

Mission/Vision Statement and Funding

Edgecombe County Public Schools (330) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Andrew Bryan

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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)

The vision of the Academically/Intellectually Gifted (AIG) Program is to enhance the personal growth and development of gifted and talented children through education, advocacy, community building, and research. Edgecombe County Public Schools are focused, connected and ready.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 390,525.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops 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.

Edgecombe County Public Schools employs a screening and referral process to identify AIG students at all grade levels. For students in grades 4-8, the AIG Specialist will complete a schoolwide screening by gathering EOG scores, CogAT, grades, and Scales for Identifying Gifted Students for all students at the end of the school year.

Students in grades Kindergarten through twelve can be screened at any point in the school year by having a teacher, student, parent or other school official nominate a student for screening. At this point the AIG Specialist will gather data on the student to determine qualification for AIG Identification. This includes transfer students that have not been previously identified.

Referral to the Program

A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades K-12 for evaluation. Students also have the option of self-nomination. All referrals are given to the AIG Specialist to review data.

Students in grades K-3 should be referred for evaluation for gifted services only if there is a clear need for instruction that is consistently two or more grade levels above the current grade.

Universal Screening 4-12

The process of screening all third graders for gifted education services starts in the fall using the Cognitive Abilities Test (CogAT). This test measures a student's reasoning and problem-solving skills in three areas: Verbal, Quantitative, and Nonverbal. The cogAT is given to all 3rd graders in the fall.

Annually in May, AIG Specialists screen all students system-wide after analyzing the results from the North Carolina End of Grade Tests and End of Course Tests. Additional data for students that meet the criteria for either the CogAT or the EOG will be collected to determine eligibility. Data for students with scores slightly below the cutoff scores will also be collected to determine alternate identification through portfolio.

Screening includes all activities designed to review the general population of students at each school in the Edgecombe County Public Schools to see which students in grades 4-12 may need further assistance and/or eventual placement in the appropriate service option(s). Information collected at screening should lead to either further assessment or to a decision that the student does not appear to require differentiated services at this time.

Mass Search

The AIG Specialist at each school directs the student search portion of the placement process. A mass screening of rising 4th through 8th grade students within the general population is performed once a year. The following guidelines are used to identify students during the mass screening:

Aptitude = 85%ile or above for Verbal (Reading) and/or Quantitative (Math) or Nonverbal (Math) on the Cognitive Abilities Test (System-wide testing at Grades 3)

Achievement = 85%ile or above for Reading, English, and/or Math (EOG/EOC or other standardized test)

Nominations

Nominations may be submitted from the AIG Specialist, counselors, teachers, school personnel, parents, and students on an ongoing basis. Teachers who nominate students for the AIG program must submit a Teacher Nomination Form for review. Students can be nominated only once during a school year.

Students that are nominated and do not qualify through traditional routes, may be considered for AIG Identification through the portfolio process.

Student Transfers

The school secretary, data manager, school counselor, parent, or teacher informs the AIG staff that an identified gifted student has enrolled. The school counselor, data manager, or school secretary requests records from the student's previous school. Upon receipt of the student's records, the child will be placed in the appropriate AIG program at the school, regardless of their meeting the ECPS criteria.

Screening for Students in grades K-3 for Academically and/or Intellectually Gifted

Students in grades K-3 are typically not formally identified for Academically and Intellectually Gifted services. However, Edgecombe County does believe that there are times when students in grades K-3 may have a body of evidence that supports early identification. The body of evidence used for consideration for identification for grades K-3 should include the following:

- A portfolio consisting of mClass: Reading 3D data showing the student reading and comprehending 2 to 3 grade levels above their grade level
- A writing sample from Jacob's Ladder Reading Comprehension Program above grade level
- Math work samples above grade level
- Scales for Identifying Gifted Students (SIGS) observational tool

After the above has been reviewed by the district review team consisting of the Lead AIG Specialist, a principal or principal's designee, school

counselor, and the classroom teacher and it has been deemed that the body of evidence support a nomination for identification the student will follow the traditional pathways to identification for Academically and/or Intellectually Gifted.

*** 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.

Edgecombe County Public Schools employs multiple criteria for student identification by using the following measures for student identification in grades 4-12 (Pathways 1-5) and grades K-3 (Pathway 5):

Pathways to Academically and/or Intellectually Gifted Identification

Pathway #1- Identification in AIG Reading (AR), Math (AM), or both (AG)

Students scoring $\geq 85\%$ ile on both a qualifying CogAT subtest AND EOG/EOC reading and/or math score are identified in the area(s) in which the scores align.

Pathway #2- Identification in AIG Reading (AR), Math (AM), or both (AG)

Students scoring $\geq 85\%$ ile on either a qualifying CogAT score OR EOG/EOC reading and/or math score

The student must have a yearly class average of $\geq 93\%$ on in the aligning area of the CogAT or EOG score in reading and/or math

The student must have a qualifying score on the Scales for Identifying Gifted Students (SIGs) of $\geq 90\%$ ile on the general norming scoring guide on the aligning area for reading and/or math

Pathway #3- Identification for Intellectually Gifted (IG)

Students scoring $\geq 96\%$ ile on CogAT composite or subtest

Complete Scales for Identifying Gifted Students (Observational Tool for teachers and parents)

Pathway #4- identified as (IA)

Students must qualify for **both** Academically Gifted (AM, AR, or AG) and Intellectually Gifted (IG)

Pathway #5 -Identification in AM, AR or AG

Students may also qualify for AM, AR or AG by using a portfolio assessment. If a student has some of the requirements listed in other pathways but does not qualify, the AIG Specialist will collect as much data as possible for review. Some of the data may include:

BOG/EOG Scores (most recent)

CogAT/Aptitude Scores

Other Nationally Normed Testing Data

Benchmark/ Universal Screening Data

SIGS completed by teacher (all sections)

Letter of recommendation by School Personnel

2 Work samples containing higher order thinking skills (i.e. PBL or Jacob's Ladder to show work without a ceiling and requires justification)

Tiered/ Differentiated Classroom Assignment
Advanced curriculum completed in the classroom
Work sample showing creative or unique thought processes/solutions (i.e. Creative Calendar Activities)

Students that are the top 10% of their racial or ethnic subgroup for any standardized test are noted in the process for consideration.

Process for pathway 5:

1. The AIG Specialists will meet to discuss all students screened with the portfolio process. The AIG Specialist will present all portfolio documentation and evidence of above grade level ability.
2. The team will make a recommendation for or against AIG identification. If the recommendation is to not identify a student, the AIG Specialist may return to the team with more evidence and the team will reconvene and make a new decision. For students that are recommended for AIG identification, the team will then sign the identification record.
3. Each specialist will meet with the LEA representative, classroom teacher and counselor at their individual schools for FINAL identification and signatures.
4. The AIG Specialist will report school findings to the AIG Specialist Team.

Traditional Assessments used in Edgecombe County Public Schools:

- Cognitive Abilities Test (CogAT)
- North Carolina End of Grade Tests
- North Carolina End of Course Tests
- Other nationally normed standardized tests as approved by the Testing and Accountability Office and based upon available resources and funding

Non-traditional assessments used in Edgecombe County Public Schools

- Portfolios
- Jacob's Ladder Reading Comprehension Program Pre-assessment (Joyce L. VanTassel-Baska, Ed.D & Tamra Stambaugh, Ph.D.)
- Literacy Assessments (Benchmarks)
- Math Assessments (Benchmarks)

Note: Multiple indicators of giftedness are considered. The lack of access to available data for one criterion cannot prevent a student from receiving gifted services.

Edgecombe County Public Schools employs multiple criteria for student identification by using the following measures for student identification in grades 4-12 (Pathways 1-5) and grades K-3 (Pathway 5):

Pathways to Academically and/or Intellectually Gifted Identification

Pathway #1- Identification in AIG Reading (AR), Math (AM), or both (AG)
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Pathway #2- Identification in AIG Reading (AR), Math (AM), or both (AG)
Students scoring =85%ile on either a qualifying CogAT score OR EOG/EOC reading and/or math score
The student must have a yearly class average of =93% on in the aligning area of the CogAT or EOG score in reading and/or math
The student must have a qualifying score on the Scales for Identifying Gifted Students (SIGs) of =90%ile on the general norming scoring guide on the aligning area for reading and/or math

Pathway #3- Identification for Intellectually Gifted (IG)
Students scoring = 96%ile on CogAT composite or subtest
Complete Scales for Identifying Gifted Students (Observational Tool for teachers and parents)

Pathway #4- identified as (IA)
Students must qualify for both Academically Gifted (AM, AR, or AG) and Intellectually Gifted (IG)

Pathway #5 - Identification in AM, AR or AG

Students may also qualify for AM, AR or AG by using a portfolio assessment. If a student has some of the requirements listed in other pathways but does not qualify, the AIG Specialist will collect as much data as possible for review. Some of the data may include:

BOG/EOG Scores (most recent)

CogAT/Aptitude Scores

Other Nationally Normed Testing Data

Benchmark/ Universal Screening Data

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Letter of recommendation by School Personnel

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Tiered/ Differentiated Classroom Assignment

Advanced curriculum completed in the classroom

Work sample showing creative or unique thought processes/solutions (i.e. Creative Calendar Activities)

Students that are the top 10% of their racial or ethnic subgroup for any standardized test are noted in the process for consideration.

Process for pathway 5:

1. The AIG Specialists will meet to discuss all students screened with the portfolio process. The AIG Specialist will present all portfolio documentation and evidence of above grade level ability.
2. The team will make a recommendation for or against AIG identification. If the recommendation is to not identify a student, the AIG Specialist may return to the team with more evidence and the team will reconvene and make a new decision. For students that are recommended for AIG identification, the team will then sign the identification record.
3. Each specialist will meet with the LEA representative, classroom teacher and counselor at their individual schools for FINAL identification and signatures.
4. The AIG Specialist will report school findings to the AIG Specialist Team.

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Note: Multiple indicators of giftedness are considered. The lack of access to available data for one criterion cannot prevent a student from receiving gifted services.

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*** 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.

Edgecombe County Public Schools recognizes a disproportionate representation of various subgroups within the gifted population in relation to the general student population. In an effort to address this issue, the gifted program has initiated several programs and training that target diverse cultures. The gifted program has also researched and implemented procedures within the identification process to be more inclusive of the underserved population. Currently the AIG population includes 513 students (47% white, 33% black, 16% Hispanic, and 4% other), while currently the County student population includes 6869 students (17% white, 67% black, 12% Hispanic, and 17% other). This headcount demonstrates the need for continuation of exploring diversity issues surrounding gifted education and services within Edgecombe County Public Schools.

Edgecombe County Public Schools plans on increasing our identification of under-represented populations by using our pathway #5 We will be researching other methods to further align our population.

Edgecombe County Public Schools recognizes that many children with potential will not qualify for Academically and/or Intellectually Gifted Identification. In order to broaden service delivery options and include students from underserved populations, Edgecombe County Public Schools will continue to strengthen the Discovery/Nurturing Program. The Discovery/Nurturing program applies to the group of students who are not identified as Academically and/or Intellectually Gifted but have demonstrated some gifted characteristics. Data on student participation will be gathered from the utilization of PLCs (Professional Learning Communities) and MTSS (Multi-Tiered System of Support) to use in placing students in the Discovery/Nurturing Program.

Edgecombe County Public Schools enriches students who have not been identified, paying special attention to students who have been traditionally under-represented. ECPS utilizes PLCs and MTSS in order to effectively serve students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, intellectually gifted and twice exceptional.

Edgecombe County Public Schools will continue the utilization of EVAAS data system to place students into more advanced mathematics sequences in 8th grade and in high school and expand opportunities for under-represented populations. Edgecombe County Public Schools will use multiple criteria to recognize and enrich high potential among students across all ethnic, geographic, and socioeconomic groups.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	7.52%	---	---	---	26.94%
Male	---	<5%	11.57%	---	9.32%	---	15.73%
Total	---	<5%	9.60%	---	6.14%	---	21.03%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

Edgecombe County Public Schools has the following timeline in place to ensure that screening, referral, and identification processes are consistent within the district:

August

- AIG Specialists have professional development on the screening, referral, and identification process
- AIG Specialists have professional development on the characteristics/traits of gifted children with an emphasis on what the characteristics/traits of a gifted child may look like from different populations

August/September

- AIG Specialists provide professional development at their schools on the screening, referral, and identification process
- AIG Specialists provide professional development on the characteristics/traits of gifted children with an emphasis on what the characteristics/traits of a gifted child may look like from different populations to the staff at their schools
- AIG Specialists meet with the Needs Determination Team consisting of the principal or assistant principal, guidance counselor and math and/or ELA teachers to ensure that the student qualifies through at least one of the pathways. The team completes and signs the Differentiate Education Plan (DEP) according to student needs to identify the student. The AIG Specialist then meets with parents or guardians to discuss placement in the AIG program and the contents of the DEP. The parents/guardians sign the DEP to approve the placement into the program.

November/December

- CogAT is administered to 3rd graders

January/February

- Data from CogAT is reviewed and the screening process starts for third graders
- AIG Specialists provide professional development for third grade teachers on the screening, referral, and identification process
- AIG Specialists provide professional development on the characteristics/traits of gifted children with an emphasis on what the characteristics/traits of a gifted child may look like from different populations to the staff at their schools

May/June

- Using all available data students are prescreened for the next school year and are formally identified in August
- To monitor that all screening, referral and identification practices are implemented consistently across the district, AIG Specialists provide copies of data used in the identification process to the lead AIG Specialist for review.

Teachers, parents, administrators, and students can make student referrals for AIG Identification. It is an ongoing process throughout the school year. Referrals can be based on classroom performance, standardized testing scores, teacher and parent observations. AIG Specialists work with the Exceptional Children's Department (EC) and the English as a Second Language (ESL) Department to provide assistance to teachers in recognizing gifted characteristics/traits in students who may be twice exceptional (being EC in one area and gifted in another) and students whose primary language may not be English.

*** Practice E**

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

Edgecombe County Public Schools strives to articulate and disseminate the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large by:

- having the AIG plan available on the district website
- having a flyer with identification process/criterion used for identification on the district website
- having relevant documents/information translated in appropriate languages when needed
- distributing placement information for stakeholder groups at events held at the schools. This includes yearly presentations during a school-wide staff meeting by the AIG Specialist at each school to inform the school community about the AIG program.
- having staff training via a slideshow presentation at the beginning of each school year to ensure everyone understands the role of the AIG specialist and the process for screening and identification

Edgecombe County Public Schools maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with teachers and parents/families. Each year AIG Specialists, teachers, and parents/guardians work together to develop appropriate DEPs for identified AIG students. Services are based on current data of the student's classroom performance, EOG testing data, and the social and emotional needs of the student. Parents/families are invited to a conference or are given written notification of the services being provided to their student. Parents/guardians are encouraged to meet with their child's AIG Specialist throughout the year as needs change. Schools maintain documentation in the placement folder of the student.

At least once per semester, the district as a whole will hold a Family Game Night for all stakeholders. At the event, which may include a light meal, AIG Specialists, students, and their families can choose to participate in a variety of enjoyable games or activities. These events also provide an opportunity for AIG families to interact with one another and for AIG Specialists and/or guest speakers to share information about the AIG program or the special needs of the AIG child.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Edgecombe County Public Schools keeps individualized files for all identified AIG students. Once the criteria for AIG Identification has been met, the AIG Specialist will create a file for each student. These files must include a Student Identification Record that includes pathway to identification and a Differentiated Education Plan for each school year. For grades Kindergarten through 8, the AIG Specialist will house them in a secure place within the school; For grades 9-12, the files will be housed within the student's cumulative folder.

These records are updated annually with new DEPs (Differentiated Education Plans) that are created by the Needs Determination Team which includes: the teachers assigned to the student, the AIG Specialist, an LEA representative and the school counselor.

The AIG Specialist will meet with the parents and/or guardians to review the DEP for approval. This will take place initially with the Needs Determination Team meeting. During this time the AIG specialist will send communication to each guardian to set up an individual meeting. This communication and/or meeting may take place during a School Open House or other parent involvement event or at the parent's convenience

during school hours. If parents are unable to meet with the AIG Specialist in person, the DEP will be sent home with the student and a phone conference can be held. The identification record and the DEP will be explained to the guardian. The AIG Specialist will refer the parents to the parent handbook on the district website.

If the parent(a) makes a modification request, the Needs Determination team will meet with the parent for further review and to make alterations.

All members of the Needs Determination Team and the parents and/or guardians of the student will receive a copy of the DEP.

*** 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.

Edgecombe County Public Schools offers a variety of service options to AIG students with annual documentation of the proper services in a Differentiated Education Plan (DEP). The service options afford each AIG student the opportunity to develop their potential to the fullest by matching the identified needs of AIG students with the appropriate differentiated learning environment, curriculum, instruction and goals. The AIG Specialist will collaborate with other educators who may have direct knowledge or special expertise regarding the student (EC, ESL), the parent/guardian of identified students, and the student to determine student needs and goals. DEPs for 9-12 students will integrate the students' four year plan of coursework/program of study.

DEP Reviews K-8

Annually: Each year the DEP is reviewed by the Needs Determination Team at each school and modified according to the needs of the student. The AIG Specialist also meets with the parents and/or guardians to review the changes. Parents must sign a DEP annually.

Each Semester: The AIG Specialist also reviews each DEP and sends an AIG Program Report Card with the midyear and final student report card.

DEP Reviews 9-12

DEPs for grades 9-12 will be reviewed annually by a guidance counselor.

*** Ideas for Strengthening the Standard**

- Provide PD on characteristics of giftedness, especially as they present in ELL, twice-exceptional (2e), and underrepresented groups.
- Train teachers on recognizing potential rather than achievement alone.
- Share links to AIG documents on social media.

- Offer enrichment programs in early grades to nurture potential.
- Use assessments and rubrics that are linguistically and culturally appropriate.
- Regularly analyze gifted program demographics and compare them to district-wide data.

Planned Sources of Evidence

* District and AIG demographics report

* District AIG Identification Pathways

* Portfolio Assessment/Identification data

Documents

Document/Link

Document Template

N/A

Type

AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

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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.

Edgecombe County Public Schools provides a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge. Our goal is for all gifted students to have the opportunity to learn something each day. Through a variety of services, the AIG Specialists collaborate with educators to ensure this.

ECPS Employs licensed AIG Specialists that are assigned to the elementary and middle schools to meet the academic and intellectual needs of gifted learners. The AIG Specialists determine the most appropriate way to support this and each school may look different according to the needs of its students.

For kindergarten through 8th grade, the AIG Specialists do all of the following based on the needs of students:

- Work with principals to create a working and flexible schedule to serve AIG students.
- Creates lessons and units that teach critical thinking skills, reasoning, and practical application of core content while also increasing rigor, stamina, and problem solving skills.
- Meet regularly with math and ELA teachers to support them with differentiation for students. This includes assistance with alternative assignments, curriculum compacting, project or problem based learning, and individual contracts.
- Meet regularly with school support personnel such as the guidance counselor and academic support specialists to provide insights on differentiation and support for AIG students.

Services

These services are available to those that need it, and it is not necessarily provided to all gifted students.

- Weekly or twice weekly small group resource class with the AIG Specialist
 - Whole group problem solving lessons
 - Social and emotional lessons
 - Open ended group discussions or debates
 - Problem solving and skill building through STEM projects

- Differentiated assignments or units of study within a core class as determined by individual student need
- Extra-curricular activities
 - Battle of the Books
 - Lego STEM Challenge
 - Quiz Bowl
 - Junior Beta Club
 - Robotics Club
 - Invention Convention
- Cluster grouping of 3 or more like-identified gifted students with advanced learning
- Grade/subject Acceleration
- Inclusion/co-teaching with AIG Specialist and Core teacher
- Advanced math class for all students scoring a 5 or the highest level on the Math EOG

For grades 9-12, gifted students are provided opportunities to take honors classes, College and Career Promise classes (CCP), Advanced Placement classes(AP) and dual enrollment through the Edgecombe Early College High School. Students can also use Credit by Demonstrated Mastery (CDM). Guidance Counselors at the various high schools provide guidance on an appropriate pathway through high school in preparation for their future goals. The middle school AIG Specialist works with students, parents and teachers to create a DEP (Differentiated Education Plan) that maps out the projected path of classes for high school.

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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.

Edgecombe County Public Schools recognizes that now more than ever, the social and emotional wellbeing of our students is critical. ECPS has adopted school schedules to include daily Social and Emotional Learning (SEL) lessons for all students. While this may be enough for some students, the AIG Specialist will determine a correct path for the gifted learners in grades kindergarten through 8 using various resources such as: Bibliotherapy and I'm Not Just Gifted: Social and Emotional Curriculum for Guiding Gifted Children and other lessons and activities that focus on social and emotional needs of gifted students. Grades 9-12 students are offered the opportunity to be with other AIG students in Honors and AP Classes. Students that are clustered with like peers We value the time that gifted students receive with their gifted peers, as we recognize it provides us the opportunity to address the social emotional needs of gifted students.

AIG Specialists also incorporate individuality and self awareness in their lessons. Scholars are given personality and learning style tests to hone in on areas that scholars excel in and struggle with (Gardner's Multiple Intelligences, Myers Briggs (16personalities.com), and enneagrams. Personality traits can be tracked and helps with differentiation and knowing the individual social emotional needs of scholars. This also helps AIG specialists group students of similar traits to work together and sometimes group with students of different profiles to help them see other ways of completing a project.

Allowing students to use their passions combined with personality traits and strengths builds confidence for scholars who typically are perfectionists.

All students are provided the opportunity to meet with their school counselor to meet their social and emotional needs. While this opportunity is readily available, many students will not seek this for themselves. The AIG Specialists will incorporate Social and Emotional Learning (SEL) within their classes and small groups to support these needs.

For all k-12 students, the AIG Specialists seek community members with special knowledge of Social and Emotional Learning (SEL) needs of gifted learners to speak at regularly scheduled parent nights.

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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.

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

Students who are identified as gifted will receive Instruction in their identified area(s) through placement in cluster groups or advanced content classes. Students will also be given enrichment or pull-out instruction by an AIG specialist who services their school in the area(s) in which they have been identified.

AIG Specialists are assigned to all elementary and middle schools with a library of resources to utilize for differentiation

The AIG program is woven through all programs and services offered by Edgecombe County Public Schools. On-going collaboration among instructional coaches, classroom teachers, AIG Specialists, counseling services, and other personnel involved with gifted education connect and enhance curriculum at all levels through PLCs and district wide initiatives. Edgecombe County Public Schools also use data provided from the NC Testing Program to evaluate and improve services and delivery options in gifted education. Common AIG resources will be stored with the district AIG Lead Specialist so they are available to every AIG Specialist to share with other staff.

Edgecombe County Public Schools has a policy to provide small group instruction within every core subject. Classroom teachers provide individualized instruction for all students regularly. AIG students receive this differentiated service within their core classes. In addition, this time is also utilized for AIG pull out classes. Instructional coaches at each school also work with classroom teachers to ensure this differentiation is rigorous and challenging using student data.

We are also developing an AIG Advisory Board/Task Force, which consists of AIG specialists, administration, teachers, and scholars, that will also address our twice-exceptional and English Language Learners.

We are part of the MTSS process in Edgecombe County Public Schools in order to advocate for gifted learners.

Our AIG services and support are integrated through MTSS, House Bill 986 (enrollment in advanced math classes), extension/enrichment of grade level content, and partnerships with Career and Technical Education to offer STEM opportunities for Middle School and High School students.

*** Practice D**

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

Intentional, flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG students and all students. Each school's schedule has a daily-dedicated block of time to accommodate flexible groups. A variety of data is analyzed (formative, benchmark, summative assessment, etc.) to determine the flexible groups. Student groups can be adjusted both within the class and between classes as found necessary based on data. Some schools offer I/E (Intervention/Enrichment) that allows students to be grouped and re-grouped at regular intervals for either remediation or enrichment in their core content areas.

Elementary, middle, and high school classroom teachers may utilize flexible grouping, subject acceleration, and grade acceleration when appropriate to facilitate effective instruction and support the growth of AIG and IG students, in conjunction with AIG resources and nurturing offered by AIG teachers.

*Middle and high school classroom teachers of AIG and IG students, may primarily serve classes grouped by ability allowing for greater depth and complexity to the course objectives. When academic need is greater than can be afforded by the classroom setting, multiple opportunities exist including, but not limited to, online classes and dual-enrollment.

*High school counselors and AIG specialists will provide course registration sessions to inform AIG and IG students about courses and other opportunities available to them, to encourage AIG and IG students to self-select challenging and rigorous coursework for themselves.

AIG facilitators serve many schools with enrichment clusters for k-8 using data from quarterly district Benchmarks, i-ready assessments and teacher recommendations. State identified students are served according to the area of identification on their DEP. Groups are flexible and interchanging to develop needed skills and delve deeper into the content.

INTENTIONAL PLACEMENT OF AIG STUDENTS

Groups of 4 to 10 AIG and IG students are served in heterogeneously grouped classes, where a certified AIG teacher or teacher with district-approved training in differentiation of instruction, meeting the intellectual, academic, social and emotional needs of gifted learners; as well as regular attendance in targeted Professional Learning Communities, delivers differentiated curriculum based on students' interests, strengths, learning styles, and learning needs.

The North Carolina Standard Course of Study will be enriched and extended within the regular classroom by the regular classroom teacher; as well as intentional, targeted, appropriate differentiation of instruction offered to meet the unique learning needs of AIG and IG students

ENRICHMENT CLASSES

Enrichment classes may be offered at a grade level, or across grade levels, to students who share common interests and ability levels in a particular field of study. Recommendations include classes in science, social studies, math explorations, career development, and advanced communication skills such as creative writing, drama, public speaking, and debate. Interdisciplinary studies with an emphasis on leadership and ethics are encouraged. The teachers of these classes should be teachers on staff who have expertise in the topics and have been trained in differentiation of

instruction, and meeting the intellectual, academic, social and emotional needs of gifted learners. These classes may be offered to students identified as AIG or IG who are highly interested in the topics selected. They must have parental and teacher permission to attend these classes.

SEMINARS

This service option may be offered to middle or high school students who choose to participate in high-level shared inquiry and discussions of real-world concerns. Seminars may last for a couple of hours once per quarter or occur once a week on a regular basis. They may involve critical literacy, leadership training, ethics and character development, or cultural awareness.

COLLABORATION:

AIG Specialists have a library of curriculum options that provide challenging math and reading lessons and assignments. Classroom teachers can attend sessions for gifted learners during the districts' professional development day (called Amplify ECPS) and through county AIG training courses. We are developing an AIG Advisory Team for all stakeholders, including administration, teachers, parents and scholars.

* 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.

Edgecombe County Public Schools is committed to providing an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners by providing professional development for all teachers, school administrators, and support staff on delivery of differentiated services and instruction for AIG students.

It is the responsibility of AIG personnel to inform 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. The AIG team has created a slideshow presentation to inform all educators about the workings of the AIG program. AIG Specialists will facilitate a presentation to provide training annually for classroom teachers, support staff, and school administrators on the identification criteria, nomination process, and referral process used for identifying and serving gifted learners, using a presentation that has been prepared for this purpose.

The District AIG Coordinator and/or Exceptional Children's Director will meet annually with school administrators to inform them of regulations related to gifted education, and the local AIG program and plan.

The AIG Team will also provide stakeholders a copy of a handbook with an overview of the key components of the AIG plan and how it affects their instruction.

* Practice F

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

Edgecombe County Public Schools recognizes the need for communication among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Edgecombe County Public Schools AIG Specialists will facilitate informational sessions and presentations on services offered by the district AIG department. The informational sessions and presentations will be presented to teachers and parents.

During the month of June AIG Specialists will send a yearly notification to principals indicating rising AIG students. In August AIG Specialists will meet with one another to transfer student files and share individual student information with receiving AIG Specialists. The receiving AIG Specialist will also meet with regular classroom teachers notifying them of AIG identified students in their classrooms and discuss a continuation of services. Students transitioning from 8th grade to high school will collaborate with parents, teachers, AIG Specialists, and counselors to complete a plan for their four-year course of study with emphasis placed on more challenging course work (Honors and AP).

*** 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.

As governed by NC State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Credit by Demonstrated Mastery, distance learning, and dual enrollment opportunities in college level courses are also available as means of acceleration. Compacted content may be offered by individual classroom teachers or AIG specialists.

Students identified with the potential for possible grade acceleration or advancement will be processed on a case by case basis by the administration, counselor, and AIG specialist at their school.

Strategies and practices to address these advanced needs may include, but are not limited to:

*High school students who are identified as Academically/Intellectually Gifted may choose to pursue courses through NCVPS and Dual Enrollment at Edgecombe Community College once all coursework offered in Edgecombe County high schools in their selected subject area(s) has been exhausted.

Early Entry to Kindergarten

Student Aptitude:

A child eligible to enter Kindergarten early should be precocious in academic and social development and score at the 98th percentile or higher on a standard individual intelligence test. Although superior aptitude is a strong indicator of extraordinary intellectual ability; every child with a score at the 98th percentile or higher in intelligence may not need Early Kindergarten Entry. Some children may have a negative experience if the demands of a structured school day are imposed too early.

Achievement:

Children entering kindergarten should be able to function one to two years beyond their peers. Children eligible for early admission to kindergarten will score at the 98th percentile or higher on a standard test of achievement. Although superior achievement is a strong indicator of extraordinary academic ability; every child with a score at the 98th percentile or higher in achievement may not need Early Kindergarten Entry. Beyond reading and rote counting skills, a child ready for Early Kindergarten Entry must demonstrate analytical thinking and problem solving using academic concepts.

Performance:

A literacy assessment, a story retelling and math tasks will be part of the observational assessment conducted by school personnel. These performance assessments will be considered in addition to the portfolio submitted as part of the Early Kindergarten Entry packet.

Observable Student Behavior/Student Interest:

If a child is to be successful in Kindergarten, the child should be socially and developmentally mature enough to be in a structured school setting for a demanding school day. The child should be capable of following verbal instructions and functioning independently within a group setting. The child will be observed during an observational assessment to determine mental, emotional, physical, and social maturity. Observations will be used to assess endurance, independence, social interaction, language development, vocabulary, spatial relations and cognitive skills.

Motivation/Student Interest:

A child ready for Early Kindergarten Entry should be eager to learn and excited about a new school experience. The child should display a thirst for knowledge consequently pushing the parents for new and challenging learning situations. If only the parent is interested in the child's attending school, early admission is not a good option. Principal or designee shall determine this information in an informal interview with the child and a more structured interview with the parent.

Step 1:

Parents or guardians must provide a written request accompanied by **ALL** of the following information on or before **August 1** each year.

- A copy of your child's birth certificate. **His or her fourth birthday must be before April 16th.**
- A psycho-educational report or written documentation from a licensed psychologist, provided by the parents/guardians that shows your child scored at the 98th percentile on a standardized individual test of intelligence. All standard scores, composite scores, and percentiles must be included. The Stanford-Binet, Differential Abilities Scale (DAS), the Wechsler Preschool, and the Primary Scale of Intelligence-3 (WPPSI-3) will be accepted.
- A psycho-educational report or written documentation from a licensed psychologist that shows your child scored at the 98th percentile on a standard test of achievement. All standard scores, composite scores, and percentiles must be included. The Test of Early Mathematics Ability-3 (TEMA-3) paired with the Test of Early Reading Ability-3 (TERA-3), the Metropolitan Readiness Test, the Mini Battery of Achievement, the Woodcock-Johnson, and the Stanford Early School projects completed) Achievement Test will be accepted. 4. Example of your child's performance (e.g. work samples,
- Two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or other qualified individuals with direct knowledge of the child.

Step 2

When you have collected all of the above criteria (1-4), please submit the information to the Director of Elementary Education. The information will be given to the principal of the school where your child will attend Kindergarten. The principal will contact you to schedule an appointment for further

evaluation of the student at the school. The evaluation will consist of measuring independent reading, including retelling, math skills, communication, and social skills, as these are integral parts of the state guidelines. Children will be assessed by the following:

- ? One-on-one informal reading inventory with a reading teacher
- ? Informal one-on-one interview by the principal

Step 3

Once all the data has been collected, a school team consisting of the principal, Director of Elementary Education, a K-2 Reading Coach, a school psychologist, and other school personnel will review and determine eligibility information within three (3) weeks.

Within the first 90 days after your child is enrolled, the principal will evaluate and may rescind approval based on evidence that the child is not adjusting satisfactorily to the school setting. According to state guidelines, the decision of the principal is final.

SUBJECT OR GRADE ACCELERATION

A student who exhibits an extraordinary academic ability and maturity may be considered for subject or grade acceleration. In determining the need for subject acceleration, the AIG School-Based Review Team along with the principal and the AIG Coordinator will review the student's ability, academic performance, knowledge base, and social skills.

*If any K-2 student continuously performs above grade level in math and reading, performs above grade level on standardized assessments, an Individual Differentiated Education Plan will be developed by the teacher, school AIG Specialist, parents, and principal/designee to ensure the needs of the child are being met. The plan may include, but is not limited to being included in small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the school-based AIG Specialist, individual subject acceleration, and grade acceleration.

In determining the need for grade acceleration, parents and/or the teacher must make the requests for grade acceleration for the next school year to the principal and the school-based AIG Specialist. The committee of the principal or assistant principal, the school-based AIG Specialist, the AIG Coordinator, the teacher(s) of record, prospective teacher(s), and the parent(s)/guardian(s) will determine final placement using the IOWA Acceleration Scale and all other available data.

*Placement at the next grade level should be provisional for one grading period

*During this time, behavioral observations should be made and academic progress closely monitored. The current and prospective teachers, with the assistance of the school-based AIG Specialist, the AIG Coordinator, the principal, the student, and the parents should develop an Individualized Differentiated Education Plan (I.D.E.P) to be used at the next grade level

*Goals and objectives should include both social and academic development to ensure student success in their acceleration/advanced curriculum.

To facilitate the process of student grade level advancement in Edgecombe County Schools, the following guidelines/procedures are suggested:

EVALUATION AREAS MEASURES

Aptitude – Utilizing a grade level above CogAT, Form 7 or comparable nationally-normed test composite scores, administered within the last school year, should reflect at least the 98th percentile.

Achievement – Utilizing a grade level above score on standardized assessments including North Carolina End-of-Grade Tests, or comparable nationally-normed test scores, administered within the last school year, should reflect at least the 98th percentile.

Social-Emotional Development – Questionnaire/Inventory completed by parent

Academic Performance – Classroom grades should reflect the highest level of performance in all areas.

OTHER FACTORS TO BE CONSIDERED

*The candidate for grade-level advancement should be self-motivated

*The student should be a strong, independent reader

*Communication and math skills should be appropriate for the next grade level

*Early Admission to Kindergarten (State Board Policy)

*The district provides opportunities for Credit by Demonstrated Mastery (See below)

*The district provides opportunities for compacted content (pretest to see what has already been learned in order to eliminate instruction to focus on something else)

CREDIT BY DEMONSTRATED MASTERY (CDM, students can test out of a class by following the process below))

Credit by Demonstrated Mastery Participants

In 2013, GCS-M-001 Policy Defining “Course for Credit,” was approved by the State Board of Education (SBE). Within this policy are guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. Only English I may be taken in middle school. LEAs may choose to make CDM available for students in grades 6–8 for middle grades content.

Process to Demonstrate Mastery

Phase I Student completes a standard examination of the assessment required for the course to demonstrate foundational knowledge.

Examinations shall include, where applicable

- End-of-Course (EOC)
- Career and Technical Education (CTE) Post-Assessment, or
- Locally developed final exam

Re-testing is not permitted.

For EOC courses students must achieve the following scale scores:

Math I > 264

Biology > 261

English II > 165

For CTE courses students must achieve a scale score of 90 to qualify for Phase II.

For non-EOC courses, students must achieve a 90 or higher on the local exam to qualify for Phase II artifact development.

Phase II Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:

EOC courses "CDM"

non-EOC courses "CDM"

Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows each year during the months of February, July, or September. LEAs are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

*** Practice H**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Edgecombe County Public Schools recognizes that many children are gifted in Kindergarten through grade 3. While we typically do not identify them officially, students can receive services through other opportunities. AIG Specialists will assist regular classroom teachers in recognizing potential through observation and assist in differentiation strategies and, when time allows, pull small groups of advanced students in grades k-3.

We are currently working on a plan to implement the PETS program (Primary Education Thinking Skills) to enhance our k-3 programming. PETS is a program that includes all students in a class, to seek students with gifted reasoning and thinking at an early age. PETS™ is 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. This program will aid in cultivating potential and recognizing a need for early intervention and differentiation opportunities.

Other programs that we will be using are Mentoring Mathematical Minds (MMM), Awesome Advanced Activities for Mentoring Mathematical Minds (AAA) and the Jacob's Ladder program in K-3 classes across the district. These programs are designed with gifted students at their core.

After CogAT scores are available, 3rd grade students who are at or near the 85% mark on any section of the CogAT may be pulled for small group instruction. This "Discovery" time will give students who may potentially be identified as AIG at the end of the school year an opportunity to see what AIG would be like. Focus in these classes should be higher order thinking skills.

*** Practice I**

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.

Edgecombe County Public Schools recognizes that much can be done to promote equity and excellence within our schools and programs. While this task is daunting, we have been working on intentional efforts to improve our AIG program.

In an effort to emphasize AIG needs to all staff, the AIG team will continue our AIG promotional tactics of sending and posting flyers and placing tabletop promotional displays for teacher common areas, and periodical newsletters on various issues related to gifted needs and dispelling myths. These materials are periodically placed in strategic areas or emailed to district staff. Some topics include: Myths about gifted learners, strategic differentiation strategies, equity and excellence in gifted education (myths and truths), typical differences in gifted thinking processes, and perfectionism in gifted learners. We will continue to create more based on need. We also actively explore and suggest potential curriculum extensions aimed at supporting underrepresented populations. This investigation seeks to create additional educational pathways and resources that cater to the diverse needs of these learners, ensuring they have equitable access to quality education and opportunities for growth.

We also have initiated a portfolio path for identification (See Standard 1) with the idea that Standardized tests may be biased and students may not score as high as their ability or potential, perhaps because of their cultural and ethnic background, being economically disadvantaged, being English language learners, highly gifted, or twice-exceptional. In addition to the portfolio path, we also include students that may benefit from inclusion in enrichment clusters but do not meet the criteria for AIG identification in grades k-8. Students are nurtured within the program in the same way that we nurture identified students.

In Edgecombe County Public Schools, we provide our AIG and nurturer students with challenging programming facilitated by AIG specialists. We also support math and reading teachers with tailored curriculum and lessons specifically designed for gifted learners through differentiated instruction. Currently, we are developing a plan for each grade level 4-8 across the district to enhance and streamline our efforts in supporting AIG students within the regular classroom.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Edgecombe County Public Schools offers and encourages students to participate in an array of extra-curricular programs and events. District wide the availability of personnel, resources, and money impact decisions about which programs and events are offered. Parents and community members are encouraged to participate and volunteer in all extra-curricular programs and events.

The district, along with the AIG Department, encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways.

Many extra-curricular activities and events are sponsored by the district and other groups that offer opportunities for students which may include, but are not limited to:

- **Battle of the Books** (elementary and middle) This is a reading competition where students read a selection of books and answer questions about its content. Participating in this program will greatly benefit our student readers by fostering a love for literature and enhancing their critical thinking skills. It encourages teamwork and collaboration, allowing students to share their insights and interpretations of the books. Moreover, it motivates them to read a diverse range of genres, broadening their literary horizons.
- **NC Governor's School** (summer program for high school gifted students) This program offers numerous benefits for our students. It provides an advanced curriculum focused on science and mathematics, fostering critical thinking and problem-solving skills. Students have access to specialized resources, mentorship from experienced educators, and opportunities for hands-on learning. This unique environment not only prepares them for higher education but also encourages innovation and creativity.
- **Designers of Tomorrow.** This project explores new ways to prepare tomorrow's leaders to create change. Designing for the most challenging problems of today demands a new kind of leader—one who is prepared to think creatively, embrace innovation to cross traditional boundaries, and be guided by empathy and compassion.
- **BETA Club** (leadership program that celebrates and encourages leadership, achievement, character and service. Students attend a 2 day convention with various competitions and celebrations.) Beta Club offers numerous benefits for our students. It not only fosters leadership skills and encourages academic excellence, but it also promotes community service and character development. Participation in the Beta Club can help students build valuable connections and enhance their college applications, as they engage in various activities that demonstrate their commitment to personal growth and community involvement.
- Wesleyan Camps and NC State Camps (Wesleyan and NC State both offer summer camps. See their websites for more information)
*Competitions
- **Genius Time** (passion project or independent study) Genius Time encourages creativity, fosters a love for learning, and promotes self-directed exploration. By allowing students to pursue their passions, we can enhance their engagement and motivation, ultimately leading to a deeper understanding of the subjects they are studying.
- **Band/Chorus** Participation in band and/or chorus enhances their teamwork skills, boosts their confidence, and fosters a sense of discipline. Additionally, music education has been shown to improve academic performance and critical thinking skills.
- **District Quiz Bowl** (a trivia competition for 4th-8th grade) Quiz Bowl participation encourages students to engage with a wide range of topics, fostering a love for learning and boosting their confidence. I believe this experience will be invaluable in their academic journeys.
- **Regional Spelling Bee** (spelling competition) Participating in the spelling bee will significantly benefit our students by enhancing their vocabulary, improving their spelling skills, and boosting their confidence. It also encourages healthy competition and fosters a sense of community among participants.
- **Robotics Competition** Participating in this event will provide our students with invaluable hands-on experience in technology and engineering. It fosters teamwork, enhances problem-solving skills, and encourages creative thinking. Moreover, it will inspire students to explore careers in STEM fields, which are increasingly important in today's job market.
- **STEM Design Challenge** (Students work collaboratively on a k-nex engineering project in competition with Nash and Edgecombe Schools) Participating in this contest will not only challenge them creatively but also prepare them for future careers in science, technology, engineering, and mathematics. I believe it will inspire them to think critically and innovate, which is essential in today's rapidly evolving world.

- **Odyssey of the Mind Competition** (A creative and imaginative thinking competition where students work with a team to create a skit or engineering design on a budget) Participating in Odyssey of the Mind encourages critical thinking and teamwork, which are essential skills for their academic and personal growth. It also allows them to explore different perspectives and develop innovative solutions to complex problems.
- **Appelly Publishing Poetry Contest and other poetry competitions** These contests provide our students with an excellent opportunity to enhance their creativity and self-expression. Participating in such events can boost their confidence and improve their writing skills, all while fostering a love for poetry. Additionally, it encourages them to engage with literature in a meaningful way, ultimately enriching their educational experience.
- **Rotary Speech Contest and Oratorical Contests** These contests provide invaluable opportunities for our students, helping them to enhance their public speaking skills, build confidence, and develop critical thinking abilities. Participating in speech contests not only fosters effective communication but also encourages students to engage with diverse topics, broadening their perspectives.
- **Invention Convention**-Students compete locally with creative inventions
- **Brain Game** (Channel 5 News) High School Competitions
- **STEPP** program out of Rocky Mount that matches students with hands-on field work Activities may vary by school provided that students meet the criteria established for participation at their school or the sponsoring group.
- Brick City Engineering
- Invention Convention

*** Ideas for Strengthening the Standard**

- Schoolwide implementation of Seminars or Socratic Circles. Offer discussion-based forums for gifted students to engage with big ideas and open-ended problems.
- Problem Based Learning Opportunities for small groups Facilitate inquiry-driven, interdisciplinary projects with real-world application
- Create digital portfolios to have students document and reflect on their learning journeys.
- Connect students with professionals or scholars in their areas of interest.
- Introduce Depth & Complexity Icons (Sandra Kaplan Model): Promote critical thinking across content areas.

Planned Sources of Evidence

* AIG Specialist Schedules
* AIG Specialist and core teacher lesson plans
* PLC/Staff meeting minutes

Standard 3: Differentiated Curriculum and Instruction

Edgecombe County Public Schools (330) 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.

Edgecombe County Public Schools is developing and implementing professional development to prepare AIG Staff and regular classroom teachers to adjust the NC Standard Course of Study (NCSCOS) to meet the needs of gifted learners through the use of targeted differentiated strategies, including enrichment, extension, and acceleration.

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

- Content – Change pace, depth and or complexity of the material. Teachers may teach different or more difficult material. They may go deeper into the subject matter or cover the content in greater complexity. •
- Process - Teachers may present material at a faster pace, use higher levels of thinking or use different teaching strategies. The purpose is to provide strategies that challenge high-end students and stretch their thinking at a more advanced level. •
- Product – Teachers provide options for students to demonstrate mastery of the core curriculum content. These options can range from digital presentations, an oral presentation, tiered-assignments, tic-tac-toe boards, extension menus. Ongoing data collection is utilized to determine student needs. This can include pre-testing to determine pre-existing knowledge on the topic, rate of acquisition shown on work samples, and other formative/summative data collection.

AIG Staff and regular classroom teachers will develop tiered assignments, use curriculum compacting assignments with pretesting units of study and incorporate independent study units to meet the needs of gifted learners. Additionally AIG Staff and regular classroom teachers will implement the use of following research based differentiated materials:

- William and Mary - Jacob's Ladder Reading Comprehension
- William and Mary Navigator novel study curricula materials and advanced units
- Mentoring Mathematical Minds
- Challenge Math by Edward Zaccaro
- Novel Units
- Math Stars
- Wiki released enrichment
- PETS
- Awesome Advanced Activities for Mentoring Mathematical Minds
- Lego Math/Inventions

- Chess

AIG Specialists will follow-up with teachers on the incorporation of professional development during Professional Learning Communities (PLC) and will assist classroom teachers in adapting lesson plans to ensure the needs of gifted students are met in grades k-8.

The district will continue the use of 1:1 technology to create personalized learning environments through accelerated pacing and differentiation and expand the opportunities for students to work together with students of similar needs and interests. The district will continue to use North Carolina Virtual Public Schools (NCVPS) for some Math I students and high school students to create personalized learning environments.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Edgecombe County Public Schools recognizes the need to strengthen meeting the needs of students through diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

AIG Specialists will assist administration and teachers with grouping students based on identified abilities and readiness. Grouping students based on their identified abilities and readiness allows students to have the opportunity to extend their learning beyond the basic knowledge and experience individualized growth.

AIG Specialists will also assist teachers with selecting materials/curriculum that meets the needs of students based on identified abilities, readiness, interests, and learning profiles.

AIG specialists will also co-teach with regular education teachers when covering units of study to help accelerate the curriculum in cluster groups.

AIG Specialists will continue to communicate with teachers regarding Differentiated Education Plans (DEP) and the district expectation that DEPs will be followed within the regular classroom.

Regular education teachers, as well as AIG specialists, will work/teach collaboratively to employ diverse and effective instructional practices that may include:

- Mastery Learning Units
- Learning Centers
- Technology-Based Instruction
- Differentiated Unit
- Accelerated/Remediation Services
- Curriculum Compacting
- Tiered Assignment
- Contracts
- Independent Study
- Advanced Content

- Technology-Based Instruction
- Accelerated/Remediation Services
- Individualized Program

An emphasis will be placed on developing high school DEPs that will be developed in 8th grade and reviewed annually to ensure that students' needs are being met throughout their high school experience. An AIG specialist may be available to confer with high school identified scholars across the county.

Our goal is to offer differentiation aligned with area(s) of identification. We currently have pull out groups for grades 4-8 that are subject based. We are working on creating a way to serve Intellectually Gifted students in a more beneficial way.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Edgecombe County Public Schools has provided AIG specialist and regular classroom teachers with researched based best practice materials/resources to meet the needs of gifted students. Materials are available through an on-loan process from the AIG Department. The use of the materials is structured through Professional Learning Communities (PLC) and collaboration between the AIG specialist and regular classroom teacher. The AIG program also supports academic competitions that enhance student learning and growth opportunities.

AIG staff and regular education educators will regularly implement Mentoring Mathematical Minds, Math Stars, Jacob's Ladder Reading Comprehension, Novel Units, Paideia (a collaborative, intellectual dialogue facilitated by open-ended questions about a text or topic to increase understanding of ideas and values. This method is more often referred to as the Socratic Method during which the teacher acts as facilitator guiding the students into meaningful dialogue), Science, Technology, Engineering, and Math (STEM) challenges, Problem based learning, social and emotional needs activities, vocabulary enrichment, Wiki released activities, common core aligned,tasks, Credit by demonstrated Mastery (CDM), coding, Patterns of Change and Literature Circles.

Academically Gifted in Reading (AR/AG)

- Jacob's Ladder Reading Comprehension Program
- Language Arts Curriculum for High Ability Learners
- Novel Units
- Debates
- Mock Trials/mysteries

Academically Gifted in Math (AM/AG)

- Project M₃ (Mentoring Mathematical Minds)
- Project A₃ (Awesome Advanced Activities for Mentoring Mathematical Minds)
- Challenge Math by Edward Zaccaro
- Science Technology Engineering and Math (STEM) projects
- Logic Puzzles
- Math I in 8th grade

Intellectually Gifted (AI/IG)

- Independent contracts in the form of self guided/driven projects in their area of personal interest.
- Hands on experiences through STEM (Science Technology Engineering and Math integration) or STREAM (Science Technology Reading Engineering Arts and Math integration)
- Open ended questioning
- Extension menus (options provided to students to extend the standards)

In high school, instructional practices used to address a range of learning needs may include:

- Selected Advanced Courses
- Technology-Based Instruction
- Differentiated Units
- Distance Learning Education
- Special Course Curriculum (AP)
- Special Electives
- Independent Study Contracts
- Curriculum Compacting (Honors)
- Advanced Content
- College Courses
- Credit by Demonstrated Mastery

*** 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.

Edgecombe County Public Schools will continue to foster the development of durable skills and mindsets at an advanced level to meet the needs of gifted students.

Through an Edgecombe County Public Schools initiative, global learning is incorporated in the K-12 curriculum. Along with several Spanish immersion classes at some elementary schools, teachers across the district are encouraged to utilize and create global units and lessons that correlate with the Participate Learning Program.

In addition Edgecombe County Public Schools will continue to provide opportunities for students to receive a rigorous curriculum that embeds learning and critical thinking skills within the real world context. AIG Specialists use advanced curriculum units with a focus on communication skills, research skills, creative problem solving, higher order critical thinking, personal and interpersonal relationships. These units will be used with students during AIG enhancement periods and/or pull-out resource time.

AIG Specialists also utilize local and global programs to develop future-ready skills. AIG Specialists partner with our community 4H program to implement hands-on, real world learning units, encourage and promote Odyssey of the Mind, and provide opportunities to meet with and learn from local leaders and business owners. AIG Specialists are also trained in using Paideia Seminar.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Edgecombe County Public Schools supports disaggregating assessment data to drive lesson planning and delivery of the lesson plan. On-going assessments and data that will be used in grades 3-12 may include: EVAAS data, iReady diagnostics, district benchmarks, district Mock End Of Grade/Course Tests (EOG/EOC), NCDPI released EOG questions, and common formative assessments (unit tests designed by ECPS teachers). Teachers and AIG Specialists will use pre, post, formative, and Curriculum compacting, and summative assessments to monitor student needs and progress after analyzing the data to determine the appropriate curriculum differentiation needs of the student. Grades K-8 use data from iReady and mClass to inform grouping.

In K-8 Flexible grouping practices during Intervention and Enrichment (IE time and small group instruction are informed based on testing data to differentiate classroom curriculum. Students are typically grouped on academic needs and standards (NCSCOS) mastery. Other ways students are grouped is interest-based, personality profiles, and learning styles.

AIG Specialists will continue to support teachers in analyzing the performance of gifted learners as well as collaborating with teachers to design effective instructional lessons to meet the needs of students. AIG Specialists will keep a spreadsheet of data on their students to be used as discussion points at AIG Specialist monthly Professional Learning Community (PLC) meetings.

Teachers are trained and supported by school based instructional coaches. Instructional coaches work with teachers to assess students and to disaggregate data to group students appropriately.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Edgecombe County Public Schools recognizes that collaboration is essential to develop and implement a differentiated curriculum for all students. Increasing k-3 differentiation and support will be a priority for this plan cycle.

The AIG Specialists at each elementary school will collaborate with instructional support coaches to develop a plan for the school on meeting the needs of k-3 students. The AIG Specialists will provide differentiated curriculum and support for general education teachers through instructional support coaches and attending PLC meetings. The AIG Specialists will use these questions to guide assistance and support:

- Are gifted students able to accelerate when needed?
- Do gifted students have regular opportunities to expand upon their areas of interest and strengths?
- Are gifted students encouraged to extend learning beyond the basic level of understanding?
- Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

Staff development priorities have included and will continue to include differentiation strategies for all teachers. AIG specialists will be included/invited to serve when teams are working on district initiatives, such as curriculum guides and benchmark assessments. AIG specialists will employ multiple forms of communication to share expertise with other teachers including staff development. AIG Specialists will attend Professional Learning Community (PLC) meetings on a consistent basis to help desegregate data and to formulate a plan of action to target students that fall within each tier of the pyramid of intervention.

*** Ideas for Strengthening the Standard**

- Use common assessments across the district to eliminate repetition of mastered content and replace it with: focused Enrichment, Extension tasks, Project-based learning
- Create a structured framework across the district for students to pursue personalized learning goals or self-selected topics. Use contracts to build independence and accountability.
- Embed critical thinking prompts into lessons using icons like: Details, Trends, Rules, Ethics, Big Ideas, and Multiple Perspectives.

Planned Sources of Evidence

* We will create a District AIG Curriculum Implementation Guide with specific guidelines for grade level implementation

* Data spreadsheets

* Adapted SCOS

Documents

Document Template

N/A

Document/Link

Type

AIG Standard 3 Additional Resources

Standard 4: Personnel and Professional Development

Edgecombe County Public Schools (330) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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.

*** Practice A**

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

Edgecombe County Public Schools employs a multitude of personnel to ensure effectiveness of the AIG program. The director of the Exceptional Children's Department serves as the AIG Coordinator. With extensive experience with exceptional children as a certified EC teacher and her leadership skills, our coordinator understands the needs of academically diverse students. An AIG specialist with AIG licensure serves as the lead specialist along with a few AIG licensed specialist coordinate service options at the school level. While most teachers in Edgecombe County do not have AIG licensure, we are determined to increase the awareness of the PRAXIS to earn licensure.

AIG Coordinator's responsibilities:

1. Develop a support system for the AIG program to ensure effective leadership and program improvement, in cases where the coordinator has multiple roles at the district level.
2. Develop and share a clear and comprehensive outline of the coordinator's roles and responsibilities.
3. Collaborate with district-level leadership to ensure the AIG Coordinator is included on the district MTSS team(s) in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context.
4. Develop, monitor, and evaluate the local AIG plan.
5. Monitor implementation of program services and staff.
6. Collaborate with other district leadership to synergize efforts on behalf of gifted students.

Lead AIG Specialist's responsibilities:

1. Facilitate periodic AIG PLC meetings to develop capacity and leadership potential among AIG Specialists and to ensure the needs of gifted learners are being met consistently across the district.
2. Oversee the screening, referral, and identification processes at the district level.
3. Maintain documentation of student identification evidence and services provided.
4. Providing leadership and advocacy for the needs of AIG learners at all levels.
5. Participate in professional development opportunities, including regional and other statewide meetings to support gifted programs.
6. Develop, monitor, and evaluate the local AIG plan.
7. Provide professional development and resources to engage AIG Specialists in continued adult learning regarding gifted and advanced students.
8. Develop partnerships with and communication strategies for families and the community to support the AIG program. (All AIG Specialists)
9. Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional

*** 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.

Edgecombe County Public Schools employs AIG Specialists that have AIG Licensure. Each Specialist works directly with students and teachers at their assigned schools to ensure that the academic, intellectual, social, and emotional needs of gifted learners are met.

AIG Specialists provide a minimum of 45 minutes of direct services per week per area of identification (Language Arts and/or Math) for all AIG identified students in grades 4-8. This includes meeting their non-academic needs, such as social and emotional.

The Lead AIG Specialist monitors the needs of AIG students by working with the high school counselors. Students in grades 9-12 have the opportunity to self-select programs and courses at the advanced level, including honors classes, Advanced Placement, and/or Dual Enrollment in community college courses.

AIG Specialists' duties include:

- Demonstrating alignment and implementation of all six standards of the AIG plan
- Reviewing and analyzing on-going, benchmark, and summative data for all AIG students and Discovery Students
- Implementing a Discovery (nurturing) program for students in grades K-3 that aligns with the state standards and AIG plan, which includes teaching critical thinking lessons, and assisting in targeting students who demonstrate strengths in critical thinking skills
- Maintain records related to the school gifted education program, including identification, testing, placement, annual reviews, Discovery Program, and student headcount database
- Developing curriculum that is aligned with the Standard Course of Study and is appropriate for gifted students
- Collaborating with classroom teachers and other staff members at the school level to meet the cognitive, academic, social, and emotional needs of gifted students
- Working directly with classroom teachers to provide feedback/co-teaching services on differentiation for gifted learners
- Facilitating annual DEP reviews with AIG families, classroom teachers and other school staff
- Attending monthly professional development and/or AIG training sessions provided by the district
- Facilitating parent informational sessions regarding identification processes and criteria
- Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
- Promoting extracurricular opportunities for gifted students
- Advocating for gifted learners in the school and community
- Providing AIG student progress reviews for AIG families
- As budget permits attending National/State/Regional professional development that pertains specifically to gifted education
- Disseminate information about the gifted education program to school personnel, parents, and community members
- Communicate and provide follow-up to professional development opportunities as needed
- Chair the school AIG Needs Determination Team
- Participate in school and district level PLC meetings
- Maintain accurate AIG headcount

AIG Specialists are evaluated using the state teacher evaluation tool and by walk through observations done by central office personnel.

*** 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.

Edgecombe County Public Schools recognizes that professional development is a key factor in the growth of gifted students along with implementing and monitoring that the professional development is being used. Surveys indicate that there is a need for targeted professional development for all stakeholders.

All personnel (MCLs, administration, guidance counselors) that serve gifted learners participate in a quarterly PLC (Professional Learning Community) that disaggregates the learning data of all students, including AIG scholars. MCLs(Multi-Classroom Leader) /Academic Coaches provide professional development about differentiation based on student data. AIG Specialists support these personnel with professional development content.

The ECPS AIG Specialists have created a 40-hour, 8-module course designed for classroom teachers to help understand gifted learners and research-based differentiation and instructional strategies. We have several general education teachers with this training. For this plan cycle we are working with district leadership on rolling this out to MCLs, academic coaches and principals to encourage or direct classroom teachers to take the course. We will strive to have all teachers that work with gifted learners have the necessary training to successfully meet their student's needs.

This course includes:

- History of Gifted Education, including North Carolina Laws
- Characteristics and Needs of Gifted Learners
- Gifted Learners with other needs (Twice Exceptional, English Language Learners, and Underrepresented Populations)
- Instructional Strategies designed for Gifted Learners
- Differentiation and Managing a Differentiated Classroom

The AIG Specialists will also provide training for classroom teachers on using Research-Based programs, materials and strategies adopted by ECPS, such as:

- Gifted characteristics
- AIG procedures and processes
- Instructional practices for gifted and nurturing/discovery students
- Social and emotional needs
- Scheduling and placement options/flexible grouping
- Primary Education Thinking Skills (PETS)
- Jacob's Ladder
- William and Mary Language Arts Units
- Mentoring Mathematical Minds
- William and Mary Navigators
- Credit by Demonstrated Mastery
- AIG Booster Shots through DPI

*** 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.

Edgecombe County Public Schools strives to place students in general education classrooms with teachers who understand the needs of gifted learners. While many ECPS educators do not have an AIG add-on license from an institute of Higher Education, our goal is to have our educators complete the 8-module AIG training course designed by AIG Specialists. With this new knowledge, teachers are encouraged to obtain AIG Licensure by passing the AIG PRAXIS. This is a targeted professional development on gifted education and curriculum differentiation for gifted students.

Teachers may obtain AIG licensure through a college or university at their own expense, take the new AIG Licensure PRAXIS or complete the 40 hours of locally developed AIG professional development.

Our goal for this plan cycle is to cluster students in grades 4-8 with teachers that plan to or have taken the local AIG course.

*** Practice E**

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

Edgecombe County Public schools has developed strategies for recruitment and retention of AIG licensed professionals. We will recruit AIG teachers on the AIG page/website through ECPS and outline the path to become AIG certified.

ECPS will filter applications for candidates who have AIG licensure or Gifted Certification outside of NC. We analyze staff needs based on Average Daily Membership (ADM) in the district and schools during the hiring process to make workload equitable for AIG staff.

We offer an AIG course that should prepare teachers who have at least three years of experience, to take the AIG praxis and pass to earn AIG licensure. We also offer sessions during our Professional Development Days for Edgecombe County that gives EVERY teacher in ECPS the opportunity to learn about the AIG program and needs in our county.

A strategy to retain AIG Licensed teachers and teachers that have had training in gifted education, we will provide regular support both in and out of the classroom.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

We need more professional development in realizing equity and excellence in ECPS, so that the demographics in our AIG classrooms look like the demographics of our school. We have explored and used portfolios to help with this inequity in our AIG identified student population but mindsets, policies and practices need to also be changed in order to foster giftedness in under-represented populations. .During this plan cycle the AIG Specialists will work on mini lessons to train school personnel on traditional and nontraditional characteristics of gifted students, i.e. strengths, twice exceptional via staff meetings and through Curriculum Council Meeting Days. Monthly Newsletters with information about equity and excellence in Gifted Education, mindsets, policies and practices.

We also provide Professional learning opportunities in Edgecombe County through an online AIG course for teachers that includes equity and excellence practices for gifted education. We meet with PLCs and share information on inequities in education and gifted education.

We realize that no single action will change mindsets, policies, and practices, and we must synergize efforts to increase achievement and growth for all. We have created literature and will use DPI created literature to foster these changes.

We must assure that student racial, ethnic, economic, or other demographic factors do not reduce their likelihood of access and successful participation in advanced programming. By realizing equity and excellence in gifted education, we will help all students reach their full potential.

*** 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.

Edgecombe County Public Schools seeks to align professional development with the local AIG program goals and other district initiatives by:

- Communicating the nature and diverse needs of gifted students within the school environment
- Extending the program for gifted students beyond the school by involving parents and community members
- By offering a continuum of differentiated services designed to challenge and develop gifted students
- Educating all stakeholders about needs of the gifted children and the AIG program

Professional development will be aligned in the upcoming plan by implementing the following criteria:

- Offer on-going professional development addressing rigorous differentiated instruction and the social-emotional needs of the gifted learners
- Offer professional development to stakeholders on Cluster grouping and Flexible grouping within grade levels
- Ensure that the educators working with AIG students have an appropriate knowledge base, skills, and resources to support the program.
- Provide professional development on the following topics for AIG Specialists and classroom teachers
- Characteristics and Needs of Gifted Learners (including twice exceptional students)
- Interventions for At Risk Gifted Learners
- Differentiated Instruction
- Screening, Identification, and Placement of Gifted Students
- Multiple Learning Styles and Approaches
- Creative Problem Solving
- Nurturing Potential

In addition to these, Edgecombe County Public Schools offers an annual one-day conference called Amplify ECPS, where ECPS educators share their knowledge and/or educate themselves on various educational strategies through 40 or 80 minute sessions. The educators can self select their sessions to fit their needs. The AIG Specialists offer sessions on differentiation, social and emotional needs of gifted learners and research-based ways to grow gifted learners.

*** Ideas for Strengthening the Standard**

- Prioritize instructional practices like differentiation, curriculum compacting, and higher-level questioning.
- Include model lessons, walkthroughs, or co-teaching demos.
- Discuss real classroom examples and case studies to anchor strategies

- Partner with universities or professional organizations to offer certification in gifted education or badges for completed modules.
- Invite gifted students to share learning experiences and needs. Share family perspectives to deepen empathy and understanding
- Survey teachers and administrators to identify current knowledge gaps and training needs.
- Develop a year-long PD calendar with themes such as: Recognizing giftedness, Differentiation strategies, Acceleration and enrichment, Twice-exceptional (2e) learners, Equity and access
- Recognize and share exemplary teacher practices across the district.
- Establish a Gifted Education Toolkit with model lesson plans, rubrics, and resource guides.
- Offer stipends or CEUs for completion of extended learning modules or summer institutes.

Planned Sources of Evidence

- * PD rosters, plans, and visual aids
- * Staff list of AIG locally trained or AIG add-on licensure
- * Plan/strategy for recruitment of AIG licensed teachers

Type	Documents	Document Template	Document/Link
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AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Edgecombe County Public Schools (330) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Edgecombe County Public Schools maintains a working partnership and communicates with parents/families to meet the diverse needs of AIG students. Annual meetings with parents are held to evaluate service options for students. During the 2022-2024 Plan Cycle to strengthen the partnership, efforts will be made to form an AIG group. This group will be composed of AIG Specialists, regular education teachers, parent representatives, principals, and the Exceptional Children's (EC) Director. This group will meet annually to discuss the needs of the AIG program and to review the goals in the AIG Plan.

In addition, the AIG Specialists will hold parent informational sessions at our biannual Family Game Nights. Parents and other stakeholders can learn about our AIG Program, needs of gifted learners, and how to better support gifted learners through special guest speakers.

During the AIG Specialists' monthly PLC meetings, a portion of time will be dedicated to discussion and writing lessons about being a gifted learner. The Specialists will use the book, "I'm Not Just Gifted, Social/Emotional Curriculum for Guiding Gifted Children" by Christine Fonseca as a guide. The AIG Specialists will also use the Autonomous Learning Model to reinforce self-directed learning for differentiation in the regular classroom. The AIG Specialists will create and send flyers for parents, teachers and administration as guidance in teaching and parenting gifted learners. The AIG Specialists will also share this information at staff meetings.

We collaborate with other districts in our region quarterly and share various strategies, including ways to engage parents and the community. We are developing an AIG Advisory Board, which includes parents, scholars, administration and teachers and have strengthened our two-way communication with parents.

*** 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.

Edgecombe County Public Schools will seek more opportunities to engage institutions of higher education, local business and industry and other stakeholders to enhance and gain support for AIG programs and services.

Edgecombe County Public Schools will continue to:

- Offer AIG meetings to educate all stakeholders regarding the AIG program's policies and procedures and information regarding gifted students
 - Invite participation on the AIG advisory Group from the community, institutions of higher education and local business and industry. (Invite stakeholders to our family fun/game/showcase nights)
 - Elicit members of the community, institutions of higher education and local business and industry to provide a partnership in the following ways:
 - Job shadowing
 - Mentoring
 - Career day
 - Academic contests
 - Guest Speakers
- AIG Specialists will continue to partner with 4H and Strategic Twin-Counties Educational Partnership (STEP). Through STEP we also partner with several local businesses including Hitachi Astemo and LS Cable through engineering/robotics clubs and competitions.

*** 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.

Edgecombe County Public Schools recognizes the importance of having stakeholder input in developing and implementing the AIG plan. During the 2022-2025 plan cycle Edgecombe County worked on establishing an advisory group which represents the diversity of the district population and includes community members, AIG parents and families, AIG specialists and other instructional and support staff. Members of this group will:

- Complete surveys periodically to offer information/data on the progress of the plan
 - Formally evaluate the AIG plan annually
 - Assess annually, using various evaluation strategies, to determine the effectiveness of services delivered to AIG students. (Surveys, data analysis, etc.)
 - Become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education
 - Focus attention on issues relative to improving the educational services for gifted students
 - Maintain and monitor student AIG records and folders

We plan to hold an official advisory board meeting in person or virtually quarterly or biannually and invite more community members to be part of our advisory board, ensuring that we have a wide representation.

*** 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.

Edgecombe County Public Schools will continue to share with stakeholders, including all students, parents/families all of the information regarding the local AIG program, plan and other policies in the following ways:

- The local plan, laws regarding gifted education, identification procedures, and links to organizations that cater to gifted education are available on the Edgecombe County Public Schools website for all stakeholders to review.
- Annually the AIG specialists send flyers regarding AIG programming, Due Process, and Article 9B to parents.
- Annually the AIG Specialists share a PowerPoint explaining the AIG plan and policies with school staff.
- Edgecombe County Public Schools will continue to provide opportunities for parents to communicate with AIG Specialists and to sign local DEPs and IDEPs. ECPS will also provide newsletters and informational leaflets about AIG programming.
- Twice a year we will hold Parent/Student fun nights to either play challenging AIG games and or be a showcase of work and projects by AIG students. Parent information sessions will be held during these nights to share strategies and opportunities for AIG students
- Provide all forms of communication in English and Spanish to address the diverse languages of parents/guardians
- Provide a Parent Handbook to parents/guardians of all newly identified students
- We plan to utilize the District Website's AIG page and social media to provide information about what is happening with AIG around the district
- Create a quarterly newsletter to email to stakeholders about important policies and AIG services.

*** Ideas for Strengthening the Standard**

Family & Community Engagement

1. **AIG Family Advisory Council**
Form a council of parents, guardians, and community members to meet quarterly and provide feedback on the AIG plan and services.
2. **AIG Family Nights & Showcases**
Host events highlighting student work, projects, and talents. Include parent learning sessions on supporting gifted learners at home.
3. **Parent Education Series**
Offer regular workshops/webinars (in-person and virtual) covering topics like gifted characteristics, advocacy, and enrichment resources.

Collaboration with Schools & Staff

1. **AIG School-Based Teams**
Ensure every school has a team (admin, counselor, AIG teacher, general ed rep, parent) that regularly reviews student needs and services.
2. **Stakeholder Feedback Loops**
Use surveys, focus groups, and interviews with students, families, and teachers to gather feedback on services and programming.

3. Teacher/Staff Liaisons

Designate an AIG contact in each building who can act as a communication bridge between the AIG team and general education staff.

Partnerships Beyond the District

1. Community/Business Partnerships

Collaborate with local universities, museums, science centers, and businesses to provide enrichment opportunities and mentorships.

2. Higher Education Partnerships

Partner with local colleges for early college experiences, dual enrollment, or gifted seminars for high school students.

3. Nonprofit & Cultural Organization Engagement

Work with local organizations (arts, STEM, leadership groups) to create extended learning experiences for AIG students.

Planned Sources of Evidence

* AIG Family night rosters, plans, surveys, survey results

* generate a list of local businesses that offer school partnerships

* communication logs

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

Standard 6: Program Accountability

Edgecombe County Public Schools (330) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Edgecombe County Public Schools has developed a local AIG Plan that describes our local AIG program in accordance with state legislation and SBE policy, which has been approved by the local school board. Edgecombe County Public Schools' AIG Plan will be submitted in written form to the local board of education for approval.

The process for creating this plan is as follows:

Fall/Winter:

1. The district AIG Specialists will collaborate during regular meetings throughout the year on writing the AIG plan. Initially completing a self-assessment in order to prioritize AIG Standards and Practices.
2. The district AIG Specialists will elicit feedback from stakeholders by sending surveys through email to parents, educators, students and community members. We also plan on posting these surveys on social media and the district websites for the next round. The AIG team will create and modify these surveys as needed prior to sending out.
3. The AIG Specialists will host evening meetings with stakeholders to discuss priority standards. In addition to surveys, these nights will provide a way for stakeholders to first understand our current policy so that they can better provide feedback and offer ideas for improvement.
4. Beginning in January, the AIG Specialists will use the feedback and all information gathered through surveys and stakeholder meetings to write the plan during the regularly scheduled meetings.

Spring:

1. In March and April, the AIG Specialists will meet weekly to finalize the plan.
2. May or June, the AIG Specialists will present the plan to the school board for approval.

*** Practice B**

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

Edgecombe County Public Schools monitors the implementation of the program and plan. The district monitors the plan and its implementation.

The AIG Coordinator will regularly review with the AIG Specialists to ensure the plan is implemented with fidelity. This review consists of ensuring AIG Specialists' schedules and lessons meet the goals of the program. The AIG Coordinator will provide guidance and professional development opportunities as needed in order to comply with the District AIG plan.

The lead AIG Specialist will provide guidance to all other AIG Specialists on day to day implementation of the plan. The AIG Specialists meet at least once a month to coordinate, plan and discuss progress in order to ensure the AIG plan is consistent across the district.

The Lead AIG Specialist will also elicit feedback from teachers, students and school staff through surveys twice a year. The AIG specialists will review the results at their monthly meetings.

Results of surveys will be posted on the District's website AIG page.

*** Practice C**

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

The AIG Coordinator monitors the funds for the AIG program and maintains a budget to ensure proper use of funds. Each year a budget will be submitted to the Edgecombe County Public School Board of Education and the Executive Director of Finance for approval. Annual budget allocations will be based upon the needs identified in the evaluation of the program that will occur each spring. Budget allocations will include:

- Personnel - AIG-certified personnel at designated school sites
- Professional Development -supplies and materials, travel, tuition
- Instructional Materials and programs
- CogAT testing for 3rd grade students-Instructional Supplies and Materials

The AIG Coordinator meets with the Lead AIG Specialist throughout the school year to properly make budget decisions for supplies, materials and other essentials for the implementation of the plan.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG Specialists maintain a comprehensive living document that tracks all AIG and nurture students along with their various test scores. This document is reviewed quarterly during AIG Specialists' meetings. The purpose of this review is to ensure our program effectively utilizes data to support general education teachers and guide our AIG group lessons. We regularly analyze this data to identify patterns and trends over time. This analysis informs our mindsets, policies, and practices, promoting equity and excellence within the program. The data gathered will be instrumental in enhancing the K-8 AIG program. It will also provide valuable guidance for setting goals and preparing our students for their desired futures.

For our high schools, we will annually collect and review other indicators of student performance that speak to the growth and achievement of AIG students. Such data might include:

- ? Number of students participating in dual enrollment
- ? College acceptances information

- ? Scholarship information
- ? Qualitative data regarding social and emotional needs
- ? Successful AP, IB, or CIE class completion rates
- ? High School Dropout Rates for AIG Students

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Edgecombe County Public Schools monitors the representation, performance and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional to ensure access to the AIG program is equitable.

The Lead AIG Specialist monitors student headcount data to monitor demographics of the AIG population. Annually, AIG Specialists gather their demographic data and report to the Lead AIG Specialist. The data is then analyzed to ensure these factors are not inhibiting our students from being identified or referred to the AIG program.

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

The Edgecombe County Public Schools Human Resources Department maintains data on all personnel in the district. The AIG Coordinator will verify that all AIG Specialists have AIG licensure or obtain AIG licensure within 1 year of their hire date. The Lead AIG Specialist will verify that educators that teach gifted students have attended professional development on best practices in gifted education designed by the local AIG team.

The Lead AIG Specialist monitors professional development rosters to monitor the participation of classroom teachers and other personnel who attend professional development on gifted services provided by the AIG department.

*** Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

Edgecombe County Public Schools elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

- Edgecombe County Public Schools surveys students, parents, teachers, and other stakeholders directly reflecting the Standards and Practices annually
- AIG Specialists survey students regarding the effectiveness of their AIG services
- The solidification of the advisory board consisting of curriculum directors, parents, AIG Specialists, and students will meet to initiate discussion on how we can alter the AIG program to better serve the students.

*** Practice H**

Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Data from the evaluation of the local AIG program is public knowledge and is shared with various stakeholders by central office personnel and other district leaders.

- Edgecombe County Public Schools disseminates data from evaluation of the local AIG program through the ECPS website AIG link and emailed to all ECPS directors, principals, teachers and school staff.
- The AIG plan is posted on the Edgecombe County Public Schools' website.
- Hard copies of the evaluation data will be available upon request.

*** Practice I**

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

Edgecombe County Public Schools safeguards the rights of all AIG students through policies, procedures, and practices, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs and procedures for resolving disagreements.

Informed Consent

Before students are identified as AIG, parents must give their consent. The AIG Specialist collects data for all students and those who qualify are referred to the Needs Determination Team to complete a DEP (Differentiated Education Plan). Once the team has determined eligibility and placement, the AIG Specialist meets with the parent or guardian to explain the process and potential placement. The student does not get placed without a parent or guardian agreeing and signing the DEP. If there is a disagreement we will follow the four step process below.

If a child does not qualify with the data collected and more is needed, a child may be given the CogAT or other test. A parent or guardian must agree to the test with written consent before the test can be given.

Resolving Disagreements

Level I - School-based Meeting – Appeal to Principal:

If a parent has a concern or disagreement in regards to screening, identification, placement, or appropriateness of the Differentiated Education Plan, the parent shall first make a written request to the principal for a school-based meeting. This meeting shall be with the principal (or LEA representative), AIG Specialist, central office personnel, the child's teacher, and the parent. If necessary, other appropriate personnel may be required to attend this meeting. The principal shall hold the meeting within five (5) school days following the receipt of the request. Following the meeting, the principal shall notify the parent in writing of his/her position within five (5) school days.

Level II - Administrative-based Meeting – Appeal to Superintendent:

If the disagreement between the parent and the school is not resolved in the Level I meeting, the parent may request a Level II meeting. The request must be in writing and directed to the Superintendent within five (5) school days following the Level I meeting. This meeting would involve

the AIG Specialist, the Exceptional Children's Director, and the Superintendent and/or the Superintendent's designee. Other appropriate persons requested by the parent or the Director may attend this meeting. The meeting should be held within five (5) school days following receipt of the request. The Superintendent or his/her designee shall provide a written response to the parent within ten (10) school days following the Level II meeting.

Level III - School Board Review:

Should the dispute remain unresolved after appeal to the Superintendent, the parent may make a written request to the Superintendent to present his/her position to the Board of Education. The request must be submitted within ten (10) school days following the mediation. The case will be presented in closed session to the Edgecombe County School Board at the next available meeting. If the parties fail to reach agreement at Level III, the parent shall be notified in writing of the decision of the Board within ten (10) school days. This notice shall inform the parent of the right to file a petition for an administrative law (contested case) hearing, and shall explain the procedure and time limit for doing so. If an agreement was not reached at Level III, the school system may agree for mediation to be held prior to the expiration of the time limit for a parent to file a petition for an administrative law hearing.

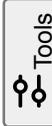
Level IV - Administrative Law Hearing: The final level for resolving disagreements will be the parent's right to request an administrative law hearing. Central office personnel will provide the parent with the appropriate information as described above. The parent may file a petition under Article 3 of Chapter 150B of the General Statutes. The scope of this review is limited to (1) whether Edgecombe County Public Schools improperly failed to identify the child as a gifted student, or (2) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. "Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding, the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes" (Guidelines Governing Local Plans for Gifted Education, Spring, 2004.)

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*** Ideas for Strengthening the Standard**

- Establish clear goals and define specific academic, social-emotional, and creative learning goals for gifted students.
- Identify and address underrepresentation with proactive strategies.
- Create a calendar to elicit feedback on our program.

Choose File No file chosen





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Planned Sources of Evidence

* DEPs and nurturing forms showing parent/guardian consent	
* District website links to the AIG plan and other documents	
* Update our parent handbook	

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources		N/A	

* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents

Edgecombe County Public Schools (330) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

Glossary

Edgecombe County Public Schools (330) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition