

Mission/Vision Statement and Funding

East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Mission Statement: To educate the whole child through a web of support that thrives through our partnerships.

Vision Statement: We will build a school culture that emphasizes safety, respect and love of the children and families we serve. It is our mission to engage children in learning experiences that support their curiosity, creativity, inquiry, and intellectual growth. It is our mission to create a school that respects children's strengths and meets their needs. The ECU Community School acknowledges and supports the integration of health, wellness, and learning. Through the ECU Community School, we will empower students, families, and teachers to become informed engaged and resilient citizens in our community. It is our mission to cultivate and support a love of lifelong learning and growth for students and their families.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

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

Standard 1: Student Identification	East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. East Carolina University Community School recognizes a responsibility to identify and serve students that demonstrate high aptitude, achievement, and/or ability that are significantly above those of their peers. This referral and identification process is available on the district website and shared with all stakeholders. The AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and equitable. The program outlines K-5 identification procedures and the process for students who transfer into East Carolina University Community School (ECUCS). The program provides support in the early recognition and nurturing of potential in student populations that are economically disadvantaged (as defined below), Multilingual Learners (MLL), highly gifted and twice exceptional. ECUCS's AIG Program conducts universal screening measures to recognize children with outstanding potential who may be gifted. The program provides support in identifying and serving highly gifted students. ECU Community School shall form a committee to serve as a School-Level Needs Determination Team (NDT) to review student eligibility, determine if further assessment is needed and/or to refer for appropriate services (Form 5). <u>School-Level AIG Team</u> The School-Level Needs Determination Team (NDT) should consist of the following members: ▪ AIG Teacher, Chairperson ▪ Scholar's Regular Classroom Teacher ▪ Parent (when appropriate) ▪ Administrator (recommended, not required) Designation of the School-Level NDT members is the responsibility of the school's principal. The School-Level NDT is responsible for the screening and reviewing the process, as well as recommending the appropriate instructional placement for each scholar in the instructional pool. The School-Level NDT ensures that eligibility guidelines are closely followed. (See "The Role of the School-Level AIG Team" in 5C.) Screening Request Directions for Parents ▪ A parent may request AIG screening. Parents may write a letter to the AIG Needs Determination Team expressing why they feel their child needs AIG screening. ▪ The following criteria should be included in the letter: Scholar's name, date, the reason for the request (what is seen at home that reflects gifted characteristics through a body of evidence), and parent signature. ▪ This documentation should be included with any formal request for additional testing. Screening Request Directions for Scholars

- A scholar may request to be screened for AIG. Scholars may write a letter to the AIG Needs Determination Team expressing why they feel they may qualify for services.
- The following criteria should be included in the letter: Scholar's name, date, and the reason for the request (what they have done that reflects gifted characteristics through a body of evidence).
- This documentation should be included with any formal request for additional testing.

Screening Request Directions as handled by the school

Grades K-2:

- **Screening:** During the spring of a scholar's second-grade year, ECUCS will provide aptitude screening which can be used for the referral to the AIG Program. To avoid any scholars that may not be referred, ECUCS will screen all 2nd-grade scholars for aptitude. ECUCS will pay the cost of the universal screening.
- **Referral:**

1. During Kindergarten entrance testing, if a scholar scores significantly higher than their peer group, the AIG teacher will be notified. The scholar will be added to the watch list and the AIG teacher will provide consulting services as needed.

2. If a scholar is performing two grade levels above using a body of evidence, then the regular classroom teacher will refer the scholar to the AIG teacher. The body of evidence should include but is not limited to:

- A. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Reading)
- B. Writing Samples
- C. Math Work Samples
- D. Scholar Portfolio
- E. Teacher Observations

3. The AIG teacher will go through the acceleration process to determine what the most appropriate, if any, gifted identification is needed. The AIG teacher will use the same Multiple Criteria Index ("MCI") matrix used as outlined in grades 3-5 for identification.

4. Any second-grade scholar who scores in the 80th to 94th Total Score on the aptitude test will go on the AIG watchlist for third grade.

Grades 3-5

- **Screening**

Scholars who are not identified but are performing above grade level on the EOG test will be screened by the AIG Teacher. The School-Level AIG Team will carefully monitor these scholars on the AIG headcount spreadsheet or watchlist. Screening will take place twice a year during the fall and spring testing windows established by ECUCS.

- **Referral**

Any scholar in 3rd grade or higher may be referred for screening as needed for gifted services if all of the following criteria are met:

1. The prior year's EOG score is 81% or higher in either math or reading AND/OR

2. Based on a body of evidence, the Needs Determination Team (NDT) recommends testing

- a. On grade level released EOG (81% or higher)
- b. Next grade level released EOG (70% or higher)

AND

3. No previous aptitude score or ability score is available or the current score is less than 90% and it has been at least one year since the scholar has been tested.

*ECUCS will offer one additional aptitude test when a body of evidence is provided, during each grade level span (grades 3-5).

The NDT will use the CogAT or Naglieri as the additional test to determine a new aptitude score.

*During both initial screening and rescreening, a scholar's behavior should not be considered as a factor in whether he/she should or should not be tested. Screening should be based on a body of academic evidence and characteristics of giftedness.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

In an effort to be consistent, equitable, and not solely dependent on one data point, ECUCS uses a Multiple Criteria Index (MCI) to determine gifted identification. The MCI is used to create a sliding scale of scores that are based on an average score from 3 main data points and a qualitative source. These scores consist of aptitude testing, achievement testing (primarily EOG), classroom grades, and a Standard Deviation Rubric (SDR) that factors in other gifted characteristics that may not be demonstrated on a test. These 4 data points are added together to create an overall total composite score to determine an area of identification.

K-2

Scholars who enroll under the early kindergarten guidelines will automatically be identified as AG and an IDEP will be provided for the scholar.

When a scholar has been referred for either grade or subject acceleration and the scholar has demonstrated that they are working above grade level the AIG teacher will go through the acceleration process to determine what is the most appropriate identification, if a scholar is subject accelerated, the scholar will be identified in the area in which they were accelerated. If a scholar is grade accelerated, they will be identified as AG or AI and an IDEP will be provided for the scholar.

For scholars in K-2, scholars may be grade or subject accelerated using the Acceleration Procedure (see 2G) K-3 scholars can be grade or subject accelerated based on how they perform on achievement, ability testing, and advanced classroom performance.

Grades 3-5

When qualifying scholars for gifted services, ECUCS utilizes aptitude, achievement, and grades to identify areas of giftedness. These scores are entered into the Multiple Criteria Indicator (MCI) to determine a score. Data used to determine a total composite are aptitude, achievement, and final grades in core content classes. The most recent score on an aptitude or achievement test must be used for the MCI, not the highest (within a year).

The following definitions and criteria are used for each area of giftedness:

Academically and Intellectually Gifted (AI) - Academically and Intellectually Gifted students perform at substantially high levels of accomplishment in both aptitude and academic achievement when compared with others of their age, experience, or environment. Academically and Intellectually Gifted students exhibit high performance capability in intellectual areas and academic fields. On average, their performance is at the 95 percentile on state and nationally normed assessments.

Criteria for Qualifying as Academically and Intellectually Gifted (AI) -
MCI = 392

MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of $(190 + 95 + 95 + 12 = 392)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. $4 \times 3 = 12$ (4 As x 3 points each = 12 points

Academically Gifted (AG) - Academically Gifted students perform at substantially high levels of accomplishment in both aptitude and academic achievement when compared with others of their age, experience, or environment. Academically Gifted students exhibit high-performance capability in intellectual areas and both math and reading academic fields. On average their performance is at the 90 percentile on state and nationally normed assessments.

Criteria for Qualifying as Academically and Intellectually Gifted (AG) -

MCI = 372

MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades) That is an average score of $(180 + 90 + 90 + 12 = 372)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from the 4 core subject areas: reading, math, science, and social studies coursework. $4 \times 3 = 12$ (4 As x 3 points each = 12 points)

Intellectually Gifted - IG - Any student having ability significantly higher than his/her same-age peers as denoted by a score of 95% or higher using the total composite of a nationally normed aptitude test.

Criteria for Qualifying as Intellectually Gifted (IG) -

MCI Total score = 95% total composite on Aptitude testing only

Academically Gifted in Math (AM) - Any student that possesses high aptitude and demonstrates outstanding performance in mathematics over the course of the academic year. On average their performance is at the 93%ile on state and nationally normed assessments.

Academically Gifted in Reading (AR) - Any student that possesses high aptitude and demonstrates outstanding performance in reading over the course of the academic year. On average their performance is at the 93%ile on state and nationally normed assessments.

Criteria for Qualifying as Academically Gifted in Math (AM) or Reading (AR) -

MCI = 186

MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades) That is an average score of $(90 + 93 + 3 = 186)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from either the math or reading subject area

Or

Two consecutive years scoring a level 5 on EOG assessment in the same content area

*Both AR and AM may change between the two identifications year to year, where service would be provided toward the area of identification.

Additional Scoring Opportunities

Based on quantitative gifted characteristics for identification through the Standard Deviation Rubric a scholar can earn up to 3 extra points that go toward the MCI score for identification in any of the five areas. The AIG Teacher will utilize the SDR to create a body of qualitative evidence that focuses on scholars' academic portfolio, extracurricular activities, and demonstrated leadership. The NDT will meet to review the body of evidence and determine if any additional points will be added to the original MCI score. The MCI-SDR should be recorded in the MCI and Rubric added to the scholar's yellow AIG folder.

The total MCI points are based on total points earned, not the actual score. It is a sliding scale where more points can be earned in one area and less points in another. It is the total points that determine the area of identification, not a specific grade or percentile score.

- Percentiles carry an equivalent point value toward the total MCI score.
- Points awarded for grades are: A = 3 points and B = 2 points. No points are awarded for grades less than B.

Gifted Identification						
Gifted Identification		Achievement Points			Aptitude Scale Used	
Academically and Intellectually Gifted	Total MCI	Aptitude	Math	Reading	Grades	Total Composite (TCI)
Academically Gifted	AI 392	95% x 2	95	95	12	Total Composite (TCI)
Intellectually Gifted	AG 372	90% x 2	90	90	12	Total Composite (TCI)
Academically Gifted in Math	IG 95	95%				Total Composite (TCI)
Academically Gifted in Reading	AM 186	90%	93	93	3	TC or Qualitative
AM and/or AR 2 consecutive years of Level 5 on EOG in the identified area	AR 186	90%			3	TC or Qualitative

The total MCI points are based on total points earned, not the actual score. It is a sliding scale where more points can be earned in one area and less points in another. It is the total points that determine the area of identification, not a specific grade or percentile score. Percentiles carry an equivalent point value toward the total MCI score.

Points awarded for grades are: A = 3 and B = 2. No points are awarded for grades less than B.

Academic GO GROW Program

ECU Community School partners with Pitt County Schools to incorporate objective identification practices by considering the top 5-10% of each local scholar group to gather additional data to try and support an identification decision through participation in the Academic GO GROW program. When considering scholars for GO GROW services, ECUCS utilizes aptitude, achievement, and grades to identify areas of potential giftedness.

*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

The 2025-2028 AIG Plan Cycle is the first AIG Plan that has been written for our school district. Therefore, this plan cycle year will serve as a baseline for data collection to note trends and patterns with AIG screening, referral, and identification procedures respond to underrepresented populations of the gifted. ECUCS defines under-represented as:

*Economically disadvantaged: Students who are eligible for the Free or Reduced Price Meals in the National School Lunch Program.

*Multi-Lingual Learners: Students whose primary/native language is a language other than English.

*Highly gifted: Identified students who score in the top percentages in the district for achievement and ability.

*Twice-exceptional: Students identified as gifted who have an additional identification, such as Specific Learning Disabled.

Screening:

At the end of second grade, scholars will be provided an opportunity to participate in an aptitude screener. AIG teachers will review that data. ECUCS will use the Naglieri Nonverbal Ability test (NNAT3) to identify under-represented students.

In response to reaching our underrepresented population, we have chosen to use the Naglieri General Ability Test (NGAT) to assess scholar thinking in all 3 areas: verbal, quantitative, and non-verbal. The following excerpt from the NGAT website's gives an explanation of why this test should be an option for students in ECUCS: "The Naglieri General Ability Tests- Verbal (Naglieri-V: Naglieri & Brulles, 2021), Naglieri General Ability Tests- Nonverbal (Naglieri-NV, Naglieri, 2021), and Naglieri General Ability Tests- Quantitative (Naglieri-Q: Naglieri & Lansdowne, 2021) were designed to remove cultural influences, allow students to solve problems regardless of the language they speak, and significantly reduce the amount of formal knowledge required so tests measure how well students 'think', rather than what students 'know'."

Referral:

Talent Development -

ECU Community School recognizes the need to develop and nurture scholar potential. With that in mind, ECUCS provides enrichment through our GO GROW (Growing Our Genius Reaching Our Wonders) program.

The goal of GO GROW is to find scholars that have exhibited behaviors that are associated with traits of giftedness and/or have demonstrated the potential to achieve within our under-represented populations, as outlined in the North Carolina Academically or Intellectually Gifted Program Standards. These scholars may or may not be performing at the top levels academically. However, through a body of evidence that demonstrates attributes of giftedness, these scholars warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry-based learning that magnifies the social behaviors of giftedness. The goal of this type of opportunity is to draw out and nurture the scholars' intellectual and/or academic potential so eventually they will meet one of the above gifted criteria.

The AIG teacher collaborates with various departments and resource staff within the school to advocate for opportunities for all students. For example, the AIG teacher may work with the Exceptional Children's Department (EC), ESL teacher, and school counselor to review data and other indicators to identify misconceptions and ensure equal opportunity for all under-represented populations. ECUCS will work to identify under-represented populations to identify and open service opportunities to provide service to nurture them to meet the current identification criteria. Additionally, the AIG teacher may provide more

intentional talent development in an effort to increase opportunities for under-represented populations. The goal of these efforts is to increase referrals of under-represented populations that lead to AIG identification.

ECUCS will maintain a Service Data Spreadsheet that includes the overall breakdown of the school and the gifted learners. The AIG teacher will look at the data for the subgroups of the identified students to see which subgroups have less than 4% identified students and target students in these subgroups for Go Grow services. This will also be documented on the spreadsheet, in which students received Go Grow services throughout the year to see if the student was identified in the end.

Identification:

Based on data dives, it was determined that ECUCS does have scholars that are high academic achievers but do not have an aptitude score that leads to identification in reading or math.

Since underrepresented scholars would follow the same district identification guidelines, ECU Community School has added an additional pathway for scholars to be identified in reading and/or math if they score a Level 5 for two consecutive years in the same academic area the scholar would receive AM or AR identification. This is an effort to remove the aptitude part that may be holding scholars back from being identified.

Many times, economically disadvantaged, MLs, highly gifted, and twice-exceptional scholars may show potential in these lessons where they may not in traditional academic lessons. The qualitative data collected during K-2 lessons may be used when developing a watchlist in considering scholars for AIG identification.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

ECU Community School follows a procedure for screening, referrals, and identification and are accounted for in our school's AIG Identification and Watchlist Headcount Spreadsheet. Teachers will complete a rescreening spreadsheet referring scholars for testing. The spreadsheet will include information qualifying the scholar for rescreening: achievement scores, grades, reasons for needing aptitude (either new to the school or a year has passed, and scholar shows potential for services). The AIG Coordinator will approve the referral based on data provided. Scholars will be screened during two windows: fall (late August to mid-September) and spring (after spring break). Dates will vary depending on the school calendar. The AIG teacher will provide the rescreen test after receiving parent consent for testing. After scholars are screened, the AIG teacher will update the data on the watchlist and/or headcount spreadsheet if the scholar

meets identification criteria. The AIG Coordinator will monitor the results and double check the accuracy of headcount on which scholars were identified to ensure the scholars were identified correctly. The AIG teacher twice a year, typically in the fall and spring, maintains and updates a Headcount sheet based on the MCI for identified scholars, as well as those on a "Watchlist" or close to identification. At the beginning of the school year, AIG teachers provide regular education teachers with Form 9, Notification of AIG students, as well as watchlist students. Form 9 provides a list of identified scholars and their identification. The AIG teacher will submit the headcount to the AIG Coordinator to review and submit to NCDPI for final headcount. The AIG Coordinator will meet at the beginning of the school year with each teacher to spot check yellow AIG folders and ensure all identification paperwork is completed correctly. The AIG coordinator will attend ECUCS staff meetings to share AIG screening, referral, and/or identification. The AIG coordinator twice a year, typically in the fall and spring, will monitor documentation for students in the AIG process. At the conclusion of each school year, the AIG teacher will review and transfer documentation for students in the AIG process transitioning from Elementary to Middle by using Form 21. Over the course of this new plan and the transition to Infinite Campus, the AIG teacher may handle the input of any new and changed identification for their scholars. The AIG Coordinator will check the inputting of this through training at professional development and through the fall and spring headcount.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. School personnel: During the course of the year, ECUCS will provide Professional Development to school employees to increase understanding of gifted processes that include, screening, referral, and identification. The AIG Coordinator will create a common presentation to share at the staff meeting to review the screening, referral, and identification process for all staff members to know and understand the process. A quick reference flow map will also be provided at the meeting to help school personnel understand the processes. Parents/Guardians: The AIG Teacher will provide information to parents and guardians at Open House Nights, Curriculum Nights, or any other school wide event. A Parent Night for second grade scholars will be provided prior to the universal screening so scholars understand the process of the test and how it will be used. This could be a flow map of the process or a FAQ about the gifted process in a brochure. Parents will be more aware of the process of how scholars are screened in second grade universally, and then referred, screened, and identified in K-5. Scholars: The AIG teacher will meet with 2nd grade scholars prior to the universal screening process explaining the meaning of the test and the process they will go through (length of test, how many days, parent letter for opt out). The AIG teacher will provide literature to scholars just like parents on how to be screened, referred, and identified into the gifted program. Community: Literature will be provided to community members through a one-pager overview. This literature will also be posted on our school's website. * Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and
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maintained in student records.

Once a scholar has been identified as gifted, all associated paperwork is maintained by the AIG teacher and kept in a yellow folder. The paperwork includes how the scholar was identified, what area of giftedness they are identified, and parent recognition of the scholar's identification, Form 1: MCI. This is an electronic form and then printed to be placed in the yellow folder. A yellow folder review is completed at the end of every school year and services for the following year are updated. Yearly performance of identified AIG students will be documented on the headcount for the appropriate school year tab. The identification is inputted into the SIS to include the date of service, identification, and services.

After the initial screening, the AIG teacher will host a parent night to explain to parents of scholars who qualify the results of the test and the services that will be provided in third grade. These parent nights can be held face to face and/or virtually. Parents can sign the paperwork at this meeting as well. In the event a parent is unable to attend one of these meetings the paperwork may be sent home for a parent signature. Parents will be provided a copy of Form 1, MCI.

This would also happen for scholars who are newly identified in other grades outside of the universal screening. The AIG teacher will hold parent meetings for guardians and scholars new to the AIG program. This could be during Open House, Curriculum Night, or another designated event. At the end of each school year and in the event of service or identification being reconsidered, the AIG teacher will conference with the guardian to discuss scholar needs for the following school year.

AIG folders are stored in a secure location.

* Practice G

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Service mode will be documented on the Differentiated Education Plan (Form 2) and maintained in the scholar's yellow AIG folder. The scholar's DEP will match the service options with their identification annually. The identification data will come from aptitude, achievement, grades, and Standard Deviation Rubric (if needed). Based on identification, scholars will receive services matching the identification. At the initial creation of the DEP, AIG teachers will meet with parents and scholars to understand their services for the school year. This can be done individually or in small groups face to face or virtually. Individual meetings can be requested by the parent.

The DEP for our elementary school will include an array of services, such as:

- AIG Curriculum
- Reading and/or Math Support (pullout for one hour each)
- IG-45 min support (3rd-5th Grade)
- Cluster Grouping
- Subject Acceleration

After the initial second grade universal screening, the AIG teacher will host a parent night to explain to guardians who qualify the results of the test and the services that will be provided in 3rd grade. These parent nights can be held face to face or virtually. Guardians can sign the paperwork at this meeting as well.

All identified scholars have a documented plan that is reviewed annually. All documentation is maintained in the scholar's yellow folder and will be reviewed with the scholars and parents/guardians at the end of each year. This review can be through a letter of notification if services stay the same. If services change, the AIG team should meet and record the changes on the AIG Service Determination Meetings (Form 5). The AIG team consists of the AIG teacher, parent/guardian, administrator, and regular education teacher. The scholar can attend the meeting as well to review the data and discuss the changes that occurred.

For any new scholars who are rescreened or tested after the universal screener in second grade, will follow these same procedures. A parent meeting will be highly encouraged either face to face or virtually to review the DEP and services provided. To ensure the proper documentation is being kept and aligns to district guidelines and standards, all scholars transitioning into grades 6 have their yellow folders reviewed. A transfer of records form accompanies the folders, <u>Form 21</u>. Form 8A/8B is also sent home to explain services in the transition year to middle school. This helps explain to parents how services will look in these appropriate years. Parent nights are held for these transition meetings. In addition, parents are made aware of all paperwork and identification for their child through annual conferencing, as needed if the student's identification changes.		
* Ideas for Strengthening the Standard		
Provide a grade level newsletter that leaves space for the AIG teacher to include the lessons being taught in their classroom		
Planned Sources of Evidence		
* Multi-Criteria Indicator (MCI)		
* AIG Headcount and Watchlist		
* Quick Service Guide		
* AIG forms and yellow folders		
* AIG website		
Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Gifted Identification	K-2	3	4-5
Academically and Intellectually Gifted (AI)	Gifted Enrichment	Gifted Enrichment	AIG Curriculum plus AM and/or AR services
Academically Gifted (AG)	Gifted Enrichment	Gifted Enrichment	AIG Curriculum plus AM and/or AR services
Intellectually Gifted (IG)	Gifted Enrichment	IG Curriculum	IG Curriculum
Academically Gifted in Math (AM)	Enrichment, and/or Resource Support	Enrichment, and/or Resource Support	Math Resource Services

Academically Gifted in Reading (AR)	Enrichment, and/or Resource Support	Enrichment, and/or Resource Support	Reading Resource Services
*AIG Curriculum=2 hours of service a week, AM/AR= 1 hour a week			
Direct services by the AIG teacher come in the form of a district-created gifted curriculum for AIG students in grades 3-5. The AIG Curriculum will focus on a two-year curriculum for 4th and 5th-grade scholars based on themes (Structures and Influences). These curriculum services encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem-solving, and the 7 durable skills as used for the portrait of a graduate: adaptability, collaboration, communication, communication, critical thinking, empathy, learner's mindset, personal responsibility.			
Grades K-2			
Scholars who are identified as gifted in K-2 are guaranteed regular pullout service provided by the AIG Teacher. The AIG teacher will provide push-in service to all classrooms in an effort to work with all students, to recognize students that demonstrate gifted potential.			
AI = Gifted Enrichment by the AIG Teacher			
AG = Gifted Enrichment by the AIG Teacher			
IG = Gifted Enrichment by the AIG Teacher			
AM and AR = Cluster Grouping, Enrichment, and/or Resource Support			
Gifted Enrichment: A variety of learning opportunities that enhance a scholar's interests and talents through creative and academic exploration.			
Resource Support: AIG teacher would help support the K-2 scholar by providing resource support in math or reading depending on identification and needs.			
Kindergarten scholars would be served in a small group or individual basis through pull-out services in the second semester of the school year for a minimum of 30 minutes a month. 1st & 2nd grade scholars would be served a minimum of 30-40 minutes once a month through push-in with the whole class and pull out with small groups.			
Direct AIG services occur in grades 3-5 and are provided as an academic enrichment learning opportunity.			
Pitt County Schools creates a gifted curriculum for grades 3-8 that aligns with the NC Pacing Guides and standards and appropriately meets the needs of gifted students. The needs of the advanced learners are met through research-based strategies adopted by the local LEA and other best practices. Pitt County Schools has agreed to partner with ECU Community School by sharing the gifted curriculum.			
Grades 3			
Scholars who are identified as gifted in 3rd grade will receive weekly pullout IG Curriculum service for 45 minutes provided by the AIG teacher.			
Third graders who receive a 90% or higher on the beginning of year (BOG) reading test will receive 45 minutes a month of push-in/pullout enrichment services by the AIG teacher.			

Teachers can also pull in those scholars who scored a 95 or higher on the aptitude based on subtests: verbal, nonverbal, and quantitative to work these students in the area they scored high on as their schedule allows.

Grades 4-5

AI and AG = 2 hours of gifted curriculum service a week

- Scholars who are AI & AG could get up to two additional hours of service
- 1 hour of reading service a week (MCI Score=186) AND/OR
- 1 hour of math service a week (MCI Score=186)

AM AND AR =

- 1 hour of service a week in the area the scholar is identified in. If the scholar is both AM & AR, the scholar would receive 2 hours of service a week.

IG = weekly pullout enrichment service for 45 minutes provided by the AIG teacher

GO GROW(< 4% identified gifted populations)

- ECUCS would provide reading and math support for up to two hours per week (1 for reading and 1 for math) OR could use the gifted curriculum for all gifted students for 2 hours of service a week.

a. Elementary Service Guidelines

a. This service will be a blend of identified (AI and AG) 4th and 5th graders.

b. Scholars will not be required to make up regular classroom assignments & homework missed during AIG services.

c. In the interest of fostering academic risk-taking, gifted students' performance will be evaluated, but not graded.

d. AIG services will begin the week of Labor Day and end the week before End of Grade Testing.

e. Any curriculum service missed due to AIG teacher absence will be made up, preferably the same week if possible.

f. Curriculum make-up days are built into the schedule and will be done the weeks of Thanksgiving and/or the Martin Luther King Jr. Holiday. (Regular Curriculum will not be scheduled during these two weeks.)

When a scholar no longer meets the same requirement for gifted services, then ECUCS will maintain service alignment that best meets the needs of the gifted learner. Following form 3, scholars and parents will sign every year to understand possible adjustment of services. Form 3 states:

According to ECU Community School's AIG Plan, performance of scholars identified for differentiated service through the AIG program will be reviewed annually and recommendations will be made to determine the appropriate level of gifted service. Each year the scholar's growth and performance will be monitored by the AIG teacher and documented on the Multiple Criteria Indicator (MCI) annual review. The level of differentiated service will be reassessed and determined at that time.

AIG Elementary Curriculum Service may be adjusted if:

- The scholar's EOG score falls below a Level 4 in either math or reading.
- The scholar does not maintain a yearly average of "B" in each of the 4 core-curriculum subjects (reading, math, science, and social studies).

- The MCI score falls below the total needed for the aligned service
- Services will be re-evaluated annually and adjusted as needed.

The goal for reconsideration of services is to ensure scholars are meeting basic grade level requirements as outlined in the Standard Course of Study and monitored by End of Grade testing. In the event an AIG student is not maintaining academic excellence and if the school's Needs Determination Team (NDT) concludes AIG enrichment opportunities are the cause of gaps in a scholar's academic performance, services may be discontinued for a period of time so the scholar can again adequately demonstrate he/she is performing above that of his/her peer group. Under no circumstances shall a scholar lose his/her identification as a gifted learner. Only the services provided are reconsidered.



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* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The AIG teacher will provide a district-created gifted curriculum that focuses on the social and emotional needs of gifted learners. The AIG teachers use lessons they have created that focus on the social and emotional needs of gifted learners. Topics include, but are not limited to, bullying, brain development, adolescence, stress management, perfectionism, growth mindset, and goal setting. In addition to our curriculum, the AIG teacher conferences regularly with the scholars. This helps to ensure that scholar feel supported emotionally, not just academically when they are provided an opportunity to talk to the AIG teacher about their successes and struggles, and to reflect on how things are going overall. In addition, by serving gifted learners outside of the regular classroom with a like-minded peer group, there are increased opportunities for social and emotional growth. The AIG teacher will work with the school counselor to provide SEL support.

To further support scholars, ECU Community School has an Integrated Health Collaborative (IHC) Team. This team is composed of a full-time school counselor and a full-time school social worker. The IHC Team will provide training to the AIG teacher and all ECUCS faculty/staff has on mental health topics, such as, Suicide Prevention, Substance Abuse, and Youth Mental Health. These trainings are designed to focus on scholars' social-emotional well-being and provide strategies that could be used within their classrooms to support the AIG students and their needs. These trainings could also be adapted to help support parents. Through parent nights and/or virtual family meetings, SEL topics can be discussed and strategies provided to support AIG students.



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* Practice C

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

As outlined in our ECUCS's strategic plan, it is our goal for all scholars and subgroups to show growth and obtain proficiency on state reading and math assessments. ECUCS teachers will prepare standards aligned instruction and implement research-based strategies and best approaches to impact the learning of students in poverty. To obtain this goal, ECU Community School partners with East Carolina University faculty members in the Literacy Studies Department and Math Education Department. ECU faculty members work directly with teachers on administering math and literacy assessments, interpreting assessment results, planning instruction, and selecting developmentally appropriate instructional materials. Additionally, the ECU faculty members model lessons, co-teach lessons, and serve within classroom rotations.

The AIG curriculum, instruction, resources, and professional development align with our district's goals. AIG program goals and services are aligned with NC Teaching Standards and provide rigor and challenge based on individual needs

Grades K-2

Scholars who are identified as gifted in K-2 are guaranteed regular pullout service provided by the AIG teacher. The AIG teacher will provide push-in service to all classrooms in an effort to work with all scholars to recognize students that demonstrate gifted potential.

AG=Gifted Enrichment by the AIG Teacher

IG=Gifted Enrichment by the AIG Teacher

AM and AR= Enrichment and/or Resource Support

Grade 3

Scholars who are identified as gifted in third grade will receive weekly pullout IG Curriculum service for 45 minutes provided by the AIG teacher.

Third graders who receive 90% or higher on the beginning of year (BOG) reading test will receive 45 minutes of push-in/pull out enrichment services by the AIG teacher.

The AIG Teacher can also pull in those scholars who scored a 95 or higher on the aptitude based on subtests, verbal, nonverbal, and quantitative to work with these students in the area they scored high on as their schedule allows.

Grades 4-5

AI and AG=4 total hours of service a week:

- 2 hours of gifted curriculum service a week
- 1 hour of reading service a week
- 1 hour of math service a week

AM and AR=1 hour of service a week in the area that the student is identified. If the scholar is both AM & AR, the scholar would receive 2 hours of service a week.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

For identified scholars, procedures are developed by the AIG Advisory Group and shared by the AIG Coordinator with the AIG teacher and classroom teachers. The AIG teacher works to provide intentional and flexible groups for the identified scholars based on their identification and service. The needs of the advanced learner are best met when the AIG program and services are integral and connected to the total instructional program of the LEA. The AIG teacher will inform regular education teachers and administration of AIG identified scholars and their matching service needs, as well as “watch list” students. The Advisory Group and Coordinator serve as advocates for change for the needs of AIG students through local and state decision making.

The following criteria shall be used when grouping advanced learners for enrichment opportunities:

Criteria for Receiving GO GROW Enrichment

- GO-GROW (Academic Enrichment)

*K-3:

1. Scholars who are working significantly above their peers should be clustered together in a learning environment.
2. As outlined in 1C, teachers will look at school data to break down the student population and intentionally work with under-represented subgroups that are below 4% for their school. Then, teachers will work with students who are in the top 5-10% of their grade level peers or subgroup.
3. 3rd graders who scored 90% or higher on BOG for small group reading groups for students who may not already be identified from the 2nd grade universal screener. Again, scholars wouldn't be identified but served through these flexible groups.

*Grades 4-5:

1. Only scholars with a Level 5 on the math and/or Reading EOG, regardless of gifted identification, will automatically have the opportunity to participate in course acceleration opportunities. Even though a scholar is identified as AM/AR, this does not guarantee they will receive math/reading acceleration. If

ECUCS has a large enough cohort, a separate class must be provided. In the event, a smaller group of level 5 students are in a grade level, and it is not feasible for a class to be offered, ECUCS must provide an alternative means for math or reading acceleration.

2. Scholars with an 81% or higher on Math and/or Reading Achievement tests will be added to the watch list. These scholars are documented on the watchlist sheet and may receive academic enrichment services based on demonstrated content mastery. Services provided for enrichment and acceleration in these cases are a school-based decision.

3. Scholars who score a level 5 for two consecutive years on the EOG will be identified in the qualifying area and will be served through these flexible groups. These scholars who are included in the level 5 groups as they would meet this requirement.

The procedures for grouping scholars in K-5 are based on the above criteria and are outlined during staff meetings. The AIG teacher collaborate with other school personnel to identify the scholars who meet the criteria and group them for direct service by the AIG teacher.

* Practice E

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

AIG teachers will inform regular education teachers, administration, and support staff of AIG identified students and their matching service needs, as well as "watch list" scholars. These school personnel will have access to student DEPs, local AIG programs and plans, and other legislation and regulations related to gifted education. All of this information is held by the AIG teacher and maintained in the student's yellow identification folder. Upon request, this information can be requested for review by stakeholders that have a need to know this documentation.

General identification and service information is accessible in a variety of formats.

Formats may include:

- Newsletters
- Website
- Emails

▪ Meetings ▪ Staff Development ▪ Notification of AIG Students form (<u>Form 9</u>) ▪ Parent Nights ▪ One Page handouts At the beginning of each school year, classroom teachers are provided with a list that notifies them of the gifted learners in their classroom. Any additional information is available upon request to the AIG teacher	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The AIG teacher will communicate with teachers, counselors, and schools to ensure the effective continuation of K-5 services continue, especially during key transition points. AIG teachers will send a yearly notification of identification and services to classroom teachers and schools (<u>Form 9</u> - Notification of AIG Students and Headcount Spreadsheet). The headcount spreadsheet is monitored throughout the year with beginning and end of year reports. AIG teachers have direct involvement with the AIG student at key transition points. For example, for the elementary school to middle school transition, the AIG teacher will work with the regular education teacher and help scholars select the appropriate grade level math. Also, Form 8a is sent home to parents and explained to scholars how services will change in middle school. When transitioning between elementary to middle school, the following paperwork will be transferred for the AIG student: ▪ AIG Student Records, ▪ End of Year Record Transfer (<u>Form 21</u>), ▪ Aptitude Testing Data Sheet (<u>Form 1: MCI pgs 1-2</u>). ▪ The (Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) will also be sent to the AIG middle school contact. A copy of <u>Form 21</u> and the Aptitude Testing AIG spreadsheet (Headcount Spreadsheet) should be kept by the transferring AIG teacher and a copy sent to the AIG Coordinator.	* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. At ECU Community School, gifted services work to ensure that all scholars are offered educational services that match their needs. It is the responsibility of the school's AIG Needs Determination Team (NDT) to develop acceleration plans for individual scholars and other options for highly gifted students. ECUCS will provide information concerning early admission to kindergarten based on NC General Statute (N.C.G.S. §115C-364). Compacting Content The AIG teacher will work to ensure all identified scholars are connected with coursework opportunities, or opportunities that match their needs, whether academic, social and/or emotional. Scholars who score a Level 5 on Math or Reading EOG will automatically be enrolled in advanced learning opportunities in grades 3-5. These scholars may not be identified as AIG in AM or AR but would be able to get these advanced opportunities/courses. AIG teachers would add these scholars on their watchlist if they are not identified according to the ECUCS identification guidelines.
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Subject and Grade Acceleration

Anyone interested in seeking subject or grade acceleration for a scholar must make the request to the school's AIG teacher by December 1st of the current school year.

Accelerating a scholar should be a very thoughtful process that takes a significant amount of observation, data review, and conversation before any final decision is made. It is highly recommended that the team approach acceleration as a school year long process with the goal being to place the scholar in the appropriate learning environment (subject or grade) at the start of the next school year.

Acceleration may be considered for a scholar who possesses advanced social and emotional maturity, has high achievement where academic performance is two years above the scholar's current grade level, and the ability to acquire knowledge at a more rapid pace than the majority of the scholars in his/her current grade and/or subject area.

Social and emotional maturity is defined as:

- Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and any relationships in general. It involves understanding how to honor and respect those in authority.
- Emotional maturity involves how well one is able to respond to situations, control emotions and behave in a mature manner when dealing with others. In determining Social/Emotional maturity, the NDT should use the "School Social Behavior Scales" (SSBS-2) to gather that data.

A scholar who merits special consideration for acceleration must demonstrate significantly higher abilities than his or her classroom peers and exhibit a need for specialized education beyond that which can be provided in the current grade and subject placement.

The acceleration process is led by the AIG teacher who works with a group of stakeholders that makes up the "Needs Determination Team". It is the responsibility of this team to provide a recommendation about acceleration to the principal.

All acceleration decisions are at the discretion of the principal.

In the event that the outcome is not satisfactory to the parent, the parent has the right to file a Resolution of Disagreements. The entire process is outlined in Standard 6i and is a 4-step process as follows and in the required order:

1. Form 16 - ECUCS AIG Grievance Form
2. Form 17 - Parent/Guardian Appeal to ECUCS AIG Program Administration
3. Form 18 - Parent /Guardian Second Appeal to Office of the Dean
4. NORTH CAROLINA STATE LEVEL GRIEVANCE PROCEDURE (see Parent Handbook for additional information)

1. Elementary Subject Acceleration Procedure

When considering a scholar for subject acceleration, the principal must be present at all AIG School-Level Team meetings. These meetings should be documented on the "AIG Service Determination Meetings" (Form 5).

- Document Subject Acceleration Procedures on Form 10.
- Parents must be provided a copy of the Parent Handbook at the start of the meeting/process.

Procedure

Prior to the first meeting, the classroom teacher and the AIG teacher should talk with the scholar to determine his/her feelings about possible grade acceleration.

The School-Level AIG Team, including the principal, meets with the parent/guardian to evaluate the need for subject acceleration. The classroom teacher must provide a documented "body of evidence" to show that the scholar is working two years above grade level in the subject being considered.

- a. If the body of evidence does not demonstrate that the student is working two years above the current grade, the subject acceleration process should stop. The Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.
- b. If the body of evidence demonstrates that the scholar meets the criteria, the team should continue the process with Step 2.

The body of evidence may include but is not limited to:

Reading Evidence(s):

- End of Nine Weeks Assessments- should be scoring 95% or higher
- Weekly Assessments - 95% or higher or content correct
- Pre and Post unit/lesson assessment data
- Other assessment data and work samples either from district or school purchased digital content-specific resources that are diagnostic tools to support student learning.

Math Evidence(s):

- Summative Assessments: Minimally, the student should be given the EOY assessment for the current grade and the grade above
- End of Nine Weeks Assessments- should be scoring 95% or higher
- Weekly Assessments - 95% or higher or content correct
- Pre and Post unit/lesson assessment data
- Other assessment data and work samples either from district or school purchased digital content-specific resources that are diagnostic tools to support student learning.

Social and Emotional maturity Evidence(s):

The SSBS-2 should be completed by the classroom teacher prior to the meeting and shared with all stakeholders when everyone is gathered together.

- Using the SSBS-2, what evidence is available that supports that the scholar possesses advanced social and emotional maturity?

Additional Evidence(s), for third grader or higher:

- 3rd Grade: BOY EOG - Must score 90%ile or higher in the subject(s) being considered for the acceleration process to move forward.
- Report card grades of 98 or higher in the subject being considered

NOTE: The acceleration process must not move forward if the scholar does not meet the criteria above.

2. If the initial “body of evidence” provided in Step 1 is met, the NDT should discuss differentiated strategies the current teacher can use to meet the advanced needs of the students.

- During the next 4 weeks, the current teacher should implement those strategies into the learning environment with the help of the AIG teacher.
- A second meeting should be scheduled to evaluate how the student is responding to these strategies.

If the scholar is responding to these strategies and the scholar’s needs are being met, the process may stop. In cases where the student appears to need more support, the NDT should move forward in considering subject acceleration and begin to collect more evidence.

- If the strategies are not meeting the scholar’s needs or it is unreasonable for the teacher to effectively implement those strategies, the acceleration process should continue to Step 3.

Consider as the NDT moves further through the process to collect a greater “body of evidence”.

- The scholar should be placed in the subject grade they are being considered for acceleration.

And also collect further evidence:

- EOG Released tests for the current grade and the grade above in the subject being considered
- Schoolnet Assessments-EOY Test
- Other assessment data as appropriate

3. The NDT should reconvene in 4 weeks to discuss how the scholar is performing in the subject accelerated learning environment.

If the scholar is not making progress with subject acceleration intervention, the acceleration process should be stopped, and the NDT should recommend the appropriate strategies and support for the student in their current grade.

If the scholar is making significant progress to the new subject acceleration learning environment the NDT should move to Step 4.

NOTE:

The scholar should remain in the current subject acceleration learning environment while the referral for a normative-based achievement assessment is being made as indicated in Step 4.

The AIG teacher should coordinate the completion of this assessment with the appropriate staff members.

4. A nationally normed achievement test is administered in the areas of reading or math achievement.

Test should be administered by a trained certified professional.

- This test must be scored based on grade level norms of the grade to which the student would be accelerated.

The testing results are to be referred to the school psychologist for verification prior to moving to Step 5.

5. The School-Level NDT and parent/guardian will meet following the completion of testing. The scholar’s grade level normed scores should be at least two years above the current grade level for reading and/or math to qualify for subject acceleration.

6. The NDT makes a recommendation to the principal. The principal must make the final decision. If the decision is made to subject accelerate, the following steps should be taken:

- The scholar should be identified as AM or AR (depending on which area (math or reading) is accelerated). Required paperwork should be placed in an AIG yellow folder, and the student should be added to the school's AIG Headcount in PowerSchool and to the AIG Headcount/Watchlist Spreadsheet.
- An Individualized Differentiated Education Plan (IDEP) is written for the student (Form 6) and updated annually. A plan for implementation and follow-up is developed by the team and documented in the IDEP. All Grade Acceleration Documentation and the IDEP will be filed in the student's yellow AIG folder.

7. The AIG Teacher should follow up with the scholar and teacher to monitor progress and provide support when needed.

In the event the student is not adjusting or performing well in the accelerated subject, the AIG Teacher should reconvene the NDT to determine what appropriate steps need to be taken in order for the student's needs to be met. This may include reconsidering acceleration as the most appropriate path for meeting the student's academic needs. The NDT will only consider "service" options and not remove gifted identification.

* All assessment data must be current within one year of date of consideration for subject acceleration.

3. Grade Acceleration Procedure

It is the responsibility of the Needs Determination Team to provide a recommendation to the principal and provide a "body of evidence" to support that recommendation. The principal must make the final decision as to whether or not the scholar will be grade accelerated.

- Document Grade Acceleration Procedures on Form 11.
- Parent must be provided a copy of the Parent Handbook at the start of the meeting/process.
Parent should sign Parent Handbook pg. 7 as acknowledgement of receiving Parent Handbook.

When considering a scholar for grade acceleration, the School-Level AIG Team, including the principal must be present at all Acceleration Team meetings. It is highly recommended that the school psychologist participate in meetings when available. Document Grade Acceleration Procedures on Form 11 and on the Iowa Acceleration Scale (IAS) as appropriate. The IAS can be requested from the district AIG Coordinator.

The Needs Determination Team for purposes of grade acceleration must include the following personnel:

- Parent or Guardian
- AIG teacher
- Current classroom teacher of student being considered
- Another classroom teacher from the grade of the student being considered
- A classroom teacher from each of the next two rising grades (Consider inviting teachers where the student may be placed if accelerated.)
- Principal
- School Counselor
- School Psychologist (when applicable)
- Any other support personnel that may be needed to help in the acceleration process

Procedure:

Prior to the first meeting, the classroom teacher and the AIG teacher should talk with the scholar to determine his/her feelings about possible grade acceleration.

The following critical items from Section III of the Iowa Acceleration Scale (IAS) are considered. If any of these items apply to the student in question, whole-grade acceleration is NOT recommended.

- The scholar would be accelerated into the same grade as (or a higher grade than) a sibling.
- The student currently has a sibling in the same grade.
- The student indicates that he/she does not want to be whole-grade accelerated.

1. The School-Level AIG Team meets with the parent/guardian to discuss the need for grade acceleration. The classroom teacher must provide a documented "body of evidence" that the student is working more than two years above grade level.

A. If the body of evidence does not demonstrate that the scholar is working more than two years above the current grade, the grade acceleration process should STOP. The Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.

B. If the body of evidence(s) demonstrates that the scholar meets the criteria, the Team should continue the process with Step 2.

The body of evidence may include but is not limited to:

Reading Evidence(s):

- DIBELS data
- End of Nine Weeks Assessments- should be scoring 95% or higher
- Weekly Assessments - 95% or higher or content correct
- Pre and Post unit/lesson assessment data
- Writing component
- Other assessment data and work samples either from district or school purchased digital content specific resources that are diagnostic tools to support student learning.

Math Evidence(s):

- Summative Assessments: Minimally, the student should be given the EOY assessment for the current grade and the grade above
- End of Nine Weeks Assessments- should be scoring 95% or higher
- Weekly Assessments - 95% or higher or content correct
- Pre and Post unit/lesson assessment data
- Other assessment data and work samples either from district or school purchased digital content specific resources that are diagnostic tools to support student learning.

Social and Emotional maturity Evidence(s):

The SSBS-2 should be completed by the classroom teacher prior to the meeting and shared with all stakeholders when everyone is gathered together.

- What general evidence is available that supports the student's advanced social and emotional maturity?

Additionally, for third grade or higher:

- 3rd Grade: BOY EOG - Must score 90%ile in reading for the student to be considered for the acceleration process to move forward.
- Grades of 98 or higher in all core content subjects to be considered for acceleration.

The acceleration process should stop if the scholar does not meet the criteria above.

If the initial “body of evidence” provided in Step 1 are met, the NDT should discuss differentiated strategies the current teacher can use to meet the advanced needs of the scholar.

- During the next 4 weeks, the current teacher should implement those strategies into the learning environment with the help of the AIG teacher.
 - A second meeting should be scheduled to evaluate how those strategies benefitted the scholar.
2. The NDT should reconvene in 4 weeks to discuss how the scholar is performing in the learning environment based on the new strategies.
- If those strategies are successfully meeting the needs of the scholars, the acceleration process should be stopped.
 - If the strategies are not meeting the scholar’s needs or it is unreasonable for the teacher to effectively implement those strategies, the acceleration process should continue to Step 3.

During the testing process (Step 3), the NDT should consider, on a trial basis, placing the scholar in a grade above in the scholar’s strongest subject, to help determine how the scholar responds to more challenges, a different age group, and transitioning between the current grade and accelerated grade.

The AIG teacher provides documentation of the NDT meeting (Form 11) to the AIG Coordinator and requests the IAS Manual and Form.

3. The Iowa Acceleration Scale (IAS) is a tool that MUST be used to guide the team throughout the process (STEP 3). This tool is meant to serve as a means to proceed thoughtfully about grade acceleration for a student. The IAS is not the final determining factor on grade acceleration for a student; however, it does provide a research-based guide to help make an objective decision in determining if grade acceleration is an appropriate option.

The IAS addresses three key areas in Steps 5 and 6:

1. Aptitude/ability Testing (Step 4) - This is the student’s Intellectual Quotient (IQ) score. The student’s ability is measured using an individually administered intelligence test given by a trained certified professional. If the student’s ability is less than one standard deviation above the mean, whole-grade acceleration is NOT recommended, and the acceleration process should stop.

- a. Most nationally normed intelligence tests are acceptable.

i. This test must use multiple data points and provide a total composite to be accepted. (for example, verbal, nonverbal, and quantitative with a total composite score of all 3 areas)

- b. If this criterion is met, proceed to Achievement Testing.

2. Achievement Testing (Step 5) - This identifies the student’s current grade level of academic performance and the predicted performance in the grade being considered. The student’s aptitude and achievement are measured by tests administered by trained certified professionals.

- a. Most nationally normed achievement tests are acceptable

i. This test must use multiple data points and provide a total composite to be accepted.

- b. For achievement testing, the test is normed using the student’s current grade placement and predicts performance in the grade being considered.

4. When all testing is complete, the AIG teacher completes sections I-VI of the IAS Form. 5. The AIG teacher schedules the follow-up School Level NDT meeting. This team should include all members that participated in the meeting in Step 1. a. The AIG teacher should provide copies of the IAS for all team members to look at as the team works through Step 9. Copies should be collected after the meeting is completed and appropriately discarded. 6. The School Level NDT meets together to complete sections VII-X of the IAS Form. 7. The School Level NDT Team follows the IAS interpretation guidelines to make a recommendation. This decision is documented on Form 5. The NDT will make a recommendation to the principal for grade acceleration or subject acceleration based on the body of evidence. ▪ If the Needs Determination Team (NDT) recommends grade acceleration, proceed to Step 8. ▪ If the recommendation is to subject accelerate, refer back to Step 5 of the Subject Acceleration Guidelines. 8. If the decision is made to grade accelerate, the following steps should be taken: a. The student should be identified as gifted as aligned to the MCI. Required paperwork should be placed in an AIG yellow folder, and the student should be added to the school's AIG Headcount in PowerSchool and to the AIG Headcount/Watchlist Spreadsheet. b. An Individualized Differentiated Education Plan (IDEP) is written for the student (Form 6) and updated annually. A plan for implementation and follow up is developed by the team and documented in the IDEP. All Grade Acceleration Documentation and the IDEP will be filed in the student's yellow AIG Folder. c. When acceleration occurs, a follow-up conference will be scheduled by the AIG Teacher, within four weeks to review student progress. An annual review by the School-Level AIG Team should be held each year. Additional conferences will be scheduled by the AIG teacher as needed. NOTE: All assessment data must be current within one year	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. ECU Community School will partner with Pitt County Schools to implement the GO GROW Program as part of a talent development program in an attempt to offer opportunities for advanced learning opportunities and enrichment to learners in under-represented AIG populations. -Kindergarten: Scholars that are performing above the academic grade level will receive pull out services on a as needed basis by the AIG Teacher. Grades 1-2 Using the P.E.T.S curriculum as a starting point, the AIG teacher will provide the following services: Push in - Whole Class Instruction = 30-40 minutes once a month. By going into the classrooms, this will help all students better perform. Pull out - For scholars who demonstrated outstanding performance during the push in service time. This would help create a talent development pool before students are universally screened in 2nd grade. Both services will be done at a minimum once a month by the AIG Teacher.
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Grades 3

Scholars who are identified as IG (95% total score on aptitude testing) will receive 45 minutes weekly of IG curriculum from the AIG teacher. This curriculum will focus on hands-on activities, PETS curriculum, STEM/STEAM, robotics, and logic. This curriculum is being developed over the next plan cycle to find what best fits this group of students.

Scholars who also scored a 95% on aptitude subtests will receive services through flexible grouping based on verbal (could combine with the BOG students), nonverbal, and quantitative groups. This would be as available on the AIG teachers schedule.

Third graders who receive a 90% or higher on the beginning of year (BOG) reading test will receive 45 minutes a month of push-in/pullout reading enrichment services by the AIG teacher.

The scholars entering the school at varying levels of ability and achievement have different instructional needs. Developmental and social needs are extremely important at this age as well. At this level, the goal of the Academically or Intellectually Gifted (AIG) education program is to challenge all students to reach their academic potential while nurturing them as children. A variety of learning environments, opportunities for enrichment, and special programs must be provided for all students.

Talent Development

In addition to directly serving identified AIG students, it is the role of the AIG teacher to collaborate when necessary with the regular classroom teacher to provide resource support for students who are high achievers but are not formally identified as AIG. These services will be provided through the GO GROW program.

*** Practice 1**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

ECU Community School will partner with Pitt County Schools in their GO GROW program. This program is an attempt to offer opportunities for advanced learning opportunities and enrichment to learners in under-represented AIG populations. The GO GROW curriculum will serve as academic enrichment services based on demonstrated content mastery and/or interest-based inquiry learning. Instead of serving each scholar by each identification, scholars will be all served together. The service time would be no more than 2 hours total, regardless of the identification. It is up to the AIG teacher's discretion on which curriculum is best for these students. Scholars can be served by reading/math an hour each or together for up to two hours OR implement the Go Global curriculum from the AIG Curriculum for 4-5.

As part of GO GROW Exploratory services, students who demonstrate gifted potential can receive services provided by the AIG teacher. GO GROW services are not the same as services provided for students who are already identified as gifted. These services are based on schedule availability and other "GO GROW" efforts within the school. The AIG teacher will evaluate various data to determine how to best match students' needs with various service delivery options. Qualifying 4th and 5th graders are provided with a half-day of direct service from the AIG teachers in which they are exposed to interdisciplinary thematic units and integrate 21st-century skills by intentionally using technologies that they would not traditionally be exposed to. Feedback from students and classroom teachers are used to inform service options outside of traditional services that are needed.

Teachers will focus on the top 10% from each subgroup to help identify these students. Elementary teachers will develop a list of these students to help document these students when transferred to middle school.

Talent Development 4-5

ECU Community School recognizes the need to develop and nurture student potential. The goal of GO GROW is to find scholars that demonstrate behaviors that are associated with traits of giftedness. These students may or may not be performing well academically. However, through a body of evidence, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry-based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students' intellectual and/or academic potential. Academic Nurturing - These scholars have demonstrated content mastery in specific areas of grade-level math and reading concepts. These scholars may receive differentiated support when appropriate and provided by a variety of school personnel as outlined by the school's service plan. Exploratory Non-Traditional - These 4-5 scholars may work with the AIG Teacher to receive high-quality inquiry-based instruction, based on student interest, as a platform to recognize and respond to their intellectual and academic potential. Enrichment and acceleration services provided by the AIG teacher are a school-based decision. GO GROW Service is NOT Gifted Identification. Scholars must meet the gifted ID criteria to be formally identified as gifted. The GO GROW program is a flexible service program that supports the district vision for providing opportunities for every child to demonstrate areas of giftedness. GO GROW will provide services for scholars which focus on the development of interests and special talents. This goes for grades 3-5. Elementary teachers will provide a list of GO GROW scholars that they have served to the transition middle school AVID coordinator to help develop a list of good AVID candidates for middle school.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. ECU Community School provides extra-curricular opportunities for advanced learners. These opportunities are based on scholar interest that are available to develop talents, reinforce interest, and provide extra-curricular programming. These opportunities include the following: ▪ Robotics (First Lego League: Grades K-2) ▪ Science Olympiad (3-5)
* Ideas for Strengthening the Standard ▪ Create a systematic way to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting. ▪ Incorporate social and emotional needs into the student's DEP (Form 2). ▪ Provide professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand the following: data analysis, grouping practices for growth of students, and instructional strategies that are effective with groups of advanced learners.	

- Provide waivers of tuition and fees for AIG teaching add-on licensure courses to regular education teachers through the UNC System's Tuition Waiver Program.

Planned Sources of Evidence

*	AIG curriculum	
*	Conference schedule	
*	Social Emotional Lesson Collection	
*	AIG student folder	
*	Electronic portfolio (Multiple Criteria Indicator)	
*	DEPs (Form 2)	
*	IDEPs (Form 6)	
*	Notification of AIG Students form (Form 9)	
*	AIG Plan	
*	Record review	
*	EOY Survey	
*	Curriculum Nights	
*	AIG Headcount Spreadsheet	
*	Social and emotional needs lessons	

* Subject and grade acceleration procedures and forms		
* Websites		
Type	Documents	Document/Link
AIG Standard 2 Additional Resources	Document Template	N/A

Standard 3: Differentiated Curriculum and Instruction

East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

ECU Community School expects all scholars to be challenged all day, every day. Teachers are expected to incorporate the SCOS into their lessons and work at a scholar-focused pace to help them master the content. Teachers are expected to outline learning goals, activities, assessments, and differentiation.

Available Opportunities to extend learning

- Teachers will review data and regroup scholars as needed
- Teachers can work with the AIG teacher to provide enrichment opportunities in the classroom, such as co-teaching, or pull-out services
- Teachers can incorporate blended learning with the enrichment rooms, developed by the AIG teachers, that scholars can access when finished with classroom assignments.
- The AIG teacher has created enrichment and extension activities for 1st-5th grade math and ELA and provided these activities to the regular classroom teachers to use with the students who excel in those subjects.

Support Staff in Differentiating the NCSCOS

- The AIG teacher meets with and provides resources to support the regular classroom teacher
- ECU Faculty from the Literacy Studies Department and Math Education Department provide resources to support the regular classroom teacher.

Direct services by the AIG teacher to the AIG students to support differentiation:

ECU Community School will partner with Pitt County Schools to employ a multi-level process for service that supports all gifted learners and those that demonstrate potential at all grade levels.

In an effort to expand the gifted talent pool and maximize the district and state AIG Teacher allotment, PCS and ECUCS will provide 3 major areas of service to meet both the gifted learner and those that demonstrate gifted potential.

Those areas of service are:

1. K-2 PETS Curriculum
2. Gifted Curriculum Service (Grades 3-5)
3. Differentiation Support within the regular classroom (K-5)

1. Grades K-2

GO GROW: Grades K-2 will use the P.E.T.S. curriculum during push in and pull-out services. P.E.T.S.: Primary Thinking Education Skills. The PETS website explains the curriculum deeper by describing it as: “a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom’s Taxonomy. PETS™ helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates flexibility into any existing primary curriculum, and offers opportunities for learners with different strengths to shine.” 2. Gifted Curriculum Service- ECUCS will partner with PCS to provide opportunities for students in 3rd-5th grades to work together with students of similar needs, abilities, and interests through the AIG curriculum programs. The AIG Curriculum has been developed by PCS’s AIG teachers and uses the thematic approach introduced by Sandra Kaplan which integrates all areas of the curriculum. All 4th-5th grade curricula implement a consistent plan (standard curriculum) of concept-based units for each grade level, using extension and enrichment opportunities. ECUCS will utilize blended learning by using one to one technology to create personalized learning environments through accelerated pacing and differentiation. a. Grades 3-5: IG Curriculum i. This curriculum will focus on hands-on activities, PETS curriculum, STEM/STEAM, robotics, and logic and problem solving. This curriculum is being developed over the next plan cycle to find what best fits this group of students. b. Grades 4-5 i. Elementary AIG Curriculum: The ES Curriculum are thematic units that cover all core areas of the curriculum, the arts, and the social/emotional needs of learners. ii. AM and AR Support: Students who qualify in areas of math and reading are encouraged to be clustered together to support the differentiated needs of these advanced learners. This curriculum will be developed over the next plan cycle to focus on extension and enrichment particularly in the areas of math and reading. Special Program Options are opportunities that may be provided by the AIG Teacher or a Regular Classroom Teacher. Academic competitions CANNOT replace direct curriculum service as service by the AIG Teacher. However, competitions can be a part of the math or reading enrichment or GO GROW exploratory program. 3. Differentiation Support within the regular classroom (K-12) The AIG teacher would meet with the grade level teacher to help support question “How will we extend the learning for students who are already proficient?”	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. ECU Community School has collaborated with ECU faculty members in the Literacy Studies Department and Math Education Department to identify students' abilities, readiness, and interests to address a range of learning needs. ECU faculty members have worked directly with ECUCS teachers to administer literacy and math assessments, interpret results, plan instruction, and select appropriate instructional materials. This cyclical and strategic planning and implementation of curriculum has led to increased student proficiencies in math and reading, even during the midst of the world-wide pandemic. To match the identified needs of scholars with instructional strategies, ECUCS will partner PCS to implement the grade level breakdown below: ▪ K-2: PETS curriculum through push-in/pull out (as described in standard 2) ▪ 3-5: IG curriculum (STEM lessons that incorporate interest-based learning), Concept Capsules ▪ 4-5:
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a. AIG Curriculum (incorporate Concept Capsules & Depth & Complexity) b. Extension based lessons (math/reading) through elective or pull out To meet the interests of the students, the AIG teacher will allow for choice through a variety of blended learning methods: choice boards, menus, interest project, book study, and more.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. The needs of the advanced learners are met using a variety of research-based supplemental resources across all grade levels and settings. The AIG Elementary School Curriculum is interdisciplinary curriculum that extend, accelerate, and enrich the scholars' learning. The AIG teacher has created a math and ELA (1-5) enrichment spreadsheet, to provide opportunities for teachers to enhance student learning in the traditional and AIG classroom. The AIG has access to an Enrichment Drive with printable and digital resources that can be shared with the classroom teachers. ECU Community School uses a variety of evidence-based curriculum strategies to support higher order thinking. Such strategies include but are not limited to: <u>Materials or Teaching Resources Promoted</u> Schoolnet Social & Emotional Learning/Character Ed LETRS: K-5 Reading HMH: Houghton Mifflin Harcourt * Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Advanced learners explore real-world problems, while incorporating durable skills and technology. With the advancement of technology through AI, it is imperative to continue the development of durable skills and technology over the next plan cycle. Over this next cycle, the AIG teacher will incorporate more blending learning techniques in their classroom studies. Many of these blended learning strategies incorporate personalized learning, choice, off/online tasks, and more. Through these strategies, scholars will be able to think more critically and creatively, collaborate with one another, and take on a learner's mindset to create these final tasks. AI will continue to grow and to create educated scholars for the real world, students will learn how to use AI responsibly and understand the difference between fact and fiction. Math resources may focus on error analysis to help students think critically and outside the box to understand how a mistake could be made. Reading groups may be formed through book studies of choice. These choices may incorporate several of these durable skills. Over the next plan cycle, AIG will start using the NC Portrait of a Graduate resources such as the "I Can" statements, rubrics, and performance tasks. AIG teachers can use these resources to share with classroom teachers. Students will also have many opportunities to explore these 21st-century skills through after-school programs, such as, Science Olympiad. One goal over the next plan cycle will be to help create options for all learners.
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* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. All scholars are taught in the curriculum framework of state teaching requirements. As scholars move through those standards, scholars may be accelerated or enriched as they demonstrate content understanding. ECU Community School utilizes SchoolNet to administer quarterly reading and math benchmark assessments in grades 3-5. K-3 students take mClass assessments three times throughout the year (beginning, middle, and end) and progress monitoring in between. ECUCS is heavily invested in the Multi-Tiered System of Support (MTSS). The strategy serves as a means to provide tiered support for learners. With the main focus being on students that have yet to master the core content. ECUCS will begin utilizing MTSS to create discussions around advanced learners. It is the goal of the AIG Plan committee to be able to utilize MTSS as a way to identify students for gifted services. The data collected from these assessments allow for teachers to determine grouping options and any student in need of differentiation and enrichment opportunities. After each assessment cycle, the teacher should meet to review results and make adjustments to flexible groups. The AIG teacher will work with grade level teachers to determine the needs of students and what additional services, if any, are needed to provide the educational opportunity that child needs to reach their potential. Regular classroom teachers can use curriculum compacting to help identify the students the AIG teacher can work with in flexible groups. Teachers can also use pre-assessments to help differentiate content for students as many may have already mastered the standard. One way to help differentiate for those students who already have mastered concepts is to allow for an independent project-based learning to meet the interests of the student. The GO GROW model of service is more open to any child who demonstrates an understanding and mastery of the grade-level curriculum standards and in return receives enrichment service during that instructional period. Students who already qualify for gifted services will be reviewed annually to ensure the proper services are provided for the following year. Based on these types of assessments, if a student appears to be struggling in a core subject the NDT should meet to determine the best intervention. Options could include but are not limited to: removing AIG services for a period of time until the student is working again at an advanced level. The NDT should consider what is best to ensure the student is successful. Any changes to services should be documented on Form 4 (DEP) and added to the student's yellow AIG folder.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Although the AIG teacher has the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted. The AIG teacher collaborates with the regular education teachers to meet the goals of the gifted students all day, every day. This can be done through weekly designated teacher planning time. The AIG teacher and counselor can work together to meet the social and emotional needs of the students. Professional development gives AIG teachers the ability to implement differentiated curriculum and instruction with the tools gained to support the growth of gifted students.
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The AIG coordinator works with the principal to collaborate about best practices to meet the needs of gifted learners to include acceleration. The principals support the AIG teacher by helping support their schedule to meet the needs of the gifted learners in all grade levels.

*** Ideas for Strengthening the Standard**

AIG Teachers will:

- use the NCDPI Gifted Curriculum as a support to help meet the needs of gifted students in the regular education classroom
- work with the regular education teachers to help incorporate strategies that strengthen and challenge the gifted students
- update current curriculum, if needed, to be more relevant and incorporate the changing 21st century skills, but within the same framework of Sandra Kaplan's work
- develop curriculum for K-2 nurturing groups
- continue to create more hands-on STEM/logic-based curriculum for 3-5th grade IG students
- accumulate books and other mini lessons that address topics for the social and emotional challenges of gifted learners- for example: growth mindset

Planned Sources of Evidence

* AIG Curriculum and Alignment

* EOG Scores and AIG student growth

* AIG curriculum and website

* Constant revision and updating of the AIG Elementary School curriculum to infuse more Durable Skills

* Benchmark Assessment Data (LEA benchmarks)

* Report cards

* Program Assessment Data (DIBELS)

* Classroom teachers will provide differentiated services to the AIG student in the regular classroom environment.

* AIG Social and Emotional Lesson Collection		
* AIG Student Folders		
* AIG Student Conferences		
* Minutes of AIG Meetings		
* DEP (Form 2a and 2b) and IDEP (Form 6)		
Type	Documents	Document/Link
AIG Standard 3 Additional Resources	Document Template	
	N/A	

Standard 4: Personnel and Professional Development	
East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. This is ECU Community School's first AIG Plan since the school's inception in 2017. The lab school's Executive Director will assume the role of AIG District Coordinator with the support of an East Carolina University College of Education faculty member who has expertise in Academically Gifted. Currently, the Executive Director is not AIG licensed. However, during this plan cycle, the Executive Director will enroll in East Carolina University's Academically Gifted Add-on License Program.	
Roles & Responsibilities of AIG Coordinator:	- Provides leadership in the implementation of the program - Monitors screening, referral, and identification process at district level - Maintains and distributes appropriate documentation of student identification as evidence of service - Clarifies roles and responsibilities of key personnel involved in the program - Provides in-service opportunities for administrators and the AIG teacher - Conducts educational awareness sessions for parents whose children are involved in the program - Communicates the goals and objectives of the program to parents and the community - Maintains the AIG Advisory Group to monitor program progress, community acceptance, and formulate recommendations - Directs AIG Advisory Group consisting of the coordinator, a minimum of AIG teacher, parent, and other specialists that can provide insight and direction to guide, develop, implement, revise and monitor the local AIG program to move the program forward - Holds an NC AIG licensure in order to understand the needs of the AIG students and the importance of quality, differentiated curriculum, as well as how to communicate with parents and provide support for the AIG teachers - Continues to pursue professional development and participate in conferences in the field of AIG - Continues to attend state, regional and local AIG meetings - Supports professional training for new AIG teachers when hired Sends the AIG teacher to state conferences that promotes best practices as funding allows
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. This is ECU Community School's first AIG plan since the school's inception in 2017. To start our program, ECUCS will partner with Pitt County Schools to provide a full-time AIG Specialist. Over the course of the next three years, ECU Community School would like to support all regular classroom teachers in obtaining Academically Gifted Add-on License.	
Roles & Responsibilities of AIG Teachers of Grades K-5:	

Knowledge and Skills:

- Knowledge of appropriate content, methods and strategies for the education of academically or intellectually gifted students
- Knowledge of curriculum development and implementation, particularly differentiation of instruction
- Knowledge of the K-5 Common Core Standards
- Knowledge of effective communication strategies and skills in team teaching, planning and demonstration teaching
- Knowledge of emotional and social needs of intellectually gifted students to support academics
- Demonstrated excellent skills in teaching and communication with parents
- Education /Training Required: Bachelor's degree from a four-year college, licensure as a teacher in NC, licensure as a teacher of the Academically Gifted or progress toward AIG licensure and at least three years successful experience as a classroom teacher

Term of Employment: Eleven months**Responsibilities:**

- Maintains records for every identified student in a yellow folder as well as a districtwide spreadsheet and follows ECUCS procedures to state requirements for gifted students-testing, identification, placement, annual reviews.
- Provides direct service to identified AIG students based on identification
- Teaches the AIG Curriculum to qualified students
- Seeks GO GROW activities for students that demonstrate gifted potential but currently do not qualify for AIG services to provide a stimulating, rigorous, and nurturing atmosphere for students who show gifted potential
- Develops lesson plans for any direct service provided by the AIG teacher
- Informs the regular classroom teacher(s) of any identified AIG students that they serve, as well as students that demonstrate gifted potential and are on the "watchlist" that have scored on or above the 80%ile on a standardized aptitude test, but have not yet been identified. This watchlist will be placed in a green folder and documented on the districtwide spreadsheet. See "Notification of AIG Students" ([Form 9](#))
- Meets with individual parents and parent groups when applicable
- Serves as a resource to the cluster teacher when applicable
- Advocates for AIG students and program
- Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Collaborates regularly with other AIG teachers for the purpose of strengthening services, to share materials and ideas, to develop instructional materials, and to engage with others in continued adult learning regarding gifted learners
- Communicates and disseminates information about the program to parents and the community
- Maintains a record of all services provided during the year
- Assists in the evaluation of the program
- Monitors the progress of individual students working on advanced projects or independent studies
- Sends data reports and paperwork to AIG Coordinator upon request
- Creates a menu of effective instructional strategies
- Attends local, state, and national staff development opportunities as funding allows.
- Writes and incorporates lessons and activities that address the social and emotional needs of gifted students

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

AIG Teacher:

The AIG teacher will meet routinely for curriculum breakouts, as well as participate in AIG Professional Development consisting of 2 parts:

Part 1: Common Professional Development: The AIG teacher will participate in Professional Development that covers topics such as but not limited to: Best & most efficient instructional practices, 21st Century training, and technology integration. Professional Development is provided for the AIG teacher by Pitt County Schools' district staff, as well as those outside of ECUCS and the PCS systems.

Part 2: Curriculum training and development: The AIG teacher will work on their specific AIG, grade-level appropriate curriculum to discuss implementation, revisions, or creation of new curriculum by adding rigor and relevance.

ECUCS Employees

ECUCS will also offer specific and appropriate professional development to all personnel, such as classroom teachers, student services personnel, and the school administrator involved in AIG programs and services in 2 parts:

Part 1: ECUCS offers professional development in the following areas:

- Social-Emotional Needs of Gifted Learners
- Differentiating for the Gifted Learner

Part 2: The AIG teacher will meet with the regular classroom teachers and/or present regularly at school staff meetings to school personnel and provide differentiation strategies, SEL support, and other strategies to support gifted students in the regular learning environment. AIG teachers will survey their staff to see what Professional Development is needed. AIG teachers will create micro-PD (5-10 minutes) using the Booster Shots from NCDPI. After surveying teachers, AIG teachers can use the Professional Development needed and present at staff meetings depending on need. For instance, if the whole school says a need is questioned, this could be provided at a staff meeting, whereas, if only 3rd grader is interested in seminars, then they could use the teacher planning time.

*** Practice D**

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

Regular Education Teachers

Regular education teachers with their AIG licensure will monitor the progress of individual gifted students using various data points such as benchmark data and Common Formative Assessments.

As UNC-System employees, the ECU Community School regular education classroom teachers can take graduate classes at ECU tuition fee. Regular education classroom teachers will be highly encouraged to enroll in the Academically Gifted Add-On License Program. Upon enrollment and completion of Academically Gifted Add-on License courses, the AIG Coordinator will provide the principal with a list of applicable ECUCS faculty.

Roles & Responsibilities of the Regular Education Teacher of AIG Students

- Exposes all students to a wide variety of enrichment activities
- Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher (Differentiation is not using the gifted student as a tutor for peers.)
- Examines the existing curriculum and determines where additional content material is needed
- Knows and utilizes appropriate instructional strategies for gifted students

- Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
- Helps identify students with "gifted potential" and develops strategies to address their needs
- Monitors the progress of each gifted student to pursue investigation based on their individual interests
- Communicates the program to parents and the community

* Practice E

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

Recruitment plan:

- School-wide leadership will identify teachers with high growth in the Education Value-Added Assessment System (EVAAS)
- Provide incentives for teachers to obtain their AIG add-on license

* As UNC-System employees, the ECU Community School teachers can take graduate classes at ECU by utilizing the UNC System tuition waiver program, consistent with UNC and ECU policies. Regular education classroom teachers will be highly encouraged to enroll in the Academically Gifted Add-On License

Program.

AIG Teacher Retention

Any AIG teacher hired must be approved by East Carolina University's College of Education and POSO prior to teacher placement through information that is uploaded in the PeopleAdmin. System. It is the responsibility of the AIG Coordinator to ensure proper licensure has been achieved.

In the cases where an AIG License has not been earned, the AIG Coordinator will work with the new hire to ensure licensure is earned over the next two years.

Start of employment

- Add an AIG Provisional to teaching License (if not already certified to teach AIG)
- Assigned an AIG mentor teacher:

By end of Year 1

- Make progress toward AIG certification (either through university course work or by taking the AIG Praxis licensure test)

By end of Year 2

- Have AIG licensure
- If not, must complete ONE of the two within 2 years of hire:
- 4 AIG courses to obtain licensure
- Take and pass AIG Praxis

Consider a teacher commitment, through continued professional development, to continue to serve ECUCS after earning an AIG add-on license.

- Send AIG teachers to conferences, as funds are available
- Purchase equipment for their room to support teaching

▪ Purchase instructional materials to support the AIG curriculum	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. ECU Community School is focused on meeting the holistic needs of all students. To meet scholars' needs, ECUCS collaborates with the following colleges/departments across East Carolina University's campus: College of Education-Counselor Education, Literacy Studies, Mathematics Education, Science Education, Library Science, and Special Education; Occupational Therapy Department, Physical Therapy Department, Department of Communication Sciences & Disorders, and Psychology Department. These colleges/departments provide professional learning opportunities to ECUCS's faculty and staff on best practices, especially practices on working with children of poverty. Through these collaborative efforts, we work to provide excellent teaching and an environment that ensures students master the knowledge and skills for success in a rapidly changing world. When working with economically disadvantaged, twice-exceptional, and ML students, AIG will utilize the NCDPI resources. AIG would partner with the EC director and ML teacher to help support the needs of all these learners.
* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. ECUCS will support AIG professional development for the AIG teacher to ensure that quality, rigorous, and current research-based instruction for AIG students is consistent across the school. These professional development session will be determined based on the AIG teacher's needs and the needs of our gifted population. Professional development sessions within and outside the university will be provided. As part of the AIG influence outside of serving gifted learners, professional development will be provided to classroom teachers to support their understanding of what gifted students need in an everyday classroom learning environment. This professional development will include, but not be limited to, the following areas: ▪ Social-Emotional Needs of Gifted Learners ▪ Differentiating for the Gifted Learner	* Ideas for Strengthening the Standard ▪ Continue to work on growing the number of AIG certified regular education classroom teachers to serve the AIG clustering groups through UNC System Tuition waivers. ▪ Provide more professional development in addressing the social-emotional needs of AIG students for classroom teachers, personnel, and administration through the AIG teacher using the NCDPI booster shots. ▪ Survey all certified staff and the principal on possible in-service topics. Then use this for staff development training with AIG emphasis. ▪ Implement Professional Development opportunities that are comprehensive and current. Planned Sources of Evidence

* List of local, state, and national professional development opportunities attended by the AIG teachers.		
* Conference records with students		
* N/A		
Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	
East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Parents/guardians volunteer for local competitions, such as Science Olympiad. This is a great way to support academic competitions that our gifted learners participate in throughout the school year. ECUCS communicates with parents and families in a variety of ways. Our school sends home weekly newsletters and hosts parent nights to provide information to support students' learning goals. The AIG teacher will conference with parents and students annually. Through newsletters, the AIG teacher can include information from NCAGT's podcast and "Myths that Persist" series to help parents when dealing with different social and emotional needs of their gifted learner. Further, our school's Integrated Health Collaborative team can sponsor in-person and virtual sessions for the families of gifted learners to help meet their social-emotional needs.
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.	
Opportunities for Students	
Enrichment: For the 2025-2028 AIG Plan Cycle, ECUCS will partner with Pitt County Schools. PCS will provide an AIG teacher to help serve the identified gifted students. ECUCS will provide a classroom for scholars from ECUCS and South Greenville Elementary to meet. ECU Community School partners with the College of Education's Science Education Department. This department sponsors annual family science nights each fall. Students and their families have a chance to take part in hands-on inquires which are led by Science Education students. Further, the Science Education Department hosts a mini-STEM Camp during our school's Extended School year. ECU Community School will partner with Thermo-Fisher. Representatives from the company will conduct STEM activities with our scholars. ECU Community School will partner with ECU's Chemistry Club. The purpose of the partnership is for college students to explain and demonstrate chemistry concepts to ECUCS scholars in a manner that will spark an interest in Chemistry. Demonstrations will be related to science curriculum.	

ECU Community School will re-establish our Pirate Lego League. This Lego League provided our scholars to work on building their communication, collaboration, and STEM skills. Extension: To promote college readiness, ECUCS's Science Olympiad Team takes part in an annual celebration at ECU's Student Center. At the celebration, the scholars have an opportunity to interact with the University's Vice Chancellor for Academic Affairs and Provost, Dean of the College of Education, and ECU faculty members. Along with celebrating their Science Olympiad accomplishments, scholars tour the campus and are encouraged to continue to give their best so that they can one day attend an institution of higher education. ECUCS partners with ECU's Honors College. Honors College students welcome ECUCS scholars and families back to school each year. Further, they serve as reading buddies to help strengthen our scholars' literacy skills and discuss steps to take to be college and career ready. Opportunities for Teachers ECU Community School works collaboratively with ECU College of Education's AIG Course faculty member. This faculty member contributed to the design of our AIG plan. Further, she has offered to provide professional learning opportunities to ECUCS's faculty and staff. The AIG teacher have the opportunity to attend the NCAAGT conference as funds are available.	
* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	ECU Community School has worked during the 2024-2025 school year to create its first AIG plan. The following members provided input on the creation of this plan: ▪ Dr. Angela Novak (ECU College of Education, GIFTed Coordinator) ▪ Mr. Tim DeCresie (Pitt County Schools AIG Coordinator & Director of Digital Learning) ▪ Mrs. Sarah Woodward (Pitt County Schools Acceleration Advisor) ▪ Dr. Jack Naglieri (Senior Research Scientist and Professor Emeritus, Psychology) ▪ Ms. Tracy Cole (ECU Community School Executive Director) As the school continues to move forward with plan implementation, the group will be expanded to include parents/families of AIG identified students. The success of the Academically and Intellectually Gifted Program will rely on effective program evaluation. The evaluation component of the AIG Program ensures accountability to the designated stakeholders. Annually, the AIG Advisory Board will provide a survey for the AIG teachers and AIG Parents to complete reflecting on the AIG program. The AIG Advisory Board will use this feedback in planning for the next school year in improving the program each year. The AIG Advisory Board reviews progress and monitors the plan to ensure program goals are being met. The group would meet monthly either virtually or face to face. The Role of the AIG Advisory Board ▪ Attend regular meetings ▪ Share the ideas and concerns from the sector they represent ▪ Ensure AIG Standards are being addressed in the current AIG Document ▪ Survey stakeholders to monitor program progress

- AIG Plan Writing Committee review, revise and update standards for the new AIG plan

The Role of the School-Level AIG Team

The duties and responsibilities of the AIG Team K-12 are as follows:

- To implement ECU Community School's gifted children search/referral, screening, and identification and instructional placement processes.
- To make decisions based on the demonstrated strength-based needs of the student. (Different options will be appropriate for different students depending on the level of differentiation needed.)
- To receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program
- To record the information used in making the decision.
- To determine the program option(s) the student will access.
- To receive permission from the parent/guardian to place the student in the option(s).
- To develop and review the DEP or IDEP of current students.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other needs of the community.

AIG documents will be placed on ECU Community School's website. The AIG parent letters will be available in English and Spanish.

There are a variety of ways the district communicates opportunities and events for AIG students with parents and community members. The AIG teacher works with students, families, and community members to share academic opportunities such as, Science Olympiad. These teachers share information in a variety of ways such as sending home letters, school calendars and posting to our social media page.

The AIG teacher will provide a parent night at the beginning and end of each school year. The beginning of the year meeting will highlight units taught throughout the year and beginning of the year paperwork. The end-of-year meeting will include any transition information from elementary to middle school as well as collect any form signatures if there is a change in the AIG program.

ECUCS will present the AIG plan to parents and stakeholders in a variety of ways:

- Parent meetings and conferences
- Social Media sites used at the school level
- AIG Teacher shares information through newsletters

*** Ideas for Strengthening the Standard**

- Develop a more effective means of communicating with stakeholders in their native language.
- Build partnerships with local medical and government agencies and industries to further enrich our curriculum for students.
- Incorporate more involvement with the AIG plan by parents and other stakeholders.

Planned Sources of Evidence

*	AIG Conferences	
*	Local and state academic competitions	
*	ECUCS AIG Website	
*	AIG Events, local and state	
*	AIG professional development with training on current topics	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources		N/A	

Student's Name _____ School _____ Grade _____
 Counselor's Name _____ Phone (H) _____ (W) _____
 Address _____ City _____ Zip Code _____

Statement of Guidance _____

[illegible]

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Parent Section _____

Student's Name _____ School _____ Grade _____

Guardian's Name _____ Phone (1-603) _____ (802) _____

Guardian's Signature: _____ Date: ____/____/____

Appeal Form Received: _____
Findings of Appeal Review: _____

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*MEMORANDUM MAY OCCUR AT ANY POINT DURING THIS PROCESS

Student's Name: _____ School: _____ Grade: _____

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* Approved by local Board of Education on:

07/07/2025 

AIG Related Documents

East Carolina Community School (74Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	2025-2028 AIG Plan Approval Letter

Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
AIG Standard 2 Additional Resources	N/A
AIG Standard 3 Additional Resources	N/A
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

Phrase	Definition