the diverse learning needs of gifted students,
- know their content well enough to readily and comfortably compact curriculum, design independent studies, implement flexible grouping and modify assignments – all based on individual students’ needs; understand the goals of AIG clustering in classrooms as they implement strategies to teach gifted students well. (see standard 2, practice B)

To accomplish these goals:

- Carteret County Schools will provide ongoing professional development for classroom teachers, AP and Honors teachers, counselors, and administrators addressing best practice in gifted education. AIG Program Specialists will co-plan and if possible, co-teach with cluster teachers, modeling and sharing their expertise.
- AIG Program Specialists will work with cluster teachers to plan and develop lessons and instructional materials appropriate to the specific needs of gifted students.
- AIG cluster teachers whose students do not meet annual growth goals should have as part of their annual PDP goals and strategies to meet AIG goals. The development of the goals will be left to the decision of the school principal and cluster teacher.
- AIG Program Specialists will participate in individual school's professional learning communities.
- AIG Program Staff will assist principals in grouping/clustering AIG students, based on data readily available to program staff in the spring of each year.

The state of North Carolina gives each school's principal the responsibility to place students. The following information is provided on grouping students and is considered best practices for gifted students in Carteret County. When considering the cluster grouping AIG students for scheduling purposes:

- Ideally, 6 to 8 students make a reasonable group in a classroom of approximately 20 students. While this is not a finite number, it is a standard to aim towards. Should you have 20 AIG students, one could divide them into 4 groups of 5 students or 3 groups of 6 or 7. Ideally the second method is better for the teachers and students, but perhaps under some unusual situations, the former might be as appropriate. If one had class sizes of 16 students, one might opt for the 5-person groups as they would constitute about a third of the class (a group of 6 or 7-students would also work).
- What is not ideal is to take a group of 12 students and divide them three ways rather than two.
- While it may sound great to give all teachers a small dose of the AIG students, our focus is what is best for the students and a group of 4 students is too small to really give them a proportional balance in the class and the requisite attention they deserve.

Within the first two weeks of school, AIG Specialists will check the classroom rolls of all core classes making sure that all AIG students are clustered correctly. Concerns are reported to the principal. Any student who is not clustered according to the above standards will be reported on a form to the AIG Coordinator who will turn in all forms to the Assistant Superintendent for Instruction. The form will include the number of currently identified gifted students in the class, the reason given for the student not being placed in the class and will be signed by the AIG Specialist and the principal of the school. This form will be due to the AIG Coordinator by the end of week three of the school year.

In High Schools students choose between Honors and AP courses. Teachers of these classes will understand the needs of gifted learners as well and be offered opportunities for staff development in gifted education. Gifted students are not clustered in these classes as they choose their class.
**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** The AIG Coordinator works in collaboration with the District Instructional Support staff to make sure that the needs of all children, including the AIG students are met. AIG professional development include:
- AIG booster shots
- GT Ignite
- School site PLCs

Also, we have found that NCCAT has provided excellent professional development for teachers on growing gifted learners.

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

**District Response:** Time is built in during the school day, on early release day and on district professional development days to share best practices in gifted education. Regular classroom teachers and AIG teachers work together to support program improvement.

**Ideas to Strengthen the Standard:** As a district, we are working to ensure that all our specialists and coordinator are AIG licensed. We are working to recruit and hire the very best teachers to work with our AIG students. An area for focus to strengthen the standard is ensuring that we provide professional development for all teachers. We will work to plan quality district PD and make sure that AIG professional development is on the district PD calendar. This will allow us to reach all teachers in an effective and efficient manner.

**Sources of Evidence:**
"What were Willie and Xavier thinking? A Reflection of James Gallagher's Research on Student-Teacher Interaction" by Shelagh Gallagher, Richard Courtright and Linda Robinson, Journal of Gifted Education.

"Children of Promise: Dr James Gallagher's Thoughts on Underrepresented within Gifted Education" by Mary Ruth Coleman and Sneha Shah-Colrane, Journal of Gifted Education.

The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back
America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis
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: Carteret County School's AIG programs and services look different at different grade spans but are comprehensive in meeting the academic, intellectual, social and emotional needs of gifted learners across all classroom environments, grade levels and settings.

K-3 – While we do not frequently identify students as academically and/or intellectually gifted in K-2, program specialists are in close collaboration with general classroom teachers. This collaboration includes working with teachers and providing strategies to nurture potential giftedness. Also, when individual students exhibits characteristics of giftedness, program specialists provide classroom teachers with both strategies and in some cases, materials to meet the needs of these children. The CogAT is given to all 3rd graders as the first step towards formal gifted identification.

Grades 4-8 – Formally identified students are clustered with AIG trained classroom teacher in core subjects. Program specialists work with the classroom teachers with cluster groups on compacting, differentiated instruction and acceleration options. Pull out services will continue to be provided for gifted students to meet social/emotional needs, academic and intellectual needs. Program Specialists will work with classroom teachers to develop appropriate materials to use during enrichment/remediation time when the program specialist is not on campus.

Grade 9-12 – Students in this grade span will continue to take upper level courses at their respective High School such as Honors and Advanced Placement. A Program Specialist will be assigned to each High School to work with an assigned counselor. The program specialist will meet with each AIG student consulting about scheduling, Governor's School, School of Science and Math and generally encouraging students to be all they can be while supporting their social and emotional well-being.

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

District Response: We align student services with individual academic and intellectual needs in connection to their current data collected from multiple sources. These sources of data include but are not limited to research based data such as:
• Aptitude scores
• EOG/C NCF scores
• Aimsweb scores
• Lexile scores
• Nationally normed achievement testing

This data will be used to provide for the student the very best program and services within the goals and resources of our LEA.

If data does not support that acceleration, enrichment or extension are not appropriate in a given period, an AIG student may remain in the core curriculum or in remediation. This does not mean that students are de-gifted, only that their AIG program and services may change to better meet their needs.

**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:** AIG services are an integral part of the total instructional program and provides additional resources for the classroom teacher when a student has the need for a more challenging curriculum and instruction than what is provided by the regular classroom teacher in the core curriculum. All students need and deserve good curriculum and instruction but this is where good programs and services for gifted learners begins.

• The AIG Specialists makes cluster grouping recommendations to the principal based on available data,

• Principals expect lesson plans to show pre-test data and evidence of differentiation and compacting for gifted students based on that data

• Principals expect the use of EVVAS growth data, progress monitoring and benchmark data to drive and support instruction.

**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:** Communicating about and advocating for the gifted education is an ongoing effort. Therefore all AIG Specialist must:

• integrate program standards, regulations and Article 9-B into professional development;

• maintain an updated website offering a multitude of information about the LEA’s AIG program;

• make information about AIG part of new teacher orientation

• be part of faculty meetings and PLCs

• provide principals and cluster teachers with information about regulations related to gifted education as it becomes available
• evaluate the effectiveness of the AIG program at each school site and make changes as needed

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: It is imperative that effective communication continues between teachers and schools. Therefore we will continue:
• to spend time collaborating between program specialists, school PLCs, counselors and principals to ensure that we have effective communications concerning AIG services;
• to hold transition meetings at key points of fifth grade transition to middle school and eight grade transition to high school.
• to email Carteret County staff promoting best practices in gifted education and staff development opportunities. In addition, classroom teachers will be recognized for outstanding instruction in gifted education.

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: Creating an environment supportive of the social and emotional needs of AIG learners is our goal and all stakeholders must be involved. To accomplish this, program specialists will continue to provide staff development as needed at each school site, continue or establish an AIG Support Team led by the school counselor, and provide tools and resources for teachers and families to support the social and emotional needs of AIG students.

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: Grade Acceleration: Guidelines; Acceleration is one of the most effective curriculum interventions for gifted children. The benefits are long-term, both academic and social. The following factors should be a part of the determination:
It is recommended that the student have a nationally-normed test score at or above the 98th percentile in multiple areas, including aptitude and achievement.

The student may be assessed by the Carteret County Schools' psychologist or an outside assessment should be reviewed by the school psychologist.

The type of acceleration should be discussed (subject, concurrent, advanced placement, grade skipping).

Skill gaps should be diagnosed so that the student can be assisted in acquiring missing basic skills and a transition plan put in place to assist the student and teachers.

An appraisal of the student's present intellectual, emotional and social adjustment should be considered in the decision-making process.

Every situation for acceleration should be considered separately. Physical maturity, height, general emotional stability, motivation, and ability to handle challenge are all part of the decision-making process.

The student's need for intellectual challenge is a major consideration.

(Guidelines are based on The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis)

Compacting: Curriculum compacting is a flexible, research-supported instructional technique that enables high-ability students to skip work they already know and substitute more challenging content. The curriculum compacting process consists of three phases.

- The first phase is defining the goals and outcomes of a given unit or segment of instruction.
- The second phase of curriculum compacting is identifying students who have already mastered the objectives or outcomes of a unit that is about to be taught directly by the teacher.
- Providing acceleration and enrichment options—the final phase of the compacting process—requires cooperative decision making and creativity from both teachers and students. During this time, teachers obtain enrichment materials from other teachers, librarians, media specialists, and content area or gifted education specialists. These materials may include self-directed learning activities, instructional materials that focus on particular thinking skills, and a variety of project-oriented activities designed to promote hands-on research and investigative skills.

Credit by Demonstrated Mastery is handled by the Carteret County Curriculum and Instructional Team. The AIG staff supports this effort as needed.

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: As teachers and administrators in our LEA are becoming more adept at analyzing student assessment data, especially as it pertains to demographic and subgroups of students, a clearer picture has emerged regarding traditionally under-represented populations and their participation rate in gifted education in our school system.

- Currently we identify a large number of highly gifted students and serve them in the regular
classroom and through a pull-out model in Enrichment/Intervention time in each school.
• When recommended by the Gifted Identification Team, there are occasions whereby we use a
different screening and identification tool for an ELL student, a culturally/ethnically diverse student, a
twice exceptional student, or an economically disadvantaged student. These situations are
addressed on an individual basis with the approval of the GIT and program director.
• In addition, our CogAT universal screening tool used in third grade allows for IEP modifications.
• Referrals are welcomed from all interested individuals including classroom teachers, administrators,
ELL teachers, SPED teachers, psychologists, counselors, parents and support staff.
• Input is solicited from music and art teachers on the nationally normed Gifted Rating Scale.
We hope to expand on the successes experienced with USTARS Plus at Beaufort Elementary and
Morehead Primary by including additional elementary schools.

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

District Response: Students are encouraged by their classroom teachers and AIG Specialist to
participate in extra-curricular programs and events which enhance their needs and interest. These
include but are not limited to:
Brad Sneeden Summer Camp, NC State Engineering Camp, Battle of the Books, Geography Bee,
Spelling Bee, Quiz Bowl, NCSSM Summer Accelerator, Duke TIP, Summer Camps through CMAST

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

District Response: Each spring, AIG Specialists create a spreadsheet which cluster group their AIG
students. The spreadsheet is provided to the principal each spring to help guide scheduling for the
following fall. The spreadsheet has qualifying data for each student and other data as it becomes
available.
AIG students should be cluster grouped for core classes. A cluster group is defined as ideally, 6 to 8
students make a reasonable group in a classroom of around 20 students. While this is not a finite
number, it is a standard to aim towards. Should you have 20 AIG students, one could divide them
into 4 groups of 5 students or 3 groups of 6 or 7.
• What is not ideal is to take a group of 12 students and divide them three ways rather than two.
• While it may sound great to give all teachers a small dose of the AIG students, our focus is what is
best for the students and a group of 4 students is too small to really give them a proportional balance
in the class and the requisite attention they deserve.
During Enrichment and Intervention time, all students, including AIG students, are flexibly grouped.
AIG students may begin in a group based on their AIG identification criteria, however they may move
to another group based on multiple sources of data, all with the intention of supporting the growth of
AIG students.
Ideas to Strengthen the Standard: Our district will be expanding our U-Stars implementation in stages across the county. We are hoping that this will allow us to better understand giftedness and identify students from under-represented populations. We need to continue to work with our teachers on signs of giftedness. We will do this through quality PD followed by coaching and technical assistance during PLC's. Administrators will be given training on the areas of AIG eligibility and the goals of our current plan. Our schools will continue to focus on quality instruction of gifted students during our Enrichment block K-8. Clear expectations for activities during that time should help teachers feel confident serving students during that block. We will also provide quality instructional materials for teachers to differentiated to meet the needs of our gifted students. Our team should focus on ensuring that the teachers understand the materials and how to implement the programs so that there are no barriers to the success of the programs.

Sources of Evidence: "What were Willie and Xavier thinking? A Reflection of James Gallagher's Research on Student-Teacher Interaction" by Shelagh Gallagher, Richard Courtright and Linda Robinson, Journal of Gifted Education.

"Children of Promise: Dr James Gallagher's Thoughts on Underrepresented within Gifted Education" by Mary Ruth Coleman and Sneha Shah-Colrane, Journal of Gifted Education.

The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis.
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: During the past two years, the AIG Parent Advisory Group has become very active and represents almost every school in our district. This active group needs to continue and to:

• seek diverse membership from all schools
• continue to hold regional meetings for all parents
• focus on the academic, intellectual, social and emotional needs of gifted students.

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: According to our survey, parents and families have understood our local AIG plan and policies. We believe this is because AIG Specialist meets annually with parents/families to discuss their child's program in relationship to the local AIG Plan and policies.

During the summer of 2015, a glossary was developed for parents to explain basic terms to educators. These terms were incorporated on the middle school DEP and will be incorporated in the elementary DEP in the future.

In addition, as AIG Specialists meet in PLCs or individually with classroom teachers about gifted students and their needs, all is framed around our AIG Plan and policies. Each school's Gifted Identification Team is the most informed on gifted education. A report on Gifted Education is presented to the Board of Education annually.

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:** Two newly created AIG leadership teams have been created. The first represents the core instructional team meeting with the AIG coordinator to discuss core instruction as it relates to gifted instruction.

The second is a team with representatives from the district C&I team, the AIG Coordinator, an elementary AIG Specialist, a middle school AIG Specialist, elementary, middle school and high school Principals and three parents. This group, named the AIG Advisory Board, has met quarterly with the goal of improving their understanding of the goals and roles of gifted education in Carteret County.

**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:** Intentional planning and execution takes place when informing parents/families and the community of opportunities for AIG students. Resources are available such as AIG websites, and ALERT NOW calls. The app REMIND also can inform parents through a secure email or text. When necessary, this is accomplished in a parents/families native language.

**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:** We are fortunate to have formed partnerships between Duke TIP, CMAST through NC State, Duke Marine Lab, CFNC, NCSSM, Carteret County College and our high schools, middle schools and elementary schools. These partnerships have supported our ability to execute special projects, video conferences, and virtual trips on a boat to Antarctica as well as summer camps and mentorships.

**Ideas to Strengthen the Standard:** There are many opportunities for partnerships in our local community. Key stakeholders from each need to be identified and reached out to on a regular basis. Including them in our AIG advisory meetings, sharing our "vision" with them, inviting them to meet with our specialists are all examples of ways in which we can better foster those relationships. We also need to continuously reach out to community members who might be able to facilitate new and beneficial partnerships for our program. Our students deserve for us to maintain strong partnerships in the community so that we can continuously improve our services.

**Sources of Evidence:** "What were Willie and Xavier thinking? A Reflection of James Gallagher's Research on Student-Teacher Interaction" by Shelagh Gallagher, Richard Courtright and Linda
Robinson, Journal of Gifted Education.

"Children of Promise: Dr James Gallagher’s Thoughts on Underrepresented within Gifted Education" by Mary Ruth Coleman and Sneha Shah-Colrane, Journal of Gifted Education.

The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America’s Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis
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: The 2016-2019 AIG Plan was carefully constructed
• building on the strengths on the previous plans
• with input from parents, teachers and administrators through surveys and plan development
• with careful evaluation of AIG interim report, AIG student data and child count data.
• Written by an AIG Advisory Board consisting of AIG Staff, administrators (both school and district), Parent Advisory Council Members.
• Submitted and approved by the Carteret Board of Education prior to being sent to SBE/DPI for review and comment.
• After approved by the Carteret County Board of Education, the AIG Plan will be posted on the Carteret County AIG website.

Our goal is to ensure that gifted students receive appropriate levels of support and challenge.

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 Advisory Board has the responsibility for the monitoring of the Carteret County AIG Plan. This group will meet quarterly and includes members of the Parent Advisory Board, other certified support staff members, administrators (both central office and school level) and AIG staff. Their primary goals will be to
• Review data and evaluate progress towards goals of the AIG Plan
• Revisit and revise the AIG Plan
• Recruit members

The AIG coordinator will work with program staff to develop a checklist to answer the following questions for each Gifted Identification Team to answer at each school.
1. What is the AIG total population compared to total school population?
2. How are placement decisions made for students in the school? Are they placed with teachers with AIG licenses or teachers who have met local AIG professional criteria?
3. How are schedules arranged to support the students whose service delivery requires pull-out?
4. How are the AIG Specialists' schedules developed or designed to provide support/resources to classroom teachers? Are times and/or resources for such collaboration provided through PLC or something similar?

5. How AIG efforts aligned with districts goals
These will be shared and will help inform future improvements for AIG programming.

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

**District Response:** The AIG coordinator works closely with the finance officer and the Assistant Superintendent for Instruction to make sure that all AIG Program 34 funds are used in alignment with the program goals. No funds are disbursed until paperwork is approved by the AIG coordinator and finance officer – according to state and local policy and procedure. AIG funds are used for program specialists and benefits, program specialists' purchase of instructional supplies for the schools that they serve, professional development for program staff and cluster teachers and testing which is either written into the AIG Plan or approved by a school's GIT team. In addition, in 2014-2015 we transferred out $220,000 to fund other certified staff; however we funded the more experienced AIG staff from CCPS PRC 001 positional allotments. The cost of the more experienced staff was $234,477. By practicing this sound fiscal management, we were able to save the AIG budget $14,500.00.

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

**District Response:** AIG student growth and proficiency data has now become part of the school and district's accountability system, ensuring we continue to focus on student achievement data, growth and drop out data. The AIG Specialist is the key advocate at each school level as AIG students' data is discussed in PLCs. The AIG Specialist provides support and resources for the classroom teacher. In addition, for students needing more intensive intervention, the AIG Specialist provides those services. Gathering, analyzing and sharing AIG growth and achievement data, including EOG, EOC, PLAN, ACT, AP and qualitative data is a discussion of the central office AIG Advisory Group, principal groups, and school groups as we consider how the data trends inform the instruction on all of our campuses.

**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:** During the 2013-16 Plan cycle, USTARS Plus was implemented in our two elementary schools with a high percentage of economically disadvantaged students and ELL students. In 2014, 11% of the third graders scoring a 95th percentile or above on the CogAT in these two buildings were from under-served populations. As a result of this success, the AIG Advisory Board has a plan to increase USTARS Plus implementation to all Carteret County schools serving K-3 students. We will continue to use data to determine the effectiveness of this program.

AIG Specialists will develop a google spreadsheet to monitor the performance and long-term retention of culturally/ethnically diverse, economically disadvantaged, English Language Learners, twice-exceptional and highly gifted. This will follow each student throughout their education in Carteret County Schools.

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

**District Response:** We will continue to:
- Expect any candidate for the position of AIG Specialist to have a minimum of an add-on license in gifted education, a master's degree is preferred;
- Promote and provide professional development for cluster teachers, counselors and administrators to enhance the gifted student's classroom experience with professionals who understand the educational, social, and emotional needs of gifted students.

Data on professional development in educating gifted learners by target staff will be kept by the gifted specialist assigned to the school and provided annually to the AIG Coordinator. Resources used will be GT Ignite, AIG Booster Shots and drive in conferences. Competencies for each job are listed in standard 3.

**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:** Surveys are provided to teachers, principals and parents of AIG students. Results of the surveys were remarkable in that parents are very pleased with the services that their students receive and problems identified had already been identified by school and AIG administration. Overall, the communication between the parents and the AIG Specialists is excellent and has been made better by the resurrection of an active Parent Advisory Board who has seats on the AIG Advisory Board.

Principals serve as an active member their school's Gifted Identification Team which gives them
direct knowledge of the screening and identification process as well as the service delivery needs of their AIG students. AIG Specialists provide each principal with recommendations to assign students to classes each spring. The principal has the authority to assign students to classes (CCS Policy 4155). According to the classroom teacher’s survey, classroom teachers of gifted students feel confident in their ability to teach them.

In the 2016-2019 AIG Plan, high school services will extend beyond the basics of AP and Honors classes and the coordination of Governor's School, although our AIG personnel budget and personnel will not increase. Input will be sought from each of the three high schools to determine what services are most critical to meet the needs of these students.

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

District Response: The Carteret County AIG Program is divided into three parts for program evaluation.

K-3 is nurturing and is anchored in USTARS PLUS. The AIG Specialist will
• Report on the number of teachers trained
• Have on-going meetings with grade level PLCs to discuss student concerns
• Help monitor the creation of USTARS student folders to document potential
• Report each spring on the gifted spreadsheet the number of students who has a USTARS folder to the AIG Coordinator and Principal

4-8 is our elementary/middle gifted program. The AIG Specialist
• Report each spring on the gifted spreadsheet all qualifying data for each student and provide to AIG Coordinator
• Make clustering recommendations in a spreadsheet to the principal based on the data
• Create a school spreadsheet for EOG scores and projections for AIG students which is shared with teachers for student improvement as well as program improvement.

High School data collection includes
• Percent of AIG High School students enrolled in AP or Honors classes.
• Number of AIG students who dropped out of school

Each Spring, the Carteret County School Board receives a written and face-to-face report on AIG. This report includes a question/answer period from Board members and all available data. Minutes of this meeting are reported in a county-wide email and in the local newspaper. The report is posted on the Carteret County AIG page.

Practice I
Disseminates all data from evaluation of the local AIG program to the public.
**District Response:** Each spring, the Carteret County School Board receives a written and face-to-face report on AIG. This report includes a question/answer period from Board members and all available data. Minutes of this meeting are reported in a county-wide email, local newspaper. The report is posted on the Carteret County AIG page.

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

**District Response:** Article 9-B under GS. 115C-150.7b(7) is the North Carolina law which governs Academically and/or Intellectually Gifted Students in North Carolina Schools and speaks to the procedure to resolve disagreements. In Carteret County, a procedure has been outlined to resolve disagreements and is on each AIG Specialist's webpage and the LEA's AIG webpage. If a parent or guardian has a dispute with the gifted services within a classroom or with the determination of giftedness:
1. The parent/guardian should meet with the classroom teacher/AIG Specialist to discuss
2. If this meeting does not solve the problem, the parent/guardian should document the concerns in a letter to the school principal requesting a written response within ten working days
3. If a resolution is not reached at the school level, parents should contact:
   • Coordinator of Carteret AIG Service
   • Assistant Superintendent for Curriculum and Instruction
4. After these opportunities, parents/guardians may seek mediation through a due process hearing with the local school board or through legal resolution as a contested case hearing under Article 3 of Chapter 150B of NC General Statues. The scope of the review shall be limited to whether the LEA improperly failed to identify the child as academically or intellectually gifted or whether the local plan developed has been implemented appropriately with regards to the child.

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

In addition, when the GIT agrees that a student needs to be tested, parents will sign a consent for evaluation prior to testing. This must be done prior to a student being tested with the exception of universal or whole grade testing.

There may be a need for further assessment. Transfer students enrolled in their prior school's AIG program may require standardized tests, depending on recommendations from the GIT. Nationally-normed tests may be administered more than one time, but not more than once inside of a two-year time period. PRIOR APPROVAL IS REQUIRED FROM PARENTS FOR ALL TESTING EXCEPT
FOR the initial screening in third grade and all district wide/grade wide assessments. This form is found on every AIG Specialist's website.

**Ideas to Strengthen the Standard:** Our AIG coordinator will have regular meetings with the finance department to ensure that we utilize all funding available for our AIG students. After each testing period, our AIG department will review student growth data for AIG students and provide a report on our progress to the C and I department and administrators. We will utilize surveys to elicit responses on perceptions of our programs supports. The survey results will be reviewed by AIG department and we will problem solve areas of weakness, develop plans for improvement, and monitor those plans for effectiveness. Our district will have an updated AIG page on the website to ensure dissemination of information to the public regarding our program. Creating a quarterly newsletter is another way that we might be able to increase our communication with the community, families, and teachers.

**Sources of Evidence:** "What were Willie and Xavier thinking? A Reflection of James Gallagher's Research on Student-Teacher Interaction" by Shelagh Gallagher, Richard Courtright and Linda Robinson, Journal of Gifted Education.

"Children of Promise: Dr James Gallagher's Thoughts on Underrepresented within Gifted Education" by Mary Ruth Coleman and Sneha Shah-Colrane, Journal of Gifted Education.

The Templeton National Report on Acceleration, A Nation Deceived: How Schools Hold back America's Brightest Students and on Education of the Gifted and Talented by Sylvia Rimm and Gary Davis
Glossary (optional):

Appendix (optional):
AIG Plan Approval BOE.docx (Local Board Approval Document)
Consent evidence 2.pdf (Local Board Approval Document)